


Chapter 10

Decolonizing by Indigenizing the Teaching of the Significance of a Tourist Attraction in Higher Education Tourism Discipline: The Case Study of Ncome

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ABSTRACT

Globally, tourist attractions are still dominantly Western in representation. The previously colonized history in such spaces is still experiencing discrimination, and their narratives as such are mostly silenced or underrepresented even in all sectors of life. Museums are not an exception, as this chapter identifies a gap in the representation of African Indigenous stories and knowledge using the case study of Ncome Museum, which exposes that literature portrays the story of the Battle of Ncome in a Westernized manner while also silencing the representation of African people. The chapter is grounded in the theories of decolonial and the Erasure of Memory of African people. Therefore, the chapter proposes that in decolonizing museums, all races, classes, ethnicities, and genders must be represented justly. No colonization, memory erasure, or misrepresentation must be incorporated even in teaching and learning of tourism in higher education. The chapter introduces some resources that could enhance the teaching of Heritage Sites from indigenous and decolonial perspectives.

INTRODUCTION

The teaching of Tourism in Higher education is still colonised, as indicated by the 2015 #FeesMustFall movement. Research on teaching and learning of tourism indicates that little has been done to transform the curriculum to represent all races, cultures and religions more equitably (Mínguez, Martínez-Hernández, & Yubero, 2021). Embarking on the transformation of teaching and learning and other sectors of society will be mobilized to stem the tide on the epistemic violence and thus acknowledging the validity and

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importance of other knowledges. In South Africa, many sectors of society are still colonial in representation, including tourist attractions and teaching and learning. There is memory erasure of Africans in many museums, and this affects teaching and learning which fosters the same system of entrenching Eurocentricity. An important question arose for this chapter based on teaching and learning and the representations of tourist attractions: if we continue teaching tourist attractions using a Eurocentric representation, is an authentic representation of a set of tourist attractions?

This chapter focuses on indigenizing by decolonizing the teaching of tourism by using the case study of Ncome museum as a significant tourist attraction to draw indigenous knowledge to the official arena of knowledge-making and how that can be taught in higher education tourism. KwaZulu-Natal is home to many wars that took place in South Africa; it is also home to one of the most powerful nations in South Africa, as illustrated by the Ncome battle. KwaZulu-Natal is where the Blood River battle, also known as Impi yaseNcome, took place in 1838. Today, we have two museums in the same vicinity that remind us of the battle. We also have a bridge that the democratic government saw fit to build to show reconciliation and peace between the two nations, the Afrikaners and the Zulus. Ncome Museum showcases an important part in the Voortrekker and Zulu history more so for the Zulu people. Zulu people learn to understand their forefathers' history. Impi yaseNcome was a gruesome battle where many Zulu people lost their lives. It left many women as widows and children fatherless, as the battle left the Zulu nation bleeding into the river. They lost many of their strongest warriors, which seriously diminished the power of the Zulu nation. The battleground is where the museum was built to keep the authenticity of the history of the Ncome battle alive. Ncome Museum was built on one side of the river, and the Blood River Museum was built on the other. There is a bridge connecting the two museums to show that they are one, but the two museums are telling different sides of the same story. Ncome Museum is an important attraction and heritage site for the Zulu nation. Students need to be taught about the struggles and hardships faced by the previously marginalized and colonized Zulu people, as well as how they overcame those struggles. Ncome Museum stands today as a testament to the hardships that were overcome and it teaches students the significance of heritage sites.

This chapter will first discuss what heritage sites are, then the history of the Ncome Museum, the history of the battle, and investigate what a tourist attraction is and its importance. Thereafter, the focus will be on the teaching of tourism in higher education. Then, the discussion will be on the significance of Ncome Museum as a tourist attraction. Thereafter, focus will be indigenized by decolonizing the curriculum whereby resources on teaching tourism in a manner that will fight epistemic violence will be addressed. Lastly, it will be the conclusion to the study where a summary of the chapter is outlined.

METHODOLOGY

This study will use a qualitative research method. Qualitative research methodology focuses on understanding meaning, and qualitative researchers focus on how people view the world they live in and how they interpret and experience events. The qualitative research approach looks at people's opinions, behaviours, and experiences. It gathers and examines words and textual data. This study approach involves fewer participants, but it takes longer because the time invested in each participant is significant.

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