



ROUTLEDGE CONTEMPORARY GEOGRAPHIES
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CONTESTED DISCOURSES, IDENTITIES
AND REPRESENTATIONS
C.MICHAEL HALL AND HAZEL TUCKER
TOURISM AND POSTCOLONIALISM
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C. Michael Hall is Professor of Tourism, and **Hazel Tucker** is Senior Lecturer of Tourism, at the Department of Tourism, University of Otago, New Zealand.

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C. Michael Hall and Hazel Tucker

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**To the Wandering Islands
(and Blobby)**

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Preface

Although being an area of great intellectual richness, postcolonialism is also an area of contestation and confusion. The range of contributions to this volume provides good evidence of that. As two academics of European heritage living in a land with its own colonial past and postcolonial present, we are also acutely aware of the tensions involved in interrogating postcolonialism not only in its academic form but also in relation to its day-to-day realities. In undertaking the work that led to this volume, we are therefore conscious that this book seeks to provide a space for different voices to be heard on a topic that, for whatever reasons, has been ignored from much study of tourism, even in postcolonial societies themselves. However, we are also extremely aware that postcolonial pedagogy and research itself needs to be understood within the context of institutional circuits of production and consumption in which it has substantial commodity status. As Bahri observes:

The contradictions inherent in the institutionalization of difference pose a persistent challenge to those who seek to remain critical of the very system that has accorded them their authority and their position. . . . As teachers drawn in many cases from the elite ranks of universities in ex-colonies, our dilemma is compounded because some of us both teach and embody the margins. We teach, 'translate,' and make available through a filter of postcolonial history and theory the 'voices' (nothing less than the 'voice' will do, given our rhetoric of speaking and being listened to as if an actual exchange were being enacted that transcended the merely academic) simultaneously reinstated in the periphery as they are introduced into the discourse at the center.

(Bahri 1997: 279)

To note Bahri and her critique of much postcolonial writing and theory is therefore to reinforce the notion that critical intervention through an examination of postcolonial pedagogy and theory must be formulated within a thorough understanding of its institutional and discursive context and the power relations of the academy. Therefore, we are more than aware of the

limitations of discourse on postcolonialism and the issue of the voices that are heard. However, such a situation should not stop conversations being initiated. Indeed, the opportunity to give voice to postcolonial concerns was not taken by all potential contributors. That said, we hope that this book will represent a significant step in bringing postcolonialism and tourism studies closer together for the mutual benefit that a discourse between the two fields may provide as well as the light that may be shed on core issues of heritage, representation and identity.

In completing this book, we would like to thank Monica Gilmour, Peter Treloar and our other colleagues in the Department of Tourism, University of Otago, for their support. Andrew Mould and Melanie Attridge of Routledge also provided enormous support for the project and demonstrated great patience with the editors when the manuscript was unexpectedly delayed. Finally, we would like to proffer our personal thanks. Hazel would like to extend her thanks to family and friends for their support, particularly when the book was being completed, while Michael would like to do the same, particularly noting the contributions of David Duval, Tim Coles and Allan Williams to thinking about the relations between migration and postcolonialism, as well as thanking Jody for coping with yet another Christmas book.

We would like to conclude this Preface by noting that any discourse is imperfect, perhaps especially so in a globalised, postcolonial world. Yet to encourage critical discourse and communication in the tourism academy at a time when some governments seem to be abandoning multilateralism and embarking on new neocolonial adventures seems to be the most appropriate course of all.

C. Michael Hall and Hazel Tucker
Dunedin

Reference

- Bahri, D. (1997) 'Marginally off-center: postcolonialism in the teaching machine', *College English* 59, 3: 277–98.