

INSTRUCTOR'S GUIDE



Tourism, Progress and Peace

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Stenden
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Tourism, Progress and Peace

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Introduction: Peace and Tourism: Friends not Foes

A critical issue for research and action is a need to understand what can disrupt the peace and stability that tourism depends on. Similarly, governments need to concentrate on evidence-based policy to maximize the benefits of tourism development for all and indeed to identify the values that should govern tourism development.¹

Task 1:

Read the case study report on the IFYE Program. It demonstrates that tourism organisations are not alone in the pursuit of peace. Although the IFYE program is not designed for tourists, it is clear that visitation to other countries is central to the achievement of its objectives. Identify the attributes of the contact arrangements in this program which contribute to understanding. Could these be initiated through other exchange programs?

Case Study

The International Farm Youth Exchange (IFYE) Program: Peace through Understanding*

In 1948, the IFYE programme was developed as a way of building relationships between young people from the USA and countries all around the world. Some of the participating countries also developed exchange programs with other countries, while some maintained only the bilateral exchange with the USA.

Common to all the member organisations of the IFYE network is the theme of fellowship and understanding, with the first line of the European IFYE constitution referring to the development of “Peace through understanding”. The philosophy is based on recognition that living with families from another country or state enhances one’s understanding, and therefore appreciation of another way of life and belief system, and this underpins the exchange program around the world.

An important element of the program is the follow-up arrangements. European IFYEs meet annually for a week each Northern summer, and welcome IFYEs from countries outside Europe as participants. Initially including only those who had exchanged with the USA, the network now includes all those who have participated in exchange programs through their own organisations, both within Europe and outside of it. USA IFYEs also meet annually while groups in other countries meet at regular intervals.

The first World Conference was organised in Switzerland in 1965, gathering IFYEs from around the globe. In 1998, the 50th anniversary of the program was celebrated with the seventh IFYE World Conference in Washington DC (USA). These events have grown to

¹ Tribe, John (2008), Tourism: A Critical Business, *Journal of Travel Research*, 46, pp.245-257.

accommodate more than 500 participants from as many as forty countries each time they are held.

In Australia, the Australian Rural Exchangees Association (AREA), a member organisation of IFYE, meets every two years. Membership is open to anyone who has participated in an exchange program within or outside of Australia. In some states, membership is open to past members of the state body (Rural Youth or Young Farmers), whether they have been on exchange or not.

By participation in the exchange program, young people learn about another state or country, and by living with families they learn to appreciate how people form their opinions and why they have them. They also meet many people and have an enormous range of experiences throughout their exchange program. From their exchange, people make lifelong friends and may also join organisations such as AREA to meet other people who have had similar experiences and maintain a network. By participating in IFYE events, past exchangees can maintain contact with other exchangees, make new friends, travel to many countries around the world and continue to build on the experiences of their exchange program. They might mix with people who travelled 50 years ago or people who were part of the program last week.

The IFYE exchange program provides opportunities for young people from many countries around the world to have new experiences and become part of the philosophy of Peace through Understanding.

* Contributed by Deb Clarke, Chair of the Organising Committee for the Ninth World IFYE Conference, Adelaide, Australia, 2008.

Task 2: Understanding peace

Read pp. xvi-xix.

*There is more to peace than the absence of arms
or conflict.*

1. Collect information on the geographical distribution of poverty in the world. What are the manifestations of poverty? Do your findings support Clinton's statement about the uneven distribution of opportunity, investment and organization?
2. What would constitute 'harmonious relationships' within and between community and culture groups?
3. Consult a copy of the UN Universal Declaration of Human Rights and list the rights specified therein. Identify those on which tourism may have an impact.
4. Discuss the statement (p.xvii) that '... the world cannot claim to be developed as long as there is a place somewhere that is underdeveloped ...'
5. Provide some examples of locations currently experiencing 'peacelessness.'
6. It is claimed that 'peace is too important to leave to politics or business alone' (p.xix). Who or what else might be involved in the pursuit of peace?

7. In comparing peace and health studies, Galtung discusses the *diagnosis-prognosis-therapy* conflict resolution triangle. Diagnosis involves identification of relevant causes, conditions and contexts; prognosis involves identification of what must be done to restore a state of wellness; and therapy involves the implementation of restorative measures. Provide an illustrative example of how this approach might be applied in a tourism conflict situation.

Task 3: Understanding the role of tourism

Read pp. xix-xxv.

There are few, if any, alternatives to match tourism as a generator of intercultural contact.

1. In your opinion, should the effectiveness of tourism as a generator of harmonious intercultural relationships be measured by the number of international travellers? Explain your answer.
2. Compile a list of tourism attributes which may constitute weaknesses and threats with respect to the tourism-peace proposition.
3. How can an emphasis on conservation contribute to the tourism-peace objective?
4. In your opinion, to which - shrinkage or expansion in the world view of the individual - is technological advancement in travel and communications leading? Explain your answer.
5. Are there disadvantages attached to a proliferation of organizations linked to peace through tourism? Explain your answer.
6. In what ways can tourism contribute to human wellbeing, earth repair and intercultural communication?

Key Concepts

Ensure that the meaning and significance of each of the following as used in this reading are fully understood:

tourism	negative peace
positive peace	justice
conflict	harmonious relationships
human rights	education
development	peacelessness
violence	SWOT analysis
strengths	weaknesses
threats	opportunities
purposeful management	functionalist theory
critical thinking	

Discussion/Assignment Questions:

1. Compile a list of the causes for which people are resorting to violence in the world today. Can these be grouped into categories (eg, perceived injustice, ethnicity, territoriality)?
2. Identify some aspects of modern tourism which might be described as reflections of indirect or structural violence. How might these be eliminated or changed?
3. Consider how tourism management might help resolve or ameliorate the following problems:

- (a) Destruction of orangutan habitats in Indonesia.
- (b) Ivory poaching in Tanzania and Uganda.

Additional Reading

Galtung, Johan (1996), *Peace by Peaceful Means: Peace and Conflict, Development and Civilization*, London: Sage.

This is a rather difficult text, but it is a landmark publication on peace and conflict studies. It examines elements of peace and violence, conflict theory, structural violence in the context of development and cultural violence as a reflection of civilization. The conclusion focuses on the pursuit of peace by peaceful means.

Inui, Y.; Wheeler, D.; Lankford, S. (2006), *Rethinking Tourism Education: What Should Schools Teach?* *Journal of Hospitality, Leisure, Sport and Tourism Education*, 5(2). (Full text access at www.hlst.heacademy.ac.uk/johlste.)

The paper argues that tourism education focuses almost exclusively on preparing people for careers in the industry – a vocational rather than educational objective. It proposes the introduction of a philosophical and sociological foundation for decision-making strategies, contributing to education of future tourism professionals.

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Chapter 1: Tourism and a Culture of Peace

Men and women of goodwill seek ways of improving the quality of their own lives by contributing to the well-being of others. They do so in many ways, including working to achieve peace with justice in any culture or country, a task which requires knowledge, understanding and skills.²

Task 1:

Read the Supplementary Reading, United Nations *Declaration for an International Decade for a Culture of Peace and Nonviolence for the Children of the World, 2001-2010*.

Supplementary Reading

Resolution adopted by the General Assembly

International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010

The United Nations Declaration calling for a Decade for Education for a Culture of Peace and Nonviolence for all the Children of the World was issued by member nations of the United Nations General Assembly in response to a petition submitted by Thirteen Peace Laureates. This is in keeping with the Charter of the United Nations, especially the goal to save generations from the scourge of war, and the Constitution of the United Nations Educational, Scientific and Cultural Organization, which states that, since wars begin in the minds of people, it is in the minds of people that the defenses of peace must be constructed. The United Nations Millennium Declaration and the International Decade for a Culture of Peace and Non-Violence for the Children of the World urge both education and action. This Declaration calls upon Member States to place greater emphasis on and expand their activities promoting a culture of peace and non-violence, in particular during the Decade, at the national, regional and international levels and to ensure that peace and non-violence are fostered at all levels. In particular, the Declaration encourages members of civil society, including non-governmental organizations, businesses, and the media to continue and strengthen their efforts in furtherance of the objectives of the Decade by adopting their own program of activities to complement the initiatives of Member States, the organizations of the United Nations system, and other global and regional organizations. *37th plenary meeting 5/11/2001.*

Consult the website: <http://www.spiritual-endeavors.org/peace/decade.htm> and answer the following questions:

1. Why did the thirteen Nobel Peace Prize Laureates initiate this Appeal?
2. What is the intended goal of this resolution?
3. How could this goal, if implemented, benefit both tourists and people working in the tourism industry?

² Rees, S. (2002), *Passion for Peace: Exercising Power Creatively*, Sydney: UNSW Press, pp. 21-22.

4. What is the role of the media, and especially tourism media, in promoting a culture of peace and nonviolence?
5. What can you discover regarding the status of the *Declaration* today, at the beginning of the second decade of the twenty-first century?

Task 2: Understanding the complexities of peace

Read pp. 1-4.

Peace Studies scholars extended research to include community, racial, ethnic, tribal and religious conflicts, and intra-and inter-regional violence and terrorism.

1. Identify instances of violent conflict in the first decade of the 21st century and explain the circumstances in which they occurred.
2. In your opinion, is preventable hunger an act of violence? Explain your answer.
3. Kofi Annan noted that most countries do not resort to armed conflict. What are the differences between them and those which do?
4. Suggest reasons for the expansion of peace research to include conflicts which do not involve war.
5. It is noted that both negative peace and positive peace focus on the absence of certain elements. What is the difference between them?
6. In what ways might the following contribute to structural or institutional violence through their involvement with tourism? Government leaders; policy-makers, investors; developers ; property managers; events planners; managers of tourist attractions; tourists.
7. Can structural violence be present in democratic countries? Explain your answer.
8. In your opinion, is poverty a symptom or a cause of conflict? Explain your answer.

Task 3: Understanding peace as presence

Read pp. 4-6.

Each of the cultural, religious and contemporary expressions of peace as presence hold within them a call for visioning.

1. Note the range of contexts in which the term ‘peace’ is used in the English language (eg, peace of mind, disturbing the peace). Identify as many as you can.
2. Offer a definition of ‘completeness’ as an element of peace.
3. In your opinion, can there be peace without justice? Explain your answer.
4. Suggest reasons for the extension of peace concerns to include ecological sustainability.
5. Is it likely that everyone’s vision of a peaceful world will be the same? If not, how might they differ?
6. Are human needs the same as human rights? Explain your answer.

Task 4: Understanding the implementation of peace

Read pp. 7-11.

People can transform relationships within families, their communities and the world.

1. In the past (and to some extent today) ‘knowing one’s place’ in society was deemed commendable. In your opinion, is this still the case? Explain your answer.
2. What does the phrase, *just relationships*, mean to you? What does it imply for those working in or benefiting from the tourism industry, in terms of gender, race, ethnicity, religion, age and generation, culture, class, and ability?
3. Do all human rights have the same priority? Explain your answer.
4. How, in your opinion, should a peaceful society deal with contradictions in human rights claims (eg, those relating to intrusive airport security checks or prohibitions on cross-border visits to relatives)?
5. Offer a definition of ‘the common good.’
6. What reasons explain the reluctance of many governments to accede to the authority of the United Nations Organization?
7. What, in your view, would constitute a state of global security?
8. In your opinion, is ecological security a separate issue from human security? Explain your answer.
9. What kinds of actions are required in the pursuit of peace? What kinds of actions would be considered unacceptable?

Task 5: Understanding peacemaking

Read pp. 11-12

The purpose of peacemaking is oriented towards the integration of peace values and actions in all dimensions of human life.

1. In your opinion, does ‘systematic education for peace’ (p. 11) imply a need for formal education (schooling)? Explain your answer.
2. Offer examples which illustrate the difference between education *about* peace and education *for* peace.
3. Offer examples which show the differences between education about and for peace, and education related to non-violence. Where would you place a study of the life of Mahatma Gandhi?
4. Distinguish between peacekeeping and peacemaking.
5. In what respects is performance of everyday tasks a form of peacemaking?

Task 6: Understanding the tourism-peace link

Read pp. 13-14.

Tourism aids in creating a culture of peace in a number of ways.

1. In what ways may travel be said to open one's mind?
2. In what ways may economic development promote a culture of peace?
3. In what respects may a tourism industry be defined as hosting?
4. Offer a definition of 'caring labor.'

Key Concepts

Ensure that the meaning and significance of each of the following as used in this reading are fully understood:

culture of peace	conflict
structural violence	peace scholar
negative peace	positive peace
justice	peace as presence
sustainable development	visioning
ecological security	just action
ecosystem	just relationship
human rights	the common good
global security	social solidarity
peace education	peacemaking
tourism	'caring labor'

Discussion/Assignment Questions

1. Are the current processes of globalization likely to contribute to a more peaceful world?
2. Identify and describe an example of tourism for each of the ways in which tourism promotes a culture of peace – protection of sacred sites, protection of cultural traditions, poverty reduction, conflict resolution, environmental conservation, education, and community involvement. How might you contribute through involvement with these? What organizations could help you?

Additional Reading

Calvocoressi, P. (1987), *A Time for Peace*, London: Hutchinson.

The author explores pacifist thinking and attitudes to war throughout history, citing powerful examples such as Gandhi and the power of protest. He sees hope in the gradual extension of the rule of law in international affairs.

Rees, S. (2003), *Passion for Peace: Exercising Power Creatively*, Sydney: University of NSW Press.

There is a strong practical element in this book, dealing with the inner self, the exercise of power, negotiation skills, practising non-violence, human rights and national sovereignty.

Boulding, E. (1988). *Building a Global Civic Culture*. Syracuse University Press, Syracuse, New York, USA.

This book highlights the need to stay rooted in local communities and traditions while cooperating with and respecting those whose lives follow other patterns in order to achieve a successful worldwide civic culture.

Haessly, J. (1997), "Imaging Peace: A Pedagogical Challenge for Educators", *Holistic Education Review*, December 1997.

This article highlights challenges associated with imaging peace in our world. Written for educators, it also has ramifications for people working within the tourism industry.

Mische, P. (1992) "Security Through Defending the Environment: Citizens Say Yes!". In, Boulding, E. (ed.). *New Agendas for Peace Research: Conflict and Security Reexamined*, Boulder, Colorado: Lynne Rienner.

This work breaks new ground in thinking about peace and security from a human and ecological consideration of security, as distinct from a military position on security.

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Chapter 2: Tourism and Understanding or Contact Hypothesis Revisited

The majority of the pro-peace tourism literature focuses on the notion that tourism, through contact with other cultures, leads to greater understanding and affection between cultural groups. A common and reiterated line of argument, it remains principally a utopian ideal and open to critique.³

Task 1:

Read the Case Study, The Traveller and Peace.

Do you consider the issues raised by the visiting students to be trivial or are they significant in their impact on visitor perceptions? Note the distinction between conflict resolution and conflict transformation and how the latter was brought about. How might conflict transformation be initiated at a collective rather than an individual level?

Case Study

The Traveller and Peace⁴

It is submitted that if a relationship between tourism and peace is to be identified and encouraged the individual actors in tourism must be the centre of attention. This discussion is illustrated with examples from research undertaken at the International Tourism Institute (ITI) - a Norwegian educational institute in Spain. The subjects were Norwegian students in their early twenties, doing a four-month course in tourism management and Spanish. The course was organised to include typical tourist activities mixed with an academic approach, and could be labelled tourism education or educational tourism. Of primary importance is that they were individual human beings experiencing the Other.

One of the reasons the Norwegian students chose to do their tourism course in Spain, was the opportunity to gain first-hand experience of a different culture. However, this idea could hardly have been more irrelevant than it was during the first week of the Norwegian - Spanish encounter. The students' focus was more on themselves and their emotional experiences than on their environment. After one week one student recorded the following: *I am very irritated, it is 1.30 Sunday morning and I cannot sleep because the hotel director and his friends are shouting and singing in the reception area.*

To clarify the situation, it needs to be said that the night life in the area of the institute would rarely start before 1.30 am. The 'shouting and singing' could be the student's distorted definition of the 'flamenco mood' or simply a description of the Spanish way of communicating (loud) as opposed to the Norwegian way.

³ Etter, D. (2006), *Situational Conditions of Attitude Change within Tourism Settings: Understanding the Mechanics of Peace through Tourism*, IIPT Occasional Paper No.11 (access on www.iipt.org).

⁴ Extracted from Askjellerud, S. (2006), *Tourism and Peace: The Traveller*, IIPT Occasional Paper No. 4 (access on www.iipt.org).

As part of the course, the students conducted research on the more collectivistic way of life of the place they were visiting, as opposed to the individualistic tendencies of Norwegians. It is clear that all were capable of having a theoretical discussion about the cultural differences. A frequent reaction to these was that they were something to laugh or to commonly disagree about. However, this *knowledge* had little or no impact on the emotions of those students who felt uncomfortable in the Spanish context. Some of them would become visibly emotional over a topic such as bull fighting. That kind of indignation, however, would easily give way to personal issues such as the problems caused by not having a table lamp in their hotel room, dislike of the Spanish food and a conviction that it is unhealthy to have scanty breakfasts and late dinners.

An approach which enabled them to leave their theories behind for a while altered the rather aggressive scenario remarkably quickly. Conflict transformation differs from traditional conflict resolution. While a resolution can be made by people who are not directly involved in the conflict, a transformation involves both the intellect and the emotions and, therefore, can be performed only by the person or people who experience the conflict, a process described by one commentator as 'sitting in the fire'. The expression indicates that the experience is not necessarily pleasant.

The groups were asked to change roles with their 'opponents'. The assignment was not only to defend the views of the Other but to act the Other in the best possible way. The task was given in the context of studying cross-cultural communication, and not as an obvious and isolated attempt to solve a particular conflict. The element of surprise probably kept the anxiety level low and there was no time to ponder one's own arguments.

The actual debate lasted about ten minutes. The role play then dissolved into laughter as an expression of relief. It signified a turning point in the attitude of some of the students. Communication inside the group was considerably improved. Importantly, their attitudinal changes did not include changes in their food preferences. Their original likes and dislikes with respect to food remained, though some of them probably tried out new dishes during the course. The transformation revealed itself in their newly created ability to relate to their food problem without being aggressive and defensive - or at least less so. It could be argued that by facing the conflict, the students' emotional intelligence had been strengthened. According to Galtung, this growth in emotional strength is an act of peace because it occurred by transforming conflict in a non-violent and constructive way.

The students' conflicts may appear insignificant to an outsider. A suspicious or longed-for food item or a missing table lamp hardly constitutes a threat to world peace. It is important to remember, however, that a fight between neighbours could lead to a campaign of ethnic cleansing. As the students' experiences have demonstrated, academic skills and general reasoning proved insufficient when it came to dealing with these problems. The conflicts had branched off from the personal contexts and threatened to destabilize the whole group and be projected into the visited environment. Dealing with the conflicts non-violently, however, had major impacts on their levels of awareness, first of Self and then of Other within the Norwegian group, and of Other in the Spanish environment. Eventually awareness extended

to Other - or previously unseen peculiarities - in their Home environment. Notably, the process that led to these changes in attitude had started *from within*.

This approach makes each of us directly responsible for peace in the world, and it provides a direct and practical way of initiating peace work. Self awareness, created by 'sitting in the fire' of our own conflicts, is an invaluable support in our communication with the world around us. Skilled emotions and clear thinking give promise of increased humility and sensitivity to Others' needs and ways of being.

Task 2: Understanding the issue

Read pp.17-19.

(T)he aim of the chapter is to draw upon existing theory and empirical evidence in order to provide a framework for investigating the influence of travel on intercultural understanding.

1. It is often claimed that travel broadens the mind. What, in your opinion, does this mean?
2. In what circumstances might a travel experience contribute to a more closed mind?
3. The arguments cited by the author to suggest that tourism can not contribute to harmonious relationships were mostly framed in the 1960s and '70s. In your opinion, are they valid today?
4. What is involved in 'a willingness to understand people on their own terms' (p.18)?

Task 3: Understanding the contact hypothesis

Read pp. 19-25.

It has been suggested that travellers ... would benefit ... from the travel experience in terms of gaining an improved understanding of another culture and increased intercultural tolerance.

1. Provide examples of travel experiences marked by tension, distrust and conflicting norms.
2. In your opinion, which travel experience would be most effective in encouraging intercultural understanding – accommodation with a host family, accommodation in an institutional setting (eg, a school or hostel), or a tour visiting a number of worksites? Explain your answer.
3. Is there a danger that heightened appreciation of one's home country as the result of a travel experience may contribute to increased ethnocentrism?
4. Is a trend towards shorter, more frequent holidays likely to contribute to better intercultural relationships?
5. Does a desire to escape from everyday life as a motive for travel preclude an interest in the host community?
6. The author maintains that 'positive attitudes are much easier to change into negative ones' (p22). In what circumstances might this occur?

7. Suggest the range of possible attitudinal responses in a tourist confronted in a host community with (a) evidence of poverty, (b) cruelty to animals, (c) children as beggars.
8. It appears that travellers who are outgoing and confident are more likely to formulate favourable attitudes towards their hosts. Offer an explanation for this.

Task 4: Understanding the complexities

Read pp.25-31.

Several ... factors present a departure from the standard contact hypothesis.

1. Examine Fig. 2.1. What does the author mean by 'quality of contact'? Note the factors entering into the number of contact opportunities. Which of these can be influenced by travel organizers? Can travel organizers influence any of the contact quality and post-trip factors?
2. What is 'cultural distance' and how might it be reduced?
3. What might threaten equality of status in visitor-host contact situations? What measures may be taken to ensure status equality?
4. The author maintains that there is an increasing desire for contact (p.28). In your opinion, what would contribute to this?
5. How might traveller self-esteem impinge on the quality of contact?
6. Describe in your own words the attitudes which might contribute to traveller avoidance of contact.
7. In your opinion, is a tourist–host contact experience more likely to have a positive impact than other contact experiences? Explain your answer.
8. In your opinion, does improved understanding necessarily lead to more positive intercultural relationships? Explain your answer.

Key Concepts

Ensure that the meaning and significance of each of the following as used in this reading are fully understood:

contact	contact hypothesis
ethnocentrism	prejudice
attitude	contact opportunity
contact quality	travel motivation
cultural distance	status equality
personality structure	

Discussion/Assignment Questions

1. Provide examples of commonly held stereotypes about ethnic groups and nationalities, positive and negative. What stereotypes are held about your nation or ethnic group? Investigate the origin of these prejudices.
2. Does cultural relativism preclude criticism of other societies? Investigate the concept of cultural relativism and evaluate arguments concerning its validity.

Additional Reading

Etter, D. (2007). Situational Conditions of Attitude Change within Tourism Settings: Understanding the Mechanics of Peace through Tourism, *IIPT Occasional Paper No. 11* (www.iipt.org).

Contact theory stems from the field of social psychology and implies that contact between people, generally of different ethnicity, will lead to a change in, or a reaffirmation of, attitudes towards other ethnic groups. The aim of this research paper was to evaluate the relevance of conditions identified in contact theory as explaining attitudes of tourists towards cultural groups at a destination. The research implied that all are important for positive attitude change but that common goals, voluntary and intimate contact and the absence of negative personality structures are of particular importance.

Tomljenovic, R. and Faulkner, B. (2001). Tourism and World Peace: A Conundrum for the Twenty-first Century, in *Tourism in the Twenty-first Century*, ed. B. Faulkner; G. Moscardo; E.Laws, London: Continuum, pp.18-33.

The authors provide a review of the arguments relating to the peace and tourism proposition and recognize the ambiguity of empirical research findings on the issue. They conclude that there is a need for more sophisticated and finely tuned research which looks beyond mass tourism and takes into account the complexities of the travel experience.

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Chapter 3: Challenging Peace through Tourism: Placing Tourism in the Context of Human Rights, Justice and Peace

The sheer magnitude of rights issues has rather recently compelled tourism researchers to appreciate more fully the extent of such issues in the travel industry.⁵

Task 1: Read the Case Study: The rights of women in South East Asia. Note the range of human rights infringements associated with tourism. To what extent are these attributable to a focus on commercial benefits? In your view, is the adoption of codes of behaviour by tourism interests likely to be effective in eliminating these?

Case Study

The rights of women in South East Asia

Hemingway,⁶ focusing on the human rights of women in South East Asia, submits that ‘there has been surprisingly little assessment regarding the impact of tourism, despite claims of it being one of the largest and fastest growing industries in the world.’ Attention is drawn to the unequal and exploitative relationships associated with tourism activities and the disproportionate impact on the poorest and most vulnerable groups in a destination, noting, for example, the problems created for local women when water resources are disrupted, diverted or polluted during the construction of a tourist resort and population migration enforced by increasing land costs or eviction when land is taken over for tourism developments.

Although female images promoted by tourism are often positive, women’s rights are threatened by tourism’s commoditization of culture, a process which contributes to stereotyping and limitation of women to certain roles such as handcraft production, accommodation servicing and prostitution. The prevalence in certain destinations of sex tourism, including child sex tourism, is attributable to poverty and a view that the economic benefits outweigh social and ethical considerations.

A contributory factor is the absence of labour rights legislation, stemming to some extent from the economic interdependence, deregulation and dominance of market forces associated with globalization and a shift of responsibility from state to non-state actors. These actors include the World Bank and transnational corporations which commonly support large developments, often involving commodification of destination culture for market purposes.

⁵ Fennell, D.A. (2006), *Tourism Ethics*, Toronto: Channel View (p.104)

⁶ Hemingway, S. (2004), The Impact of Tourism on the Human Rights of Women in South East Asia, *International Journal of Human Rights*, 2(3), pp.275-304 (p.275)

It is submitted that actors within the tourism industry have two responsibilities – to abstain from activities involving human rights abuses, and to report on violations which come to their attention. There are encouraging signs in the growing emphasis on sustainable development and the growth of ecotourism, despite their emphasis on the biophysical environment rather than human rights. Responsible Tourism seeks to combine environmental, cultural and social concerns and positively benefit local communities through an emphasis on education of the tourist and ‘the transformation of tourism into a rights-respecting industry’ (p.220).

It is noted that there are numerous codes of behaviour for those involved in tourism and suggested that these should be legally enforceable and based on transparent contracts between state authorities and private tourism organizations. Tourism generating states should also recognize their responsibilities for industry regulation and the provision of assistance to destinations. Consideration should be given to the establishment of an international enforcement agency.

There is a clear need to ensure that destination communities, especially those elements most vulnerable to negative impacts, are consulted with respect to tourism initiatives, and that community decisions are not undermined by powerful economic interests. There is also a need to focus on the education and moral character of the most influential actor – the individual traveller.

Task 2: Understanding tourism as a human right.

Read pp. 35-37.

The positive impacts of tourism are potentially so powerful that the right to travel and tourism have been incorporated in key international documents.

1. In what respects does tourism since the mid-1800s differ from earlier tourism?
2. It is often claimed that ‘travel broadens the mind.’ In your opinion, is this claim justified? Explain your answer.
3. Is a right to travel the same as a right to tourism?
4. In your opinion, should the rights pertaining to tourism extend to involvement as host as well as traveller? Explain your answer.
5. What other rights are required to make leisure travel possible?

Task 3: Understanding social tourism

Read pp.37-42.

Social tourism points to the way that the right to travel and tourism could be facilitated for those least able to fulfil it.

1. Offer a definition of social tourism.
2. In what respects do the social tourism objectives of former socialist European countries differ from those promoted in non-socialist countries?
3. In your opinion, is poverty a denial of human rights? Explain your answer.
4. Explain why a neo-liberal approach does not value social tourism.
5. In your opinion, would the free market policies advocated by neo-liberals be advantageous for tourism as an industry? Explain your answer.
6. Do you agree with the chapter authors that institutional advocacy of tourism for all in the absence of an ability to implement it is hypocrisy? Explain your answer.
7. Explain why the economic benefits of PPT may not reach the poorest people in a community.

Task 4: Understanding justice tourism

Read pp.42-45.

Justice tourism can act as a catalyst for alternative globalization by promoting an awareness of the unsustainability and dissatisfaction that accompanies capitalist driven consumerism.

1. In your opinion, is there a difference between ethical tourism and justice tourism? Explain your answer.
2. Suggest measures which might be taken in the pursuit of a fair distribution of power between host communities and visitors.
3. Can justice tourism be implemented where there is no history of dispossession? Explain your answer.
4. Suggest ways in which tourism could be managed to be less 'consumeristic' in its practices.
5. In your opinion, is working at the local, rather than the national or international level, likely to be more effective in changing tourism practices? Explain your answer.

Key Concepts

Ensure that the meaning and significance of each of the following as used in this reading are fully understood:

human rights
social tourism
poverty

neo-liberalism
BITS
developing countries

NIEO
 marketization
 public relations
 distributional equity
 reality tours
 consumerism

sustainability
 PPT
 attitudinal change
 justice tourism
 corporatized tourism

Discussion/Assignment Questions

1. It is suggested that Pro Poor Tourism is primarily a public relations exercise which contributes little to the alleviation of poverty. Investigate the validity of this claim and, if appropriate, suggest ways in which PPT could be made more effective.
2. Find out more about the operations of organizations such as Equations or Tourism Concern. Define democratization as it applies to tourism and develop a draft program for the implementation of practices contributing to this objective.

Additional Reading

Fennell, D. A. (2006), *Tourism Ethics*, Clevedon, UK: Channel View.

Fennell provides a comprehensive review of ethical considerations relevant to tourism. He examines a number of issues from a variety of disciplinary and ethical viewpoints and theories, and lays the groundwork for further research in this important field.

Institute of Ideas (2002), *Ethical Tourism: Who benefits?*, Oxford: Hodder and Stoughton.

This collection of essays provides a largely dismissive view of efforts to incorporate ethical considerations into tourism. However, it is a useful counter to overblown claims and a valuable contributor to debate on a number of controversial issues.

Tourism, Progress and Peace Study Guide

Chapter 4: Tourism which erases borders: An introspection into Bosnia and Herzegovina

The physical and emotional injuries inflicted on civilians during a conflict not only serve to polarize and radicalize societies during conflict, but they also often prevent reconciliation afterwards and contribute to continued tensions between the (former) conflict parties and their supporters, regardless of any deals that leaders may have struck.⁷

Task 1:

Read the supplementary Reading, ‘Touristic Ethnicity.’ Do you agree that involvement with tourism can introduce a new ethnicity and that this is likely to be less divisive than pre-existing ethnicities. Consider the role in this process of concerns with authenticity.

Supplementary Reading Touristic Ethnicity

An important theoretical foundation for the peace through tourism proposition is the contact theory, which argues that personal contacts of appropriate quality can lead to improved intergroup relationships. However, Wood’s⁸ review of the role of tourism suggests that involvement with tourism (promotion boards, tour operators, providers of accommodation and transport, etc.) leads to the development of a ‘touristic ethnicity’ which may induce positive change in previously hostile relationships within and among ethnic groups. For example, there are reports of modification of negative stereotypes among tour guides, probably associated with the frequency of contact with visitors and/or local communities.

It is argued that tourism contributes to both homogenization and diversification, and that ‘ethnic identities are commonly constructed in interaction with and reaction to other groups and institutions.’ As tourism becomes more central in community life, the distinction between the touristic and local culture becomes blurred. Cultural change may result from selectivity in the elements of a community presented to tourists, a process by which certain ethnic markers come to be seen as worthy of maintenance because of their value in the globalized tourism market, as has occurred in popular destinations in Bali (Indonesia). Dilution of exclusive ethnicity may follow the introduction of new actors into a local community in the form of visitors (eg, the ‘demonstration effect’) and immigrant workers drawn by employment opportunities in the tourism industry. It is apparent that involvement with tourism requires communities to at least reflect on what has been termed ‘ethnic options.’

⁷ Wolff, S. (2006), *Ethnic Conflict: A Global Perspective*, Oxford: Oxford University Press, p.179.

⁸ Wood, R.E. (no date), Touristic ethnicity: a brief history (<http://webcache.googleusercontent.com> – accessed October 2010).

As tourism involvement grows, members of the community become both providers and consumers of tourism as demonstrations of ethnic identification and pride. The economic importance of tourism contributes to the empowerment of providers in dealings with national governments. At the state level, efforts are directed to the reconciliation of nationhood and ethnic diversity, often by recognizing the latter as tourism resources. It is submitted that the cooperative nature of the new ethnicity associated with tourism may supersede the divisions and hostilities which have characterized old ethnicities.

Task 2: Understanding borders

Read pp. 48-51.

There has been an increased interest in examining what lies behind the 'active' borders which still have implications for life within certain societies.

1. What constitutes a natural border? Explain why the earliest borders were natural rather than political.
2. Is a border such as that between Wales and England or Scotland and England 'active' (p.49)? Does it have implications for the daily life of those who live on either side of the border?
3. In your opinion, do borders which divide a country (as in Cyprus or the Korean Peninsula) reflect pre-existing differences or create differences? Explain your answer.
4. Suggest reasons why single cross-border visits do not appear to improve intercultural attitudes.
5. In your opinion, which is likely to be more effective in contributing to improved relationships – Track 1 or Track 2 diplomacy? Can one track function without the other?

Task 3: Understanding the background

Read pp. 51-55.

Low levels of social reconciliation in B&H are due to the current political environment, which does not facilitate the process.

1. Consider the author's use of non-structured interviews, participant observation and personal introspection. Are these consistent with the need for objectivity? What advantages do they bring to the research?
2. In what respects do the Bosniaks, Serbs and Croats of B&H constitute nations?
3. What is involved in ethnic cleansing?
4. The primary objective of the Dayton agreement was to separate the hostile factions in B&H. Was this a short-sighted policy? Can you suggest an alternative approach?
5. What measures might be taken to eliminate the 'language of hate' (p. 55) from educational curricula?

Task 4: Understanding the role of tourism

Read pp. 55-59.

Tourism projects are the first to be able to be implemented because of tourism being regarded as rather benign.

1. In your opinion, is the use of two alphabets on road signs positive or negative with respect to integration? Explain your answer.
2. Suggest reasons why standards of living may have been higher in the former Yugoslavia.
3. Which type of barrier to the formation of tourism partnership would be easier to overcome – economic or ethnic? Explain your answer.
4. Consider the author's claim that distrust within B&H is partly based on lack of knowledge of neighbouring ethnic groups. Is this consistent with greater acceptance of external mediation?
5. Does the need for external mediation in developing partnerships imply a reliance on international rather than domestic tourism? Explain your answer.
6. Explain what is meant by the statement that 'tourism operates in the sphere of natural borders.' (p.59).

Task 5: Understanding the future

Read pp. 59-61.

The process of social reconciliation needs to be addressed as soon as it is possible.

1. What are the commercial advantages attached to marketing B&H as one tourist destination?
2. What would be gained by having uniform tourism legislation throughout B&H? Would the degree of cooperation required be reduced?
3. With respect to intergroup cooperation, which would offer more – individual attractions or tours? Explain your answer.
4. Is the quality of intergroup contact required more likely to be associated with the development and delivery of tourism products than with tourist visitation? Explain your answer.

Key Concepts

Ensure that the meaning and significance of each of the following as used in this reading are fully understood.

natural borders	national identities
political borders	B&H
federation	high quality contact
social reconciliation	track-one diplomacy
track-two diplomacy	introspection
ethnic cleansing	canton
school segregation	tourism project
ghettoization	mediation
cooperation	

Discussion/Assignment Questions

1. Consult travel guides and reports to ascertain what tourism resources B&H possesses and where they are located. What problems may be encountered with the development of multi-destination tour products?
2. What are the elements of ethnicity and how are they reflected in cultural distance? How might tourism be managed to reduce hostilities relating to cultural differences?

Additional Reading

Wolff, S. (2006), *Ethnic Conflict: A Global Perspective*, Oxford: Oxford University Press.

The author provides an in-depth analysis of the role ethnicity and nationalism have played in numerous conflicts and how these may be managed and settled. Chapter 6, dealing with post-conflict reconstruction, is particularly relevant to the problems of B&H.

Ashdown, P. (2007), *Swords and Ploughshares: Bringing Peace to the 21st Century*, London: Weidenfeld & Nicolson, Appendices A and B.

Ashdown gives an insider's view of the difficulties encountered and complex negotiations involved in the post-conflict reconstruction of Bosnia and Herzegovina. He notes that 'Dayton had given Bosnia peace, but in the process it had created a monster ...' (p.221).

Tourism, Progress and Peace Study Guide

Chapter 5: Warming Up Peace: An Encounter between Egyptian Hosts and Israeli Guests in Sinai

(A)lthough there is now substantial evidence that intergroup contact is effective at reducing intergroup biases, substantial questions remain about what features of the contact situation are necessary to reduce bias successfully, what aspects of contact (i.e. quantity and/or quality) are most important, and what processes mediate and moderate the effects of contact on attitudes and stereotypes.⁹

Task 1:

Read the Case Study, Creating a ‘bubble of serenity.’ Consider the part played by the circumstances in which contact occurs and the extent to which – provided there is sufficient motivation - these can be artificially manipulated to provide positive outcomes. In your opinion, can courteous behaviour, even where an effort of will is required, contribute to genuinely positive feelings?

Case Study

Creating a ‘bubble of serenity’

It is widely accepted that the effectiveness of contact in reducing intergroup prejudices is dependent, among other factors, on the quality of contact and the circumstances in which it occurs. Uriely et al. (2008)¹⁰ investigated the behavioural mechanisms behind the apparently positive contacts involving Egyptian hosts and Israeli guests in the coastal resorts of the northern Sinai Peninsula. The investigation focused on the practices used to create this ‘bubble of serenity’ in a tension-laden wider environment, the degree of resilience following terrorist attacks, and the extent to which the apparently peaceful relationships reflect genuine feelings and attitudes.

The overriding factor in the contact situation is the recognition by both groups of their mutual interest – the desire of the Israelis for an inexpensive and enjoyable holiday and that of the Egyptians for the economic benefits of meeting that desire. A second factor is the protected nature of the destination. The location is scenically attractive and geographically remote from the urban and political centres of both countries, contributing thereby to an atmosphere of peace and relaxation.

Efforts are made to maintain this positive atmosphere. Visitors are provided with accommodation types and food with which they are familiar. The Egyptian hosts concentrate on service delivery and, despite strong feelings about past and current events, potentially controversial conversation topics are avoided by both groups. The Egyptians are more likely

⁹ Dovidio, J.F.; Gaertner, S.; Kawakami, K. (2003). Intergroup Contact: The Past, Present and the Future, *Group Processes & Intergroup Relations*, 6(1), p.17.

¹⁰ Uriely, N.; Maoz, D.; Reichel, A. (2008), Israeli Guests and Egyptian Hosts in Sinai: A Bubble of Serenity, *Journal of Travel Research Online* (<http://online.sagepub.com>).

than the Israelis to describe social interaction as friendship-forming, but there is an apparent willingness to collaborate. Emphasis is attached to similarities rather than differences. Both groups distinguish between ‘good’ (hosts and visitors) and ‘bad’ (soldiers, officials and border personnel), contact which usually occur outside the protected zone.

The ‘bubble’ burst following terrorist attacks in 2004-2006. Visitation declined, arguments occurred and negative stereotyping increased. However, after some time, there was a resumption of ‘bubble’ practices, indicating a degree of resilience, driven again by the complementarity of Egyptian and Israeli interests in the region. Nevertheless, the abandonment of placatory behaviour – albeit temporary – raises a question about its authenticity. Are both hosts and tourists performing a role?

The researchers conclude by pointing to the importance of mutual interests in contributing to positive interactions and submit that ‘tourism appears to be an appropriate means of initiating normalization processes between countries with a history of conflict’ (p. 13).

Task 2: Understanding the background

Read pp. 65-70.

Despite the possible negative outcomes, tourist-host contact seems to have more advantage than disadvantages.

1. In what respects was the New Middle East expected to differ from the former circumstances?
2. Why is contact between Egyptians and Israelis seen as positive?
3. What motives lie behind terrorist targeting of tourists in Egypt?
4. According to the contact hypothesis, what would constitute a high quality contact in a tourism context?
5. What factors are seen as diminishing the quality of contact between Egyptians and Israelis in the Sinai?
6. What are the characteristics of grounded research?
7. In your opinion, is a qualitative approach appropriate for research of this nature? Explain your answer.
8. Why are women not represented in the Egyptian tourism industry? In your opinion, does their exclusion diminish the value of the research findings? Explain your answer.

Task 3: Understanding the encounters

Read pp.70-73.

Most meetings take place in a relaxed atmosphere on the beach, but those which take place at the border are usually tense.

1. Would the equality element in a contact situation necessarily be threatened by an imbalance in participant numbers and the 'professional host' status of the Egyptians? Explain your answer.
2. Suggest reasons for the avoidance of political conflict in intergroup discussions.
3. How might an expectation of service and indulgence by guests be met without equality imbalance?
4. Offer an explanation for the negative atmosphere pertaining to border encounters.
5. In your opinion, is it necessary for intergroup contacts to lead to friendships for them to be deemed positive? Explain your answer.
6. Suggest reasons for the apparent imbalance in claims about friendship formation.
7. How would contact between Israeli and Egyptian tourists differ from host-guest contacts?

Task 4: Understanding attitude change

Read pp. 73-80.

Most of the positive change of attitudes was reported by people who declared they had formed relationships.

1. In your opinion, is an uncaring attitude towards the host community better or worse than a negative view of them? Explain your answer.
2. Should the social skills displayed by the Egyptians in Sinai be taken as typical of Egyptians in general? Explain your answer.
3. Should the behaviour of Egyptians at the border be taken as typical of Egyptians in general? Explain your answer.
4. Offer an explanation for what is referred to as the Egyptian 'gaze.'
5. Suggest reasons for the negative image of Egyptians presented by the media in Israel.
6. Note that Israeli views are largely based on past events while Egyptian views are based on current situations. In your opinion, which of these views would be easier to change? Explain your answer.
7. To what extent might Israeli 'arrogance' be attributed to the tourism context in which it occurs?
8. Suggest reasons for the negative image of Israelis presented by the media in Egypt.
9. What characteristics perceived as held in common have contributed to positive attitude change?

Key Concepts

Ensure that the meaning and significance of each of the following as used in this reading are fully understood:

contact theory	reconciliation
attitude	stereotype
terrorism	status
qualitative research	friendship formation
intellectual dimension	social dimension
media	gaze
political issues	arrogance

Discussion/Assignment Questions

1. Investigate the relationship between Israel and its other neighbours. Are there opportunities for tourism to play a part in encouraging a greater level of cooperation?
2. Imagine you are responsible for administration of Sinai tourism. Develop a program for the implementation of the four proposals on p.80.

Additional Reading

Milman, A.; Reichel, A; Pizam, A. (1990), The Impact of Tourism on Ethnic Attitudes: the Israeli-Egyptian case, *Journal of Travel Research*, 29(2), pp. 45-49.

A sample of 82 Jewish-Israeli tourists who traveled to Egypt for the first time was asked to complete a structured questionnaire that measured attitudes toward Egyptian people, their political beliefs, and their institutions. The results showed that for most the touristic experience did not change the attitudes and opinions of Israelis towards Egypt and the Egyptian people. It is suggested that for this to occur certain conditions must be met, the most important being a balanced touristic experience that would emphasize all aspects of the host society as well as the opportunity for close and intimate contact with the destination's residents.

Milman, A.; Fleischer, A.; Mansfeld, Y. (2002), Tourism and Social Change: The Case of Israeli Ecotourists Visiting Jordan, *Journal of Travel Research*, 41(2), pp. 177-184.

This study evaluated the role of tourism as an agent of change between two countries that have been traditionally hostile to each other - Israel and Jordan. The results showed that the tourist experience of the Israeli ecotourists significantly altered their opinions and attitudes toward the Jordanian people and their institutions in a positive direction.

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Chapter 6: Border Tourism Attractions as a Space for Presenting and Symbolizing Peace

An international boundary constitutes a wall or partition between the peoples on opposite sides. If no boundary were there and if the authority of the state were not manifest, the people would mingle freely, would visit relatives across what is now the frontier, and would trade with one another regardless of whether or not they speak the same language.^{11,12}

Task 1:

Read the Supplementary Reading, Political boundaries. Consider the impact of political boundaries as both defining and contributing to differences in landscapes, languages and cultures. In what circumstances are cross-border relationships (a) generally positive and (b) generally negative?

Supplementary Reading Political boundaries¹³

Political boundaries are part of the legal order. Efforts have been made to establish correspondence with 'natural' boundaries, but they remain artefacts, products of human activity made necessary by the evolution of states which must be given clearly defined spatial limits.

Boundaries create extended functional distance. Despite physical proximity, interaction may be hindered by tariffs or other restrictions which affect transferability. The imposition of a boundary creates a new economic environment by reducing the service hinterlands of some centres while others may expand with new functions related to the border situation. The provision of access points contributes to the growth of new central places through which people and freight are channelled.

The terms 'boundary' and 'frontier' are often used interchangeably, but it is generally recognized that the former refers to a line while the latter is a zone. Development of the frontier zone may be lacking, reflecting its peripherality and distance from the core area of the political unit. Where cross-border relationships are characterized by hostility or suspicion, defensive measures involving troops and weaponry may be established in the frontier area.

Secessionist pressures on a state and divided loyalties have resulted from the imposition of boundaries which cut through areas occupied by people with a common language and culture.

¹¹ Boggs, S. W. (1966), *International Boundaries: A Study of Boundary Functions and Problems*, New York: AMS Press, p. 10.

¹² Border issues are also examined in Chapters 4 (Bosnia and Herzegovina), 5 (Egypt and Israel) and 11 (Korea).

¹³ This reading is an edited extract from Kelly, I. (1987), *Hong Kong: A Political-Geographic Analysis*, London: Macmillan, pp. 33-35.

Similarly, changing a boundary involves a transfer of territory from one sovereignty to another, and it may be accompanied by a movement of people wishing to retain their nationality.

Task 2: Understanding the roles of political boundaries

Read pp. 83-86.

Political boundaries function as both physical and psychological barriers in interactions between neighbouring countries.

1. Offer suggestions on what artist Amos Plaut may be trying to say with his creation.
2. Are the borders of island nations more easily secured than land-based borders? Explain your answer.
3. Provide examples of 'hard' (primarily aimed at containment and exclusion) international boundaries. To what extent is tourism possible in these circumstances?
4. How can a political boundary function as a psychological barrier?
5. Explain why member countries of the European Union maintain political boundaries.
6. Does agriculture play a part in the evolution of a cultural landscape? Explain your answer.
7. Which is more likely to incorporate factual inaccuracies – history or collective memory? Explain your answer.

Task 3: Understanding the peace component

Read pp.87-97.

The issue of peace may be a significant and central component in the development of border tourism sites.

1. Consider the role of core-periphery relationships in explaining why border areas are often the least developed parts of a country? What other factors contribute to this?
2. In your opinion, does the conversion of military relics into children's playgrounds and works of art contribute to reconciliation? Explain your answer.
3. Do historical borders such as those bounding England, Wales and Scotland have any significance? Explain your answer.
4. What kinds of souvenir merchandise would be appropriate for tourism sites at borders formerly marked by hostility?
5. Graffiti is commonly seen as a public nuisance. In what circumstances does it become acceptable?
6. How can tourism developers cater for the desire of visitors to look into cross-border territory?
7. In what ways can a trans-boundary park encourage peaceful relationships?
8. Is a friendly relationship between the countries involved a prerequisite for the establishment of a trans-boundary park? Explain your answer.
9. Is the appeal of trans-border parks largely limited to ecotourists? Explain your answer.

10. Is concern for the welfare of wild animals a necessary element of the park peacemaking process? Explain your answer.

Key Concepts

Ensure that the meaning and significance of each of the following as used in this reading are fully understood:

border	international boundary
globalization	economic cooperation
sovereignty	cultural landscape
collective memory	border permeability
duality model	war relics
observation point	Berlin Wall
border museum	trans-border park
peace park	ecotourism
symbolism	

Assignment/Discussion Questions

1. Investigate the history behind the imposition of the border between the Greek and Turkish areas of Cyprus. In what respects does it constitute a tourist attraction? How might tourism contribute to the opening up of the border?
2. Investigate and describe the processes involved in initiating, developing and administering a trans-boundary park.

Additional Reading

Gelbman, A. (2008), *Border tourism in Israel: conflict, fear, peace and hope*, *Tourism Geographies*, 190, pp. 193-213.

The main aim of this research is to describe and analyse cultural elements that express the symbolic landscape of Israel's border-tourism attractions. A descriptive analysis is provided of the symbolism of elements in two case studies of border tourism in Israel. Visits to Israeli border sites usually entail observation and hold a special meaning for tourists, either because they can sense the danger and fear of battles conducted in the past near the border, or because they have a close and clear look at the neighbouring country. On the other hand, these sites are also places of hope for a better future - one of peace and co-operation between the two sides. In many cases the observation points have grown to signify both the core of the conflict and a prayer for peace, a special simultaneity of fear and hope.

Timothy, D.J. (2001), *Tourism and Political Boundaries*, London: Routledge.

The importance of political boundaries in the development, function and flow of tourism cannot be overemphasized. In light of today's political transformations and processes of globalization, this book provides a systematic examination of the relationships between boundaries and tourism, and offers a basis upon which tourism can be better managed and researched in a geopolitical context.

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Chapter 7: The Role of Sports Events in Peace Tourism

(W)ell-designed sport-based initiatives are practical and cost-effective tools to achieve objectives in development and peace ... (and) should be increasingly considered by the United Nations as complementary to existing activities.¹⁴

Task 1:

Read the Case Study, The Kakuma Sports Association. Consider the range of project objectives and the organization involved in implementation. What, in your opinion, is the major contributor to success? Could a similar program be effective in situations of ethnic conflict (eg, the Balkans) or extreme poverty (eg, the slums of Mumbai)?

Case Study

The Kakuma Sports Association¹⁵

The Kakuma Refugee Camp was established in Kenya in 1992 under the management of the United Nations High Commissioner for Refugees (UNHCR) in cooperation with the World Lutheran Council (WLC). By 1999 the camp was home to more than 70,000 refugees, nearly 70% from southern Sudan. The remainder were from Somalia, Ethiopia, Democratic Republic of Congo, Uganda, Rwanda, Burundi and Eritrea. Over two-thirds were under 25 years old, and almost one in three unaccompanied minors.

In the early 1990s the camp managers initiated a basic sports program and by 1998 there were 200 teams playing football, basketball and volleyball. However, these were largely ethnically based teams and there were no organized sports for girls. In early 1999 leaders from the Mathare Youth Sports Association (MYSA) initiated a sports and community development program and 18 months later there were more than 12,000 youth, including 1,800 girls and 400 disabled youth, involved in 940 teams. Sports activities became included in schools in the camp and in the neighbouring town of Kakuma.

The first major challenge and key aim was to break down the ethnic barriers. Despite resistance from some elders this was achieved by dividing the camp into zones which cut across the different nationalities and ethnic areas. Each zone had its ethnically diverse Sports Council and each sport an ethnically diverse Technical Committee. All but the younger teams had to be multi-ethnic.

A second major challenge was to break through the gender barriers as there was initially a lot of cultural resistance to allowing girls to participate and to wear normal sports uniforms. In some sports they wear trousers rather than shorts. But even the girls did not believe they could

¹⁴ Sport, Development and Peace: Toward Achieving the Millennium Development Goals, *Report of the UN Inter-Agency Task Force of Sport for Development and Peace*, August 2003, Executive Summary, p. v.

¹⁵ This is an edited extract from Munro, B. (2000), *Sport for Peace and Reconciliation: Young Peacemakers in the Kakuma Refugee Camp and Mathare slums in Kenya* (www.playthegame.org).

play traditional sports like football until MYSA brought in a top female team to participate in a local tournament. Girls from each zone are also represented in the governing Councils.

The third challenge was breaking through the dependency syndrome which develops rapidly in a refugee camp. The new Kakuma Sports Association and its program became managed largely by the young people and more than 600 refugee volunteers, after workshop training, serve as coaches, trainers and referees. Linking the sports program with the community involved maintenance of the sports facilities plus the establishment of a Youth for Environment Program which set about developing 'green belts', building dams, tree planting and garbage removal. Participating sports teams were given league points for their contribution. Sports activities were also linked to programs promoting awareness of health issues. People with disabilities were integrated by introducing new sports, competitions and facilities such as wheelchairs and crutches and ensuring representation on the Councils.

In only 18 months, the new self-help youth sport and community development program succeeded in breaking down barriers and prejudices between the different nationalities and ethnic groups, between boys and girls, between the disabled and non-disabled, and between the refugees and Kenyan youth in the nearby town. Since then, similar programs have been initiated in southern Sudan by Kakuma refugees who have returned to their homes.

Task 2: Understanding the social impact of sport

Read pp. 99-104.

Only when people do things together is a change of attitude and behaviour likely to result.

1. In what respects is sport similar to tourism?
2. Explain how sport may be analysed using the three central social psychology themes.
3. In your opinion, are the conditions affecting the quality of intergroup contacts the same as those involved in the quality of individual contacts (as specified in the contact hypothesis)? Explain your answer.
4. Provide an example of intergroup contact likely to lead to a worsening of relationships.
5. In your opinion, is a shared devotion to football sufficient to guarantee good relationships between supporters of rival teams? Explain your answer.
6. Provide examples of social, cultural and psychological impacts from an event with which you are familiar. Distinguish between positive and negative impacts.
7. Some sporting competitions have come to be seen as forms of entertainment. In your opinion, is the potential contribution to peace thereby diminished? Explain your answer.
8. What attributes may be deemed desirable in sporting celebrities as role models?
9. In your opinion, is professionalism in sport positive or negative with respect to the peace proposition? Explain your answer.
10. Offer a definition of 'leveraging.'

Task 3: Understanding the program objectives

Read pp.104-110.

The events provided an opportunity for positive interpersonal contact and the development of new friendships between communities and international tourists.

1. Find out how the situation in Sri Lanka has changed since 2007. Has the conflict between Tamils and Sinhalese been resolved?
2. How might the event organizers have ensured an ‘environment free of socio-political constraints’?
3. Consider the two questions on which focus group discussions were based. Can you suggest additional agenda items?
4. What is involved in a ‘snowball sampling strategy’?
5. What in your opinion are the limitations to a focus on young people as catalysts for peace?
6. Why would ethnically mixed teams be more effective than ethnically separate teams?
7. Given the primary objective of improving internal Sri Lankan relationships, why would the organizers include international events?
8. Suggest who should be included in the ‘stakeholders’ when organizing social contact opportunities.
9. In your opinion, could involvement of the Sri Lankan Government create any difficulties? Explain your answer.

Task 4: Understanding the potential impacts

Read pp. 110-114.

Sports events as superordinate goals are able to reduce intergroup distance and create inclusive identity feelings.

1. What measures should be taken to ensure a ‘comfortable’ environment for the events?
2. In your opinion, do the experiences of children initiate attitudinal change in their parents and elders? Explain your answer.
3. Why is there a need to keep the focus of the sports events on ‘the fun side’?
4. How would you counter the danger that inter-community sports events might generate rivalries rather than cooperation?
5. Are there geographical limits to the impact of the sports events?
6. Suggest how a reconciliation message might be incorporated into sports education.
7. Is there a role for commercial interests in the peace through sports events program? Are there limits to what is acceptable? Explain your answer.

Key Concepts

Ensure that the meaning and significance of each of the following as used in this reading are fully understood:

sport	sport event
divided society	community development
social psychology	ingroup
outgroup	prejudice
discrimination	social distance
contact situation	superordinate goal
reconciliation	leveraging
ethnic group	LTTE
integration	media management
networking	business partnership

Discussion/Assignment Questions

1. Discuss the extent to which the conditions pertaining to the Sri Lankan sports events are consistent with the principles of contact theory.¹⁶
2. Conduct a SWOT (strengths, weaknesses, opportunities, threats) analysis of sports as a contributor to peace.
3. From a tourism marketing perspective, discuss opportunities for promoting peace events locally, nationally and internationally. What are the challenges?

Additional Reading

Hoglund, K. and Sundberg, R. (2008), Reconciliation through sports? The case of South Africa, *Third World Quarterly*, 29, pp.805-818.

This article analyses the South African experience in the sports sector since the fall of apartheid, exploring the potential for sports in peace-building. It identifies initiatives employed at national, community and individual levels and links them to social identity and reconciliation theory, and suggests areas for further investigation.

Kidd, B. (2008), A new social movement: sport for development and peace, *Sport in Society*, 11, pp. 370-380.

This paper examines the work of national and international sports organizations, governments and NGOs in disadvantaged communities, dealing with post-war reconciliation, humanitarian relief and social development. The author sketches out the landscape of the new movement, critiques the problems and considers the prospects.

Sugden, J. (2006), Teaching and Playing Sport for Conflict Resolution and Co-Existence in Israel, *International Review for the Sociology of Sport*, 41(2), pp. 221-240.

This article examines the 'Football for Peace' initiative, first, by placing it in its broader socio-economic and political context; and, second, by tracing its specific history and development. The article draws upon interviews conducted in the field and records kept by student volunteers to identify some of the key issues that emerge when making sport-based social interventions in complex, divided societies like Israel.

¹⁶ Contact theory and its implications are explained in Chapters 2, 3, 4 and 5.

Misener, L. and Mason, D. (2006), Creating community networks: Can sport events offer meaningful sources of social capital?, *Managing Leisure*, 11(1), pp. 39-56.

This article suggests that the hosting of sport events can provide opportunities for community development and in particular the creation of community networks.

The paper first provides an overview of sporting events and their significant impacts, before discussing the construct of social capital. Social capital might offer an important theoretical paradigm for understanding how sporting events can be used to build community networks and facilitate improved social relations.

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Chapter 8: Domestic Tourism and Peace: the Atlanta Peace Trails experience

One of the most significant challenges facing citizens of the world in these early decades of the 21st century is the challenge to live and work together peacefully with others in all areas of personal and public life. This requires that citizens learn about, value, promote, protect, preserve and sustain a culture of peace in their families, their communities, and in the broader society of nation and the world.¹⁷

Task 1:

Read the Supplementary Reading, Peace Poles. Consider the effectiveness of the Poles in spreading the peace message. Is a location such as the Magnetic North Pole likely to be as effective as a city square or park? How can the Poles be brought to the attention of as many people as possible?

Supplementary Reading

Peace Poles

Peace Poles are the visible outcomes of a project mounted by the World Peace Prayer Society. The project was initiated in 1955 in Japan by Masahisa Goi, as a response to the 1945 atomic bombings of Hiroshima and Nagasaki. The first Poles outside Japan were installed in 1983.

The Poles are handcrafted monuments installed around the world as international symbols of peace. They vary in size, construction material and message presentation. The simplest bear only a plastic sign. Their common purpose, however, is to spread the message 'May Peace Prevail on Earth' in the languages of the world.

Goi San's message is that peace begins in the heart and mind of each individual and that just as war begins with thoughts of war, peace begins with thoughts of peace. The Peace Poles serve as reminders to keep peace ever present in our thoughts. As we learn to respect one another, our environment, plants, animals and all creation, the vision of global peace will gradually become a natural way of life, a true culture of peace. In other word, the objective is to encourage the internalization of a commitment to peace.

Peace Poles have been erected in town squares, city halls, schools, places of worship, parks and gardens – any place where the spirit of peace is embraced by people of good will. More than 100,000 Peace Poles have been erected in more than 180 countries. Notable locations include the Pyramids of El Giza in Egypt, the Magnetic North Pole in Canada, Gorky Park in Russia and Angkor Wat in Cambodia. They are promoting the healing of conflict in places like Sarajevo, the Atomic Bomb Dome in Hiroshima, and the Allenby Bridge on the border between Israel and Jordan.

¹⁷ Haessly, J. (2010), *Tourism, Progress and Peace*, Wallingford, UK: CABI, p.1.

Mayors in many cities have planted Peace Poles to dedicate their cities and towns to world peace. Political leaders such as former US President Jimmy Carter, and religious leaders such as the Dalai Lama, Mother Theresa and Pope John Paul II, have dedicated Peace Poles.

Task 2: Understanding the motivation

Read pp. 118-123

For peace to become understood and supported on a grassroots level, like conservation is presently, peace projects can use tourism.

1. In what ways does tourism promote cooperation among rivals?
2. Offer an explanation for the perceived differences in behaviour between domestic and international travellers.
3. Given the economic benefits generated by domestic tourism, why do destinations pursue international tourists?
4. To what extent has the conservation ethic been adopted by tourism?
5. Explain why 'peace' has been seen in the past to have negative connotations.
6. Find out more about Peace Poles and Peace Gardens.
7. Offer an explanation for the success of Atlanta as a business centre and tourist destination.
8. Suggest reasons for the emphasis on walking, cycling or using public transport in the APT project?
9. In your opinion, what is the value of 'an awareness of peace'?

Task 3: Understanding the project implementation

Read pp. 123-127.

The idea of Peace Trails fits into the vision of getting people outdoors to explore local communities.

1. Suggest the criteria by which a venue could be associated with peace.
2. In your opinion, is there a place for inclusion in a Peace Trail of venues commemorating battles or war heroes? Explain your answer.
3. What difficulties were encountered in preparing the APT booklet?
4. In your opinion, does merchandising associated with the Peace Trail venues diminish their value? Explain your answer.

Task 4: Understanding the outcomes

Read pp. 127-132.

Peace Trails bring an opportunity to teach peace – to infuse peace concepts into any and every life situation.

1. What were the geopolitical circumstances in which the Sister City link between Atlanta and Tbilisi was initiated? How have they changed?
2. Do pen pal communications meet the contact theory criteria for positive interaction?¹⁸ Explain your answer.
3. What attributes of zoos make them appropriate contributors to the peace message? Can you think of any negative aspects?
4. In your opinion, what is the primary significance of planting a peace pole?
5. In your opinion, would a Peace Trail project be more effective if developed by paid personnel rather than volunteers, and by venue-driven marketing? Explain your answers.
6. In what respects is the Peace Trail project not merely ‘preaching to the converted’?
7. What advantages are attached to a focus on youth in the pursuit of peace?¹⁹

Key Concepts

Ensure that the meaning and significance of each of the following as used in this reading are fully understood.

domestic tourism	peace
infrastructure	development
environmental awareness	peace trail
peace pole	peace garden
sister city relationship	budget
peace tourist	

Discussion/Assignment Questions

1. Explain how a location can become a peace venue. Prepare a plan for the development and implementation of a Peace Trail in an urban centre with which you are familiar.
2. The authors maintain that ‘the APT model can be accomplished most anywhere.’ Consider the potential effectiveness of an awareness-raising strategy using ‘peace’ as a brand label attached to everyday purchases and commonplace locations such as shopping centres. Are there limitations to this approach?

Additional Reading

Ali, S. (Ed.) (2007), *Peace Parks: Conservation and Conflict Resolution*, Cambridge, MA: MIT Press.

Peace parks implement the peace poles concept on a larger scale. In this book, thirty-one authors explore the ways in which environmental conservation zones can help facilitate the resolution of territorial conflicts. A historical background and methodological advice are provided, along with a globally representative sample of 17 case studies.

¹⁸ Contact theory is examined in Chapters 2, 4 and 5.

¹⁹ See, for example, Chapter 7 on the role of sports.

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Chapter 9: Effects of the August 2008 War in Georgia on Tourism and its Resources

If it can be demonstrated that conflicts fail an economic cost-benefit test, then perhaps a new set of arguments and concerns will become relevant to the debate.²⁰

Task 1:

Read the Supplementary Reading, Ethnicity and Conflict. Discuss the propositions therein about the causes of territorial disputes. Are the conflicts generated likely to be resolved by inter-ethnic contacts as suggested by contact theory?²¹

Supplementary Reading Ethnicity and Conflict²²

As a result of the significance of territory as a symbol of individual and collective identities, its political, economic, and social importance for the constitution of states, and its strategic value as a source of control and influence, states and ethnic groups alike make claims to territories that they consider essential from any one of these perspectives.

Some claims to territory are justified with reference to history. Albanians in Kosovo see themselves as descendants of the ancient Ilyrian people who first settled in this area. But Albanians and Serbs also employ more recent history; the cradle of the Serbian Orthodox church is said to be Pec in western Kosovo, whilst the birthplace of the Albanian national movement is Prizren in the south. Some Israeli Jews cite divine right to the land of Israel according to the Bible. Settlers and colonists often justify their claims to territory by referring to their own cultural or production superiority.

Territorial claims can occur in different guises. They can be secessionist, irredentist or autonomist. Secessionism is best understood as the political movement of an ethnic group that hopes to succeed in establishing an independent state of its own on the territory on which it lives. This has been the pattern of demands across much of the Balkans and the Caucasus. In contrast, irredentism is primarily a state-based movement that seeks to enlarge its own territory by laying claim to territories in neighbouring states which are normally inhabited by members of the same ethnic group. In relation to Serb-inhabited areas of Croatia and Bosnia and Herzegovina, irredentism and secessionism went hand in hand. Abkhaz and South Ossetian

²⁰ Cranna, M. (Ed.), (1994), *The True Cost of Conflict: Seven Recent Wars and Their Effects on Society*, New York: The New Press, p.xvii.

²¹ Contact theory is examined in Chapters 2,3 and 5.

²² This is an edited extract from Wolff, S. (2006), *Ethnic Conflict: A Global Perspective*, New York: Oxford University Press, pp. 44-46.

desires to secede from Georgia and unite with Russia were predominantly driven by the secessionists, with little if any irredentist desires on the part of Moscow.

Among territorial claims, the demand for autonomy is the only one that does not seek changes to existing international boundaries, but expresses the desire of a particular ethnic group to gain a measure of self-governance within its homeland, which it recognizes to be part of an exiting state. In some cases, this is chosen as a second-best option by ethnic groups who recognize that their claims to independent statehood are unlikely to be fulfilled or who realise that their ability to survive as an independent state would be limited. Because of its less disruptive impact on the existing system of states, the international community has long been an advocate of autonomy as a viable compromise between states and ethnic groups living within them.

Disputed territories can thus simultaneously be a phenomenon of inter-state, inter-ethnic, and group-state relations. . It is important to note that in this context intergroup relations must be conceived of more broadly than the traditional pattern of minority-majority relations. Quite often, disputed territories are inhabited by members of more than one ethnic group and thus have the potential to spark further ethnic conflicts. An example is the so-called ‘orphans of secession’ – ethnic groups that find themselves on the wrong side of the border after changes to international boundaries.

Task 2: Understanding the impacts of war

Read pp. 134-136.

Perhaps the most irreparable damage tends to occur at places of human heritage.

1. It has been argued that tourism is a beneficiary of rather than a contributor to peace. Find evidence to support this claim.
2. Explain why impacts from natural disasters are shorter-lived than those from human-caused crises.
3. An extreme example of war-based habitat destruction is the ‘scorched earth policy.’ Find historical examples of this and describe what was involved.
4. Why did the Taliban destroy the monumental Buddhist statues at Bamyán?

Task 2: Understanding the background

Read pp. 136-138.

From the Georgian perspective, Russia was instrumental in dividing the country by inciting and supporting secessionist movements.

1. Identify other examples where minority culture groups are seeking to secede. Is there an impact on tourism in these locations?
2. There is often considerable sympathy in Western countries for secessionist movements. In your opinion, if a majority of a region's population want to secede, should they be allowed to? Explain your answer.
3. Investigate the reasons behind Russian intervention in Georgian affairs.

Task 4: Understanding the impacts on tourism

Read pp. 138-144

The conflict in 2008 between Georgia and Russia proved devastating to Georgia's tourism resources and infrastructure.

1. Identify and describe some examples of specific Georgian natural and cultural tourism sites.
2. Consult Table 9.1. Is there evidence of 'the friction of distance' in the distribution of origin regions?
3. Construct a list of the damage inflicted on tourism resources during the hostilities. Could any of this damage be attributed to Georgian, rather than Russian forces?
4. In your opinion, is the psychological impact of a short-term war likely to be less than that of a long-term war? Explain your answer.
5. In your opinion, has the problem which led to the Russia-Georgia war been solved? Explain your answer.
6. Is there evidence that post-war visits to scenes of conflict by former soldiers contribute to reconciliation?

Key Concepts

Ensure that the meaning and significance of each of the following as used in this reading are fully understood:

war	tourism
political environment	political instability
tourism resources	built heritage
infrastructure	secession
cultural landscape	living traditions
TTCI	endangered species
war heritage	'dark tourism'
reconciliation	

Discussion/Assignment Questions

1. What is involved in 'dark tourism'? Does the popularity of 'dark tourism' threaten the peace through tourism proposition? Consider the extent to which it can contribute to reconciliation in a post-war context.
2. Select a country in which there is a secessionist movement. Analyse the conflict situation and suggest ways in which tourism might contribute to amelioration of the problem.

Additional Reading

Cranna, M. (Ed.) (1994), *The True Cost of Conflict: Seven Recent Wars and Their Effects on Society*, New York: The New Press.

Although now somewhat dated, this book itemises the immense damage – human and economic – attributable to armed conflict. A major contribution is the inclusion in each chapter of a section, ‘If the conflict had not occurred.’ The concluding chapter deals with the problem of solving conflicts peacefully.

Tourism, Progress and Peace Study Guide

Chapter 10: Volunteer Tourism in Palestine: a Normative Perspective

*The volunteer experience is 'a direct interactive experience that causes value change and changed consciousness in the individual which will subsequently influence lifestyle, while providing forms of community development that are required by local communities.'*²³

Task 1:

Read the Supplementary Reading, 'Community Volunteers.' Note that positive outcomes from volunteering are felt by both recipients and deliverers of volunteer services and that volunteering may involve hosts as well as visitors. Are there opportunities for involvement of volunteers from economically less developed communities?

Supplementary Reading **Community Volunteers**²⁴

Voluntary action is at the core of social capital and underpins most social action in civil society. Volunteering occurs spontaneously as is often the case with natural disasters where citizens volunteer to assist the victims of floods, earthquakes or fires. Some tourists volunteer for holidays which provide aid, alleviate poverty or contribute to the development of poorer societies. Volunteers who work in local tourism organisations contribute to mutual understanding and respect between people and society in a number of ways.

Volunteers engage visitors as they guide them around museums, heritage, or cultural sites. As guides they disseminate information on the history, culture and environment of the destination. For the visitor it is an opportunity to engage with a 'local' in a positive, friendly and learning environment. Tourism organisations that draw on volunteers link individuals to institutions and enable those institutions to achieve their goals and objectives. Volunteers experience benefits such as friendships and enhanced social connections that are personally rewarding. These are the bonds that are important for social cohesion.

Volunteer programs in tourism organisations provide training and education that offer opportunities for individual and collective learning. This training and development is often conducted by the volunteers themselves enabling them to use skills they have already acquired. These activities contribute to building skills in communities.

Volunteers make a valuable economic contribution by providing free time and labour and enable the redirection of scarce resources. Volunteering enhances the employability of unemployed people as it boosts self-confidence, and provides access to workplace networks and an opportunity for the development of specific marketable skills. Volunteering has contributed to the creation of new jobs by developing new tourism products that are later taken

²³ Wearing, S. (2001), *Volunteer Tourism: Experiences that Make a Difference*, Wallingford: CABI, p.x.

²⁴ This is an edited extract from a submission by Deborah Edwards, University of Technology, Sydney.

over by the state or private enterprise. Importantly these gains occur at the local community level ensuring that the social, economic and environmental benefits of tourism remain local.

How can we enhance the contribution of volunteers to peace through tourism? Non-volunteers are concentrated amongst the socially excluded, those on low incomes, those with disabilities, the economically inactive and unemployed, residents of poorer neighbourhoods and members of unstable families. However it is found that when people from these groups do volunteer, they report significant benefits such as increased self-esteem, better sense of purpose, development of soft and hard skills, and higher levels of contact with others that increases their social networks.

Enabling a broader representation of people to engage with visitors can span boundaries between dissimilar people and create significant opportunities for greater understanding. More diverse community engagement will contribute to social attachment and community cohesiveness as different groups come together around a core of common interests and form new relationships with institutions and with others in their community, whom they would otherwise not normally meet. These outcomes serve to build tolerance, acceptance, and trust between otherwise disparate individuals and groups – a prerequisite for peace.

Volunteering is engagement on the most harmonious level. People who volunteer within their communities silently serve the cause of peace and development through enhancing opportunities for participation by people in all levels of society. By bringing people together to act for the good of the community, voluntary action creates bonds of trust and encourages cooperation. If the people who volunteer are of different ethnic origins, religions, and economic status, the act of their working together can help to increase social harmony; in other words, create a more peaceful society.

Task 2: Understanding Volunteer Tourism

Read pp.148-152.

Volunteers regularly reported becoming more broad-minded, content and relaxed, and less selfish and psychocentric as outcomes of volunteering, along with a changed way of looking at the world.

1. Suggest reasons for the relative lack of academic literature on tourism in Palestine.
2. Investigate the story behind construction of the Separation Wall. What are the issues relating to it?
3. In your opinion, is the involvement of commercial tour operators in volunteer tourism a positive development? Explain your answer.
4. In your opinion, is the value of a volunteer experience diminished if the volunteer is remunerated for their contribution? Explain your answer.
5. In your opinion, is the value of a volunteer holiday diminished by the inclusion of ‘fun and excitement’ activities? Explain your answer.
6. Suggest another term for ‘wildlife volunteers.’

7. How might a volunteer vacation contribute to an individual's self-actualization?
8. Offer and justify your own definition of a volunteer tourist.

Task 3: Understanding the discourse

Read pp. 152-156.

Volunteers are confronted with the issue of how to create hope through concrete improvements in areas such as education, healthcare, training and youth empowerment.

1. Explain in your own words how Mode 2 knowledge differs from Mode 1 knowledge (eg, in 'identifying the most effective interventions.'
2. How would you define 'slow questions'? Offer an example of a 'slow question.'
3. Do you agree with the claim that 'visitors come to Palestine in order to show their solidarity with and support for each side caught up in the violence' (p.153)? Explain your answer.
4. In what respects is the Palestinian issue a conflict between Self and Other?
5. It is submitted (p. 154) that 'Volunteers need to realize that neutrality alone is not sufficient ...' In your opinion, what else is required?
6. It is argued that Mode 3 knowledge is concerned with moral virtues. Identify the issues of a moral nature in the Israeli-Palestinian conflict.

Task 4: Understanding the Alternative Tourism Group

Read pp. 156-159.

By entering this 'place of bother' a normative discussion will be stimulated and volunteers can be challenged to reflect on their own judgements.

1. Suggest additional fields of endeavour in which VT might contribute to the creation of hope in the Palestinian context (eg, female empowerment).
2. What topics might be discussed in ATG meetings with Israeli settlers?
3. What issues might be addressed in a pro-Palestinian tour?
4. Note the range of motivations among volunteer tourists in Palestine. Does learning appear to be as important as contributing?
5. What factors contribute to the 'powerlessness' of the national and international NGOs?
6. In your opinion, is the involvement of volunteer tourists in the Palestinian dialogue likely to contribute to a solution? Explain your answer.

Key Concepts

Ensure that the meaning and significance of each of the following as used in this reading are fully understood:

volunteer
VT experience
social development

volunteer tourism
economic development
motivation

normative
 mode 1 knowledge
 mode 3 knowledge
 solidarity
 Other
 anti-Semitism
 ATG

existential
 mode 2 knowledge
 'slow questions'
 Self
 Zionist
Intifada
 hope

Discussion/Assignment Questions

1. Many arguments concerning the Palestinian issue are subject to accusations of bias. Which dialogue approach – mode 1, 2 or 3 - would best avoid or counter these accusations?
2. Position yourself as a professional volunteer in one of the Refugee Camps in the city of Nablus working on a project to reduce child trauma. Respond to the following questions:
 - (a) What does hope mean in these circumstances?
 - (b) What does hope mean for the traumatised children up to 12 years of age?
 - (c) How can you, as a volunteer; contribute to hope by taking into consideration mode 2 and 3 discussions?

Additional Reading

Isaac, R.K. (2010), *Moving from Pilgrimage to Responsible Tourism: The case of Palestine*, *Current Issues* 13(6), 579-590.

This article assesses the role that tourism may play in promoting peace by presenting the Palestinian initiative for Responsible Tourism. Issues of sustainability and the triple bottom line are evaluated for the extent to which they contribute to healing some of the divisions in the Palestine/Israeli situation.

Clifford, J. (1988), *The Predicament of Culture*, Cambridge Mass: Harvard University Press.

This is a collection of mostly published articles on ethnographic writing. It examines the realism of conventional anthropological ethnography and criticizes it for defining reality from a Western viewpoint disguised as objective. Clifford advocates collaborative ethnography and texts that are multi-vocal and open-ended.

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Chapter 11: Re-evaluating Political Tourism in the Holy Land: Towards a Conceptualization of Peace Tourism

(U)nless tourists feel directly threatened because of political instability or perceive there to be danger, then they are likely to travel to a destination. The number of people who refuse to travel to a country because of its human rights record ... appears to be quite small.²⁵

Task 1:

Read the Supplementary Reading, The traveller as witness. Why were independent travellers more able than group travellers to perform the role of witness? Is this kind of human rights activism likely to be more effective than a boycott? Consider the likely impact of traveller reporting on other countries where human rights are abused.

Supplementary Reading The traveller as witness

Many travellers keep a record of their experiences, but most of these are seen only by friends and relatives. However, on occasion, traveller reports have a more serious purpose.

An example of this is given by Schwartz (1991),²⁶ who describes efforts by groups of travellers to ensure that events in Tibet in the late 1980s did not remain hidden from the rest of the world. The program commenced with travellers present in Lhasa during the nationalist demonstrations of 1987 and the imposition of order by armed police. There were some fatalities among the Tibetans, arrests, and confiscation of film and photographs taken by foreign observers. A number of these observers decided to prepare an accurate account of the event, to be passed on to Western journalists. Although the participants changed, these efforts continued until the declaration of martial law in Lhasa in 1989.

Those involved were individual travellers who, unlike group travellers, were relatively free to move about and mingle with the Tibetan community. They stayed in the country for extended periods, using locally owned accommodation, made their own transport arrangements, and pursued engagement and 'grassroots' experiences. They included some with backgrounds (mainly European) in journalism, photography, human rights, law, languages, and medicine, and often with useful contacts in their home countries. There was some disagreement over the level of activism deemed appropriate, the desire for perceived objectivity and the need to protect the identities of Tibetan dissidents. Nonetheless, specific tasks were allocated and channels developed for delivery of the reports to foreign correspondents in other countries.

Schwartz identifies a number of factors contributing to involvement. These include:

- a view that status as foreigners provided some protection from the excesses of the security forces;

²⁵ Hall, C.M. (2005), *Tourism: Rethinking the Social Science of Mobility*, Harlow, UK: Pearson, p. 308.

²⁶ Schwartz, R.D. (1991) Travelers Under Fire: Tourists in the Tibetan Uprising, *Annals of Tourism Research*, 18: pp. 588-604.

- attributes such as self-confidence and independence;
 - the desire to be a traveller rather than a tourist; and
 - the opportunities presented to experience a 'real-life adventure'.
- The author concludes by submitting that

Individual travellers may have increasingly important roles to play in closed societies that limit access to information and deal with unrest by expelling professional information gatherers such as journalists. ... These governments may find it far more difficult and costly to restrict the movements of travellers than to restrict the movement of journalists. It may turn out in the future that travellers, as a mobile international community, will once again come to play socially significant roles as observers, witnesses, and gatherers of information (p.603).

Task 2: Understanding political consumerism

Read pp. 162-167.

The action of the political consumer is set to change ethically, socially or politically objectionable institutional or market practices, and protest government or corporate policy.

1. One example of boycotting is the refusal to visit Myanmar (Burma) because of its authoritarian government. Is the related rejection of Lonely Planet guidebooks also an example of boycotting?
2. Is the purchase of Fair Trade coffee an example of 'boycotting'?
3. January 26th is celebrated in Australia as Australia Day, marking the arrival of the first European settlers. The Australian Aboriginal people claim it should be called 'Invasion Day.' Is there justification for this claim?
4. How does political consumerism differ from other forms of political activism such as demonstrations or petitions?
5. Is boycotting a nation the same as imposing sanctions? Explain your answer.
6. Who would be most likely to suffer collateral damage from a boycott on Israeli exports?
7. Given the demonstrated conflict-reduction benefits of trade, should trade with Israel be encouraged? What about trade with Palestine?

Task 3: Understanding the boycott

Read pp. 167-169

The moral dilemma of tourism boycotting asks the question: is it right to travel to a country known to practice the systematic abuse of human rights?

1. In your opinion, is the tightening of airport security an example of using tourism as a political tool? Explain your answer.
2. Does a visit to North Korea necessarily indicate support for the North Korean government? Explain your answer.
3. In what circumstances might the support of a solidarity tourist (pro-Israeli or pro-Palestinian) be lost?
4. Suggest forms of boycott which would not impact negatively on the poorer members of society.
5. In your opinion, does boycotting conflict with the contact theory?²⁷ Explain your answer.

Task 4: Understanding the Tourism4Peace Forum

Read pp.170-172.

The purpose of ... the forum is to advance peace through tourism by strengthening dialogue and ties among the conflicting groups and their tourism industries.

1. Suggest reasons for the limited T4PF membership. Should representatives from Syria and Lebanon be invited to join?
2. In your opinion, which of the training initiatives (p. 171) could best communicate the peace message? Explain your answer.
3. How might the T4PF work to ameliorate the problems at the Israel-Egypt border described in Chapter 5?

Task 5: Understanding the peace tourist

Read pp. 172-177.

The peace tourist is impartial in his judgement, does not take sides, empathizes with both belligerents and understands their sufferings and grievances, hopes and dreams.

1. How does conflict mediation differ from arbitration?
2. Is a mediator in a dispute free to make recommendations?
3. In your opinion, is it possible to be an objective activist? Explain your answer.
4. What would constitute 'good news' in the Arab-Israeli context?
5. In what respects are 'reality tours' likely to be misnamed?
6. How can a 'peace tourist' avoid taking sides in a conflict situation?
7. In what respects is 'peace tourism' pragmatic?
9. Who can contribute more to the peace objective in the Holy Land – tourists or tourism suppliers? Explain your answer.

²⁷ Contact theory is examined in Chapter 2,3 and 5.

Key Concepts

Ensure that the meaning and significance of each of the following as used in this reading are fully understood:

political consumerism

'buycott'

Intifada

peace dividend

peace tourism

active neutrality

boycott

political tourism

collateral damage

T4PF

mediation

empathy

Assignment/Discussion Questions

1. Develop a tour itinerary which would emphasise the complementarity rather than the divisions in the region.
2. Given the significance of the Middle East as the source of three major religions, could it be accorded universally recognized status as a zone of peace? Consider how tourism might contribute to this objective.

Additional Reading

Moynagh, M. (2008), *Political Tourism and its Texts*, London: University of Toronto Press.

The book is about tourists who practice a form of 'world citizenship' across international borders and boundaries of cultural difference. The author examines examples, portrayed in literary formats, as a means of exploring how transnational affiliations and commitments can be formed and pursued.

Brin, E. (2006), Politically-oriented Tourism in Jerusalem, *Tourist Studies*, 6, pp. 215-243.

The author notes the high degree of involvement among tourists who visit Jerusalem to show support for either of the belligerents. It is noted that both Israeli and Palestinian official bodies and private operators exploit tourism as an opportunity to propagate partisan political agendas.

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Chapter 12: Northern Ireland Re-emerges from the Ashes: The Contribution of Political Tourism towards a More Visited and Peaceful Environment

*(E)ven when ... conflicts are resolved peacefully and formal mutually accepted agreements are signed, they still need reconciliation process to rebuild the destructive relations between the opposing societies ...*²⁸

Task 1:

Read the Case Study, The Tower Museum, Londonderry. Consider the historical factors contributing to ‘the Troubles’ in Northern Ireland, and the interaction between religious affiliation and civil rights. Do you agree that an honest representation of past events can contribute to positive change in the views of conflict participants?

Case Study

The Tower Museum, Londonderry²⁹

Northern Ireland’s demographic basis was established in early 17th century with the arrival of English and Scottish planters who differed from the native Irish in religion, language, social customs and economic status. Despite considerable mixing, the society quickly became divided along sectarian lines. Protestant Loyalists seek to maintain their place as part of Britain while the Catholic Nationalists favour amalgamation with the Republic of Ireland. Terrorist activities stemming from this division (and related human rights concerns) continued until the Peace Agreement of 1998.

Londonderry (or Derry) is the only surviving walled city in Ireland, constructed on an old monastery site between 1613 and 1618.

The two main aims of the Derry Heritage and Museum Service when it was formed in 1986 were to contribute to the economic development of the city by providing infrastructure and attracting tourists, and to cross-community understanding and reconciliation by presenting an exhibition which captured the history of Derry, ‘warts and all.’

Presenting the city’s dissonant heritage meant pursuing impartiality and avoiding bias by involving the different communities and acquiring agreement on the interpretation of each historical event. Space given to opposing communities and voices represented were allocated with mathematical precision. Superficial touristic appeal has been rejected in favour of what has been termed ‘street credibility’ – the real experiences of the people who lived through them. Images of brutality are shown alongside images of beauty.

The Tower Museum has won awards from the Republic Of Ireland, the United Kingdom and the European Union.

²⁸ Bar-Tal- D. and Bennink, G.H. (2004), The nature of reconciliation as a process. In Y.Bar-Simon-Tov (Ed.), *From conflict resolution to reconciliation*, Oxford: Oxford University Press, pp 11 -18 (p.12).

²⁹ Based on Anson, C. (1999), Planning for Peace: The role of Tourism in the Aftermath of Violence, *Journal of Travel Research*, 38, pp. 57-63.

Task 2: Understanding political tourism

Read pp. 179-184.

By visiting unstable destinations to learn about a conflict, tourists are more receptive to understanding the reasons behind certain behaviours and beliefs.

1. Political tourism is referred to in Chapter 5 (p. 167) as a tool ‘to promote respective political agendas.’ Does it have the same meaning in this chapter?
2. Identify other locations in which sectarianism has contributed to conflict.
3. Are the arguments favouring the peace through tourism proposition based solely on the contact theory?
4. What measures may be taken to ensure that host-tourist encounters meet the criteria demanded by contact theory?³⁰
5. In your opinion, is the argument that to be successful tourism requires peaceful conditions and cannot therefore be a generator of peace valid? Explain your answer.
6. Is a tour which shows ‘the conflict from the perspective of one of the sides involved’ (p. 182) likely to counter bias in the tourist? Explain your answer.
7. Find examples in which post-conflict contact has been initiated by tourism interests.
8. In your opinion, which is likely to be more amenable to reconciliation through tourism – international or intranational conflict? Explain your answer.

Task 3: Understanding NI Tourism

Read pp. 184-188.

An assessment of the level of visitation reveals that sites that have some political association are still not well visited.

1. What factors other than safety concerns might explain the decline in visitor numbers in the 1970s?
2. What is included in ‘indirect and induced’ tourist spending?
3. Consider options for closer cooperation between the NITB and the Republic of Ireland in the promotion and development of tourism.
4. How do the Belfast murals differ from graffiti? Should additional murals be developed?
5. In your opinion, are the murals likely to contribute to reconciliation in Northern Ireland? Explain your answer.
6. Suggest reasons for the lack of visitor interest in sites with political associations.

³⁰ Refer, for example, to the Chapter 5 examination of the ‘serenity bubble’ created by Egyptians and Israelis in the Sinai region.

Task 4: Understanding the research findings

Read pp.188-196.

Political tourism is contributing to reconcile the two communities through collaborative projects that allow them to explain their different viewpoints in a peaceful fashion.

1. Note the range of information types sought by the researchers. Show how these relate to the peace through tourism proposition.
2. Consider the NITB reluctance to become involved in political tourism. Is this appropriate?
3. What change is demonstrated by cooperation between republican and loyalist tour organizers?
4. In your opinion, does taking both republican and loyalist tours ensure that a tourist receives an objective overview? Explain your answer.
5. Suggest ways in which mural tours could be managed to generate economic benefits for the communities.
6. What, in your opinion, is the most important conflict-resolution message which might be taken home by students and other visitors to Northern Ireland?
7. Suggest how the views of ex-prisoners involved in political tourism may have changed. ‘
8. It is generally agreed that atrocities were committed during the Troubles.’ How should these be treated in a political tourism context?
9. Political tourism appears to be based on recent or current divisions. Can it continue to be relevant indefinitely?

Key Concepts

Ensure that the meaning and significance of each of the following as used in this reading are fully understood:

conflict	terrorism
political tourism	reconciliation
contact theory	prejudice
culture	divided community
Peace Process	product portfolio
murals	sectarianism
participant observation	republican/nationalist
loyalist	

Discussion/Assignment Questions

1. Identify other locations where there are divisions of a sectarian nature. Investigate the background to these and suggest how tourism might contribute to a peace process.
2. Discuss the assertion that in the absence of injustice there is no role for political tourism.

Additional Reading

Boyd, S.W. (2000), *Heritage tourism in Northern Ireland: opportunity under peace, Current Issues in Tourism, 3, pp.150-174.*

This paper assesses the extent to which tourism can benefit within a climate of peace.

It examines what are emerging as the key challenges and issues facing the tourism industry in Northern Ireland and the opportunities for long-term growth. Discussion centres on how this 'heritage' experience is to be planned and managed, and the challenge of ensuring sustainability of a product that has the support of both 'communities' in Northern Ireland.

McDowell, S. (2008), *Selling conflict heritage through tourism in peacetime Northern Ireland: transforming conflict or exacerbating difference? International Journal of Heritage Studies, 14, pp 405-421.*

This paper considers the commodification of physical conflict 'heritage' such as military installations, memorials and street murals through an examination of various tourism initiatives. While 'official' agencies recognise the economic potential of this form of heritage, community-based groups often view the sites and symbols of the conflict as vehicles through which to propagate political perspectives. Those are often supported by government bodies under the auspices of 'conflict transformation', a strategy that is aimed at transforming the nature of the conflict through fostering self-understanding within disputant communities.

Crooke, E. (2001), *Dealing with the past: museums and heritage in Northern Ireland and Cape Town, South Africa, International Journal of Heritage Studies, 11(2), pp. 131-142.*

This paper uses the example of changes in the South African heritage sector with the end of apartheid to show how we should present the history and preserve the built heritage of the Troubles in Northern Ireland. It is important to think further about the impact of display, the power dynamics embedded in the construction of heritage and the complexity of a shared narrative from a contested past.

Tourism, Progress and Peace Study Guide

Chapter 13: How stable is peace linked with tourism? The case of Mt. Geumgang tourism development on the Korean Peninsula

Despite the obvious ideological differences between North and South Korea, both share common linguistic and ethnic heritage, a common history and culture, and a common dream for a reunified Korea.³¹

Task 1: Read the Supplementary Reading on the DMZ Peace Park Proposal. It may be seen as an example of what has been termed ‘the peace dividend.’ How does this proposal differ from those concerning national parks? Does it demonstrate a relationship between nature conservation and peaceful relationships? Do you accept that there is a bright side to the presence of land mines in the Zone?

Supplementary Reading **The DMZ Peace Park Proposal³²**

Since 1953 the Demilitarized Zone on the Korean Peninsula has been part of a geopolitical vacuum and symbol of war, tension and separation. It and the Civilian Control Zone (CCZ) on the south side have also been home to at least a million land mines, reinforcing the barbed wire perimeter. But within the forbidden zone, nature has staged a renaissance. Reports identify more than 3000 animal species; a variety of forest, grassland, mountain, coastal and riverine ecosystems; and numerous historical and archaeological sites, including some commemorating war dead. Properly managed, the zone can generate billions of tourism dollars and perhaps lead to a reunited peninsula.

One way to visualize the potential of the DMZ is to look at it as a park having a mosaic of uses, including woodlands, sport facilities, restaurants, walking and running tracks and more, to serve a wide variety of needs and interests. An alternative is to focus on its educational value, conservation potential, ecotourism and related activities. Properly managed for sustainability, the zone can generate substantial income for both Koreas and perhaps contribute to a reunited peninsula.

Threats to the natural quality of the area stem from plans for rail, road and port construction, urban expansion, industrial development, deforestation and river dams. However, the Korean culture has always placed high value on nature and this can be the foundation for planning which involves all stakeholders and a systems approach to finding the right balance between development and conservation. This would involve determining the most critical habitats to preserve, evaluating the ecosystem services which can be supported, identifying all stakeholders for consultation purposes, and developing appropriate legislation.

³¹ Shin, Y. (2006), An Empirical Study of Peace Tourism Trends between Politically Divided South and North Korea: Past, Present and Future, *Tourismos: An International Multidisciplinary Journal of Tourism*, 1(1), pp.73-90 (pp. 73-74).

³² This reading is drawn from Healy, H. (2007), Korean Demilitarized Zone: Peace and Nature Park, *International Journal of World Peace*, 24(4), pp.61-84.

The over one million land mines offer an opportunity to work collaboratively with the world community towards a safer, more cost effective removal solution. As has happened in South Africa, military personnel can be trained in conservation stewardship to provide future job opportunities as game wardens and guides.

The DMZ can meet all UNESCO Transboundary Biosphere Reserve (TBR) program criteria. Mt. Keumgang (Geumgang) and Mt. Seorak are on the UNESCO ‘tentative list’ for designation as biosphere reserves and the entire zone possesses several features which would make it eligible for the MAB (Man and Biosphere) program aimed at:

- minimizing biodiversity loss through management, research and education;
- sustainability through conflict prevention and involvement of young people; and
- enhancement of links between cultural and biological elements.

Recommended steps include diplomatic initiatives (participation in international conventions, bi-national collaboration); educational initiatives (awareness raising, training); legal initiatives (concerning land ownership, compensation, enforcement); planning initiatives (stakeholder inclusion, species reintroduction); and research initiatives (learn from others, continuous monitoring).

Koreans do not want to ‘preserve the DMZ’ in its present state as a symbol of war, suffering and separation. The emphasis is on preserving resources that are irreplaceable for the benefit of the Koreans and people around the world.

Task 2: Understanding the background

Read pp. 199-206.

Mt. Geumgang was regarded as a symbol of peace on the Korean Peninsula.

1. Offer an explanation for the involvement of private enterprise rather than government in the Mt. Geumgang tourism initiative.
2. Explain how tourism could have played a part in the Sunshine Policy.
3. Suggest reasons for the restrictions imposed by the North Korean government on visitors to Mt. Geumgang. Would these conflict with the peace through tourism objective?
4. Why did visitor numbers decline from 2000-2003?
5. In your opinion, would casinos and duty-free shops on the cruise ships have contributed to the peace objective? Explain your answer.
6. Consider the validity of the conservative party view that tourist fees would only help maintain the North Korean authoritative regime. Is this necessarily a negative factor with respect to the peace objective?
7. With respect to the peace objective, what advantages were attached to overland rather than cruise-ship travel to Mt. Geumgang?
8. In your opinion, is it realistic to expect that economic cooperation can remain unaffected by diplomatic issues? Explain your answer.
9. Find out if there has been any change in the Mt. Geumgang situation since July 2009.

Task 3: Understanding the peace-tourism proposition

Read pp. 206-208.

It appears to be necessary that we take a broad perspective in both socio-cultural and political dimensions when addressing the relationship between tourism and peace.

1. The author suggests that proponents of the peace proposition are primarily interested in successful cases. Is there anything useful to be learned from unsuccessful cases?
2. In your opinion, are the two Koreas separate nations or are they parts of a partitioned state? Explain your answer.
3. At which of the four stages (Table 12.1) does the current situation stand?
4. Does the fact that tourism is a beneficiary of peace weaken the argument that it can contribute to better relationships? Explain your answer.
5. Why should positive peace 'be pursued by peaceful means' (p.207)?
6. Given the restrictions on contact, how might Mt. Geumgang visitors acquire better understanding of North Korea and greater interest in unification?
7. Could the MGPI approach be used effectively in other geographical areas? Explain your answer.

Task 4: Understanding the issue

Read pp.209-211.

It may be said that progress towards peace through tourism is possible, but it should be noted that the contribution of tourism to peace varies with each situation.

1. Explain how development of a VFR program can assist in a reunification process?
2. Why, in your opinion, did the North Korean government not place more emphasis on visitor safety?
3. Which government approach – that of the North or that of the South – was, in your opinion, more damaging to the Mt. Geumgang project? Explain your answer.

Key Concepts

Ensure that the meaning and significance of the following as used in this reading are fully understood.

Mt. Geumgang project
cooperation
Sunshine Policy
authoritarian
culture of peace
negative peace
MGPI

reunification
coexistence
conservative
overland travel
VFR
positive peace

Discussion/Assignment Questions

1. Consider the possibility that more might be achieved by a wider opening of North Korea to international, rather than South Korean visitation. What initiatives would such a program involve, and what difficulties might have to be addressed?
2. Discuss the statement (p.210) that ‘tourism is the consequences of a political process aimed at rapprochement, not the genesis of the process.’

Additional Reading

Carter, E.; Lee, K.B.; Lew, Y.; Robinson, M.; Wagner, E.W. (1991), *Korea Old and New: A History*, Harvard Korea Institute.

Despite its publication date, this book provides a comprehensive review of Korean history and culture, a useful contribution to understanding the emotional element in the North-South issue and the desire for reunification.

Cumings, B. 2010, *The Korean War: A History*, Random House.

Bruce Cumings is an academic specialist on the Korean Peninsula with his own, somewhat personal, perspectives. This controversial and provocative book provides in-depth information about the Korean War and questions the ‘accepted’ version regarding the rights and wrongs of the conflict.

Tourism, Progress and Peace Study Guide

Chapter 14: Divided or United? Prospects for the Cyprus Tourism Industry

(In Cyprus) the strongest disposition towards reconciliation (76.7%) and co-existence (94.0%) correlate with people who have claimed not only exposure to the 'other side' but who have had strong and intense encounters with people there.³³

Task 1: Read the Supplementary Reading, Crossing the Green Line. Consider the Greek Cypriot views as expressions of political tourism.³⁴ In your opinion, is isolation of the North likely to lead to reunification of the island? Can cross-border tourism make a significant contribution to the reunification objective? Suggest other measures which may contribute.

Supplementary Reading Crossing the Green Line³⁵

Throughout history, political borders have functioned as barriers to the flow of people and trade, and some of the most impermeable have been those creating partitioned states, usually preceded by military aggression (eg, East/West Germany, North/South Korea and China/Taiwan). These generally involve demarcation, protective measures, tense inter-government relations and severe restrictions on citizen movement across the border. The Green Line, imposed following the hostilities of 1974, is one such border, separating the ethnic Greek community of the Republic of Cyprus from the ethnic Turkish community of North Cyprus.

Prior to 1974, tourism on the island flourished, with popular seaside resorts and heritage attractions. After 1974, a perception of instability and the imposition of trade sanctions against the North contributed to a serious decline. Foreign tourists in the South were grudgingly permitted to visit the North for day-trips, but were barred from importing any purchases made there. Foreigners visiting the North were not permitted to enter the Republic, and those leaving from the North were blacklisted. Cypriot residents were barred from cross-border travel, apart from a few isolated instances of family reunion and cultural exchange.

However, in 2003, the border was opened to travel by Cypriots from both sides, and people began to flood across in both directions. An extensive stratified sample of Greek Cypriots was conducted in 2004 to acquire an understanding of opinions and behaviours regarding visitation to the North. About half the respondents had crossed the Green Line, with 23% visiting more than once. Visitation was substantially higher (72%) among former refugees from the North, seen as a function of having a previous family connection with the region.

³³ Sitas, A.; Latif, D.; Loizou, N. (2007), Prospects of Reconciliation, Co-existence and Forgiveness in Cyprus in the Post-Referendum Period, *International Peace Research Institute Report 4*, p. 35.

³⁴ Political tourism is examined in Chapter 10.

³⁵ This reading is drawn from Webster, C. and Timothy, D.J. (2006), Travelling to the 'Other Side': the Occupied Zone and Greek Cypriot Views of Crossing the Green Line, *Tourism Geographies*, 8(2), pp.162-181.

A common reason for refusing to cross was a view that the requirement to show a passport or identification and request a visa constituted recognition of the Turkish regime. Visiting the North was widely seen as a political act that financially supported and legitimized the illegal occupation.

Among those who visited the North, curiosity appeared to be the primary motive. A major concern was the spending of money there, seen as supporting the Turkish leadership. This meant a rejection of staying in a hotel, gambling, purchasing souvenirs, and fee-based sightseeing. Patronising restaurants was avoided where possible (eg, by taking a packed lunch).

That so many Greek Cypriots refuse to cross the border indicates that the tension between the two sides will not be resolved easily, but there appears to be a significant cohort willing to overlook the deep-seated animosity and provide a glimmer of hope for an ultimate sharing of resources in the interests of modernization and economic growth.

Task 2: Understanding the background

Read pp, 212-217.

The basic hypothesis of the study is that a settlement acceptable to both communities will result in significant efficiency gains for all.

1. Explain how Cyprus became inhabited by people of Greek and Turkish ethnicity and investigate the background to the division of the island and the imposition of the Green Line.
2. Why are there no direct international flights into the northern area?
3. In a reunited Cyprus, the Turkish Cypriots would be in a minority. Suggest reasons for their support for the Annan Plan.
4. In your opinion, would an interest in tourism be likely to bias a person's views on reunification? Explain your answer.
5. It is maintained that tourists prefer a united to a divided destination. Offer an explanation for this.
6. Cypriot tourism operators cited the high cost of flights as a major obstacle - a problem for all island destinations? The problem has been somewhat alleviated with the introduction in the South of cut-price airline connections. Suggest other measures which may be adopted.
7. Given the advantages pertaining to the 'peace dividend,' suggest reasons for the 'lack of interest' in cross-border cooperation among tourism professionals.

Task 3: Understanding the research

Read pp. 217-221.

Carefully planned support for progressive stakeholders from the two sides to come together in joint tourism development projects would contribute substantially to reconciliation in the Tourism industry.

1. Suggest reasons for the greater pessimism among Turkish survey participants with respect to a continuation of the current situation.
2. The apathy identified suggests a feeling of powerlessness among survey participants. Is there evidence to support this hypothesis?
3. What would constitute a loss for either side in the event of a settlement?
4. In your opinion, would attracting visitors from Turkey to southern Cyprus contribute to improved relationships? Explain your answer.
5. Suggest a resolution for the conflict over property previously owned by residents from the other side.
6. Will both sides benefit equally from a convergence of prices and costs under a settlement?
7. What, in your opinion, should be covered in the proposed seminars?
8. What 'other things' could be incorporated into 'Correct Tourism'?
9. In your opinion, should the proposed removal of island-wide travel and tourism restrictions extend to residents as well as visitors. Explain your answer.

Task 4: Understanding the outcomes

Read pp. 221-225.

Nationalist feelings should not prevent the two sides from introducing a cooperative regime.

1. What are the characteristics of a Federation arrangement which would assist in resolving the current situation in Cyprus?
2. In your opinion, which is the more important area for cooperation in the tourism industry – marketing or the environment? Explain your answer.
3. Suggest what may be involved in an 'exchange of experience' among tourism bodies?
4. Offer an explanation for the frequent use of group tours to initiate visitation between hostile political entities.
5. Suggest reasons for the apparent higher level of hostility among Greek Cypriots.
6. In your opinion, is cooperative coexistence in the tourism industry likely to lead to more positive relationships between Turkish and Greek Cypriots? Explain your answer.

Key Concepts

Ensure that the meaning and significance of each of the following as used in this reading are fully understood:

ethnic division	Green Line
federation	reunification
tourism professional	bicommunal cooperation
political isolation	joint marketing
sustainability	reconciliation
'Correct Tourism'	privatization
property question	

Discussion/Assignment Questions

1. The equivalent of Cypriot 'wall tourism' occurs in other parts of the world in various forms. What are the general features of this type of tourism, and how effective can it be in contributing to more positive relationships between divided communities?
2. Develop a tourism plan for Cyprus in which opportunities for North-South cooperation are clearly identified.

Additional Reading

Lisle, D. (2007), Encounters with partition: tourism and reconciliation in Cyprus, In: Purbrick, L.; Aulich, J. Dawson, G. (Eds.), *Contested spaces, sites, representations and histories of conflict*, Basingstoke: Palgrave.

With respect to Cyprus, this paper examines the narratives of conflict that are made available to tourists in cultural institutions such as museums and memorials. It outlines the dominant narrative of partition and illustrates how that narrative is coming under pressure from increasing moves towards reconciliation and full EU membership. It also identifies new forms of 'political tourism' and examines how these activities are disrupting entrenched ideological positions.

Altinay, I. and Bowen, D. (2006), Politics and tourism interface: the case of Cyprus, *Annals of Tourism Research*. 33, pp. 930-956.

This paper evaluates the influence of politics and nationalism on tourism planning and development in Cyprus under a possible federal constitution. The views of Turkish and Greek participants from private and public organizations are studied. The findings suggest that future planning and development are likely to be complex undertakings as the two societies have different sets of objectives and expectations.

Webster, C.; Musyck, B.; Orphanides; S.; Jacobson, D. (2009), Working on the other side, cooperative tour organizers and uncooperative hoteliers: evidence from Greek Cypriot tourism professionals, *European Planning Studies*, 17(10).

The authors investigate the willingness of Greek Cypriot tourism professionals to cooperate with their Turkish Cypriot counterparts in the industry. A few hypotheses are explored relating to what influences tourism professionals in cooperating with the Turkish Cypriots: their refugee experience, their increased level of contact with Turkish Cypriots, the size of the organization in which they work and the location and nature of these organizations. The findings show that the Greek Cypriot hotel managers are unlikely at present to cooperate with

the Turkish Cypriot counterparts. On the other hand, Greek Cypriot tour operators and tourist agencies are willing to collaborate with the other side. It is suggested that policies could be designed that aim at the reconciliation of the Greek and Turkish Cypriots through the introduction of political correctness in the business, which is one of the theatres on which the Cyprus conflict is staged.

Tourism, Progress and Peace Study Guide

Chapter 15: Tourism and Reconciliation

The international community by now has significant experience and even a partially positive track record in re-building state institutions after ethnic conflicts and reviving economic activity. It has been far less successful in promoting reconciliation, a process that requires people's heart and minds, and cannot be resolved by the presence of large numbers of peacekeepers or by the funding of economic recovery programmes.³⁶

Task 1:

Read the report on Camp Coorong. It demonstrates how tourism can be involved in efforts to bring about reconciliation in a nation built on dispossession of indigenous people. Identify attributes of the experience which may help overcome feelings of victimisation and guilt. Could these be implemented in other reconciliation contexts?

Case Study

Camp Coorong³⁷

Camp Coorong Race Relations and Cultural Education Centre, located southeast of the South Australian capital of Adelaide, was founded in 1985 as a place for South Australia's schoolchildren to learn about the indigenous Ngarrindjeri culture and history. It is a community-based education facility and tourism enterprise with the long-term goal of contributing to reconciliation between Indigenous and non-Indigenous Australians.

Each of the experiences offered contributes to fostering reconciliation:

- During bush tucker/bush medicine walks tourists are told of how the Ngarrindjeri ancestors once lived, how European invasion has impacted on this lifestyle, how the natural environment has been severely damaged by non-Indigenous water and land use practices, and how the Ngarrindjeri community lives today and uses the bush tucker and bush medicine available.
- Basket-weaving is taught in the context of its place in weaving cultural ties among the Ngarrindjeri community and connecting the people to their environment. The story reveals how the Ngarrindjeri have had to negotiate the demands of contemporary living with maintaining traditions.
- A visit to the Southern Ocean via Parkna Point provides an opportunity to view a very large midden that is one of many located in the dunes of the Coorong National Park. A talk is held here explaining how the Ngarrindjeri moved camps methodically through the seasons, how burial grounds were placed adjacent to the campsites (of which the middens are the remains) and how the science of archaeology has supported the information passed down in Ngarrindjeri oral traditions. This is also where issues of contemporary import are

³⁶ Wolff, S. (2006), *Ethnic Conflict: A Global Perspective*, Oxford: Oxford University Press, p. 187.

³⁷ This is an edited extract from Higgins-Desbiolles, F. (2006), *Reconciliation Tourism: Healing Divided Societies*, IIPT Occasional Paper No.7 (access on www.iipt.org).

raised, including the fear that tourism and recreational users of the National Park will violate these places, and the problematic relationship with the South Australian Museum and other museums around the world which hold remains or artefacts which the Ngarrindjeri would like returned for proper burial or keeping.

- The visit to the Camp Coorong Museum or Keeping Place provides an opportunity to learn about the laws that governed Ngarrindjeri lives in the past including Aboriginal exemption papers which made certain Aboriginal people “honorary members of the White race”; the life on the mission at Raukkan (formerly Point McLeay mission); Ngarrindjeri contributions to Australian society such as serving as soldiers in Australian forces in the Boer War, World Wars I and II; and the injustice that was meted out in return (for example, when returned Ngarrindjeri servicemen were denied access to services that other war veterans received).

The four to five-day tour provides an opportunity to discuss all of the issues above and a good deal more. On this tour, visitors can be reminded that Aboriginal Australia is made up of a diversity of peoples, cultures, traditions and societies. One can learn about the political/social structures that governed the Ngarrindjeri prior to European invasion, including the highly democratic, representative structure of the *tendi* that has been revived in recent times to serve contemporary Ngarrindjeri purposes.

Perhaps the most exciting tours for the Ngarrindjeri are the visits by Indigenous groups. These include visitors from other Aboriginal groups who come to network and learn from Camp Coorong’s experience; and Indigenous people from around the world who come to share their experiences so that global networks are forged.

Task 2: Understanding the concept of reconciliation

Read pp. 228-233.

The need for reconciliation stems from a variety of historical experiences perceived as involving injustice and a denial of human rights.

1. Find and describe other examples of tourist attractions which glorify violence or encourage continued hostility. Suggest how such attractions could be changed to meet more peaceful objectives.
2. Examine the details of the Rwandan massacres and show how perceptions of injustice, victimization, scapegoating and lack of intervention contributed to the tragic outcomes.
3. Discuss the Hughes and Seligmann (2002)³⁸ argument that many violent conflicts stem from peace treaties which have neglected reconciliation.
4. In your opinion, should Truth and Reconciliation Commissions have the power to impose punishments? Explain your answer.
5. Offer an explanation for the importance attached to truth in the reconciliation process.

³⁸ Hughes, M. and Seligmann, M (2002), *Does Peace Lead to War? Peace Settlements and Conflict in the Modern Age*, Phoenix Mill, UK: Sutton.

6. What, in your opinion, are the limitations of the *gacaca* approach? For example, is it appropriate in the aftermath of conflict between nations?
7. People deemed to be guilty of atrocities frequently claim to have been obeying orders. In your opinion, does this excuse their behaviour? Explain your answer.
8. Give examples of cultural elements or traits which might contribute to denial of human rights (eg, suspicion or resentment of immigrants).
9. In your opinion is 'forgiveness as an exercise of will' genuine forgiveness? Explain your answer.

Task 3: Understanding the tourism contribution

Read pp.233-237.

It is important to avoid what has been termed 'presentism' – exclusively imposing perspectives of the present on the past.

1. Offer a definition of 'practical reconciliation'? Does the concept imply that some reconciliation is impractical?
2. How might sporting competitions which encourage spectator partisanship (eg, international soccer matches) be managed to help eliminate hostility?
3. In your opinion, is there a contradiction in attempting to show the horrors of war while avoiding 'shock value' in an attraction? Explain your answer.
4. What attributes would contribute to 'a sense of place' at a reconciliation attraction?
5. How might an individual maintain pride in their heritage while recognizing that there are elements of which to be ashamed?
6. Identify additional examples where reconciliation is frustrated by tensions at the high policy level.
7. Is condemnation of slavery a reflection of 'presentism'? Explain your answer.
8. What is the value of space for reflection at a reconciliation site?

Task 3: Understanding the difficulties

Read pp.238-240.

A major strength of tourism as a contributor to reconciliation is the ability to make the first move.

1. How might 'dark tourism' be managed to incorporate a reconciliation message?
2. How might an attraction commemorating a battle deliver an anti-violence message without detracting from the heroism of the soldiers involved?
3. In your opinion, should fear of vengeance be encouraged as a contributor to restraint on the part of potential offenders? Explain your answer.
4. In your opinion, is it possible to achieve reconciliation without forgiveness? Explain your answer.

Key Concepts

Ensure that the meaning and significance of each of the following as used in this reading are fully understood:

reconciliation	commemorative site
injustice	human rights
ethnic cleansing	genocide
colonialism	dispossession
<i>gagaca</i> court	compassion
empathy	introspection
ecotourism	sports tourism
interpretation	peace museum
contested heritage	presentism
authenticity	presentation
desensitization	

Discussion/Assignment Questions

1. In 2005 the Chinese marked the 60th anniversary of victory in the War of Resistance Against Japanese Aggression (1937-45) with a barrage of television dramas, documentaries and exhibitions highlighting the atrocities committed by the Japanese. A prominent participant was the Nanjing Massacre Museum which commemorates the Nanjing Massacre of 1937. Collect information on the Nanjing Massacre and suggest how the Museum could be used to encourage reconciliation rather than continuing hostility.
2. At the 2010 Commonwealth Games, held in Delhi, the loudest welcoming cheer was for the Pakistan athletes, despite the ongoing hostility between India and Pakistan. Discuss the potential for sporting competitions to contribute to reconciliation between nations.

Additional Reading

Wolfe, Stefan (2006), *Ethnic Conflict: A Global Perspective*, New York: Oxford University Press.

The author analyses ethnic conflict in general and in a number of specific locations, identifying the causes and the costs involved. Of particular relevance to reconciliation are Chapters 5 and 6, dealing with managing and settling such conflicts and post-conflict reconstruction.

Braithwaite, R.W. and Lee Y.L, (2006), *Dark Tourism, Hate and Reconciliation: The Sandakan Experience, IIPT Occasional Paper No.8* (access on www.iipt.org).

The authors call on the experiences of their families to demonstrate how tourism can contribute to reconciliation in the aftermath of war and colonialism. They note the importance of commemoration in ensuring that we do not forget the circumstances in which large-scale acts of inhumanity occur, but emphasise the provision of opportunities to express remorse and forgiveness.