

University of Florida  
Department of Tourism, Hospitality and Event Management

## **LEI 3301 Principles of Travel and Tourism**

Spring 2023

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### **Web Page for Syllabus Canvas LEI 3301 & HHP Syllabus**

**Office Hours: Dr. Gibson: Wednesday 2-5 pm; Friday 2 – 3 pm.** Please send me an e-mail in advance so that we can set up a time to meet. We can meet in person in FLG 190c or via Zoom.

**Class meets:** Period 6 MWF 12.50-1.40 pm WEIM 1064

**Required Text:** Goeldner, C., & Ritchie, J. R. B., (2011). *Tourism: Principles, Practices, Philosophies*. New York: NY, John Wiley & Sons. Twelfth Edition.

**Course Description:** This class will provide students with an overview of the travel and tourism industry. Course content will cover historical, behavioral, societal, and business aspects of travel and tourism.

### **Course Objectives:**

1. Identify the major components of the travel and tourism industry and links with hospitality and events.
2. Recognize key historical developments and their relationship to travel and tourism today.
3. Classify different types of tourism and explain behavioral patterns using concepts from social science.
4. Identify positive and negative impacts of tourism for communities and effective mitigation through policy and planning.
5. Apply triple bottom line thinking to sustainable tourism paying attention to socio-cultural, environmental and economic impacts.
6. Outline the basics of demand analysis, economic impact and marketing and their application to tourism, hospitality and events.
7. Recognize future trends in the travel and tourism industry.

**Course Content\*\*:**

<b>Week and Date</b>	<b>Section</b>	<b>Topic</b>	<b>Assignments and Due Dates</b>	<b>Reading</b>
<b>Week One</b> <b>Jan 9<sup>th</sup>-13<sup>th</sup></b>	Foundations of Tourism	What is travel and tourism?		Chapter 1  Background Chapter 4
<b>Week Two</b> <b>Jan 16<sup>th</sup> -20<sup>th</sup></b>  (MLK Day Jan 16 <sup>th</sup> – no class)	Foundations of Tourism	History of Travel and Tourism		Chapter 2
<b>Week Three</b> <b>Jan 23<sup>rd</sup> – 27<sup>th</sup></b>	Industry Components	Transportation Modes		Chapter 5  Chapter 12 provides background on the industry components
<b>Week Four</b> <b>Jan 30<sup>th</sup> – Feb 3<sup>rd</sup></b>	Industry Components	Hospitality Overview		Chapter 6
<b>Week Five</b> <b>Feb 6<sup>th</sup> – 10<sup>th</sup></b>	Industry Components	Attractions	<b>Group contract due Friday Feb 10<sup>th</sup></b>	Chapter 8
<b>Week Six</b> <b>Feb 13<sup>th</sup> – 17<sup>th</sup></b>	Understanding tourists and tourism	Impacts of tourism on host communities		Chapter 11
<b>Week Seven</b> <b>Feb 20<sup>th</sup> – 24<sup>th</sup></b>	Understanding tourists and tourism	Different types of tourists & factors affecting choice		Chapter 11
<b>Week Eight</b> <b>Feb 27<sup>th</sup> – March 3<sup>rd</sup></b>	Understanding tourists and tourism	Tourism and Motivation: Push and Pull Factors	<b>Mid-Semester Group Project Due Friday March 3<sup>rd</sup> by 11.59 pm</b>	Chapter 9 & 10

<b>Week Nine</b> <b>March 6<sup>th</sup> –</b> <b>March 10<sup>th</sup></b>	Mitigating Tourism's Challenges	Environment and Sustainability		Chapter 17
<b>Week Ten</b> <b>March 13<sup>th</sup> –</b> <b>17<sup>th</sup></b>		<b>Spring Break – no classes!</b>		
<b>Week Eleven –</b> <b>March 20<sup>th</sup> –</b> <b>24<sup>th</sup></b>	Mitigating Tourism's Challenges	Environment and Sustainability continued		Chapter 17
<b>Week Twelve</b> <b>March 27<sup>th</sup> –</b> <b>31<sup>st</sup></b>	Mitigating Tourism's Challenges	Tourism Policy & Planning		Chapters 15 & 16
<b>Week Thirteen</b> <b>April 3<sup>rd</sup> – 7<sup>th</sup></b>	Managing Tourism	Measuring Demand		Chapter 13
<b>Week Fourteen</b> <b>April 10<sup>th</sup> – 14<sup>th</sup></b>	Managing Tourism	Understanding Economics & Economic Impact	<b>Monday April 10<sup>th</sup> Bio Sketches Due by 11.59pm</b>	Chapter 14
<b>Week Fifteen</b> <b>April 17<sup>th</sup> – 21<sup>st</sup></b>	Managing Tourism	Basics of Marketing		Chapter 19
<b>Week Sixteen</b> <b>April 24<sup>th</sup> -0</b> <b>26<sup>th</sup></b>	Managing Tourism	The Future: Where do we go from Here	<b>Exam 3 April 26<sup>th</sup></b>	Chapter 20

\*\* It is likely that we will take a little longer to go through some topics than others. I will keep you updated in class and on Canvas as to what we are talking about and which chapters we are reading per week.

### **Optional Reading:**

Careers in Travel and Tourism

Chapt. 3

Organizations in the distribution process

Chapt. 7

Travel and Tourism Research

Chapt. 18

### **Assignments and Grading:**

#### **A. Exams**

**50%**

**1. Exam 1** Chapt: 1, 2, 4, 5, 6, 8, 12 and class material

2. **Exam 2** Chapt: 9, 10, 11, 17 and class material
3. **Exam 3** Chapt: 13, 14, 15, 16, 19, 20, and class material

The dates of Exams 1 and 2 will be announced one week before the exam will be taken. As we finish the chapters 8 and 17 you can be sure that an exam is forthcoming! The key to success is regular class attendance so that you do not miss important announcements and material not covered in the chapters. **Exam 3** will be held on the last day of class **April 26<sup>th</sup>**. It is not a final exam and is not cumulative and is part of the progressive assessment for this class, and therefore satisfies the conditions for a test on the last day of class.

**Exams will take place during our class period** and will be hosted on Canvas. **Exams are open note.** More details will follow before each exam.

## **B. Mid-Semester: Group Presentation Video Project** **20%**

1. Before you begin working as a group, please revisit your **group contract and review what you agreed on (due Feb 10<sup>th</sup>)**.
2. **Please watch the video *Crowded Out***. Your task is to create a group video presentation about overtourism in **either** Barcelona or Venice that also addresses the four criteria listed below:

In reference to **either** Barcelona or Venice:

- (i) What are the main issues in your chosen destination?
- (ii) What are the contributing factors globally to overtourism?
- (iii) Are there any solutions? Look at the document in the optional resources section for this unit from the UNWTO about managing overtourism
- (iv) Is the Covid 19 pandemic a chance to re-envision tourism in these overtourism hotspots? **Look at the additional sources for some information. Hint: it is not sufficient to merely answer the questions above. You will need to think about this issue and be creative and engage in some critical thinking about the issue.**

**Video link:** <https://www.responsibletravel.com/copy/overtourism-documentary>

3. Create a 5-7 minute video presentation answering these questions (**max length 7 minutes**). As I note above, please do not create a presentation that merely answers the questions one by one. **Integrate the ideas from these questions into an informative presentation about overtourism and the future.**

Please look at the optional resources and think about overtourism in the present context where tourism in Venice and Barcelona has gone from a situation with too many visitors to very few visitors. Is this an opportunity to re-envision tourism in these overtourism hotspots?

Use PowerPoint to create your slides and Zoom to record your group presentation (if you wish to use other software you can but it needs to be high quality and accessible I need to be able to play

it). In your video, be informative and creative. Integrate facts to support your ideas, include citations to support facts.

### **Presentation Instructions:**

(i). Create a group presentation using PowerPoint/Keynote etc. **Please include all group members names on your title slide and your group number.**

(ii). Zoom is likely the most accessible recording software and I will provide the instructions for Zoom. If your group prefers to use another software to record your video, please make sure it is accessible and of high quality. If using Zoom or another software have one student show and play the slides the whole time using shared screen feature, other students take turns to talk. (see instructions on recording a Zoom presentation). Please make sure **every group member speaks during the presentation and please be on camera.**

4. Please save your video **with your group number** e.g., Group 3 video and **choose one person** from your group to upload the video to Canvas by **Friday March 3<sup>rd</sup> by 11.59pm.**

### **C. Final Assignment: One-page Professional Bio-Sheet with Interview of Industry Manager/Supervisor** **25%**

You will be creating a one-page bio-sheet about an industry professional. The assignment requires that you interview your chosen professional and then create the bio-sheet based on the information you acquired during your interview.

#### **1. Getting Started**

- Choose a tourism-related agency e.g., attraction, hotel, event, park etc. Arrange an interview with an employee who holds a managerial/supervisory position (i.e. not wait staff, life-guards, front desk clerks etc.) at the tourism-related agency.
- If you are not sure if your interviewee is tourism- related, please ask me, before you go ahead with the interview. A typical guideline is that 80% or above of their client-base are tourists; or there are seasonal patterns of 80% or above of tourists as clients?
- Please contact your potential interviewee a few weeks in advance of the assignment due date. Include a few examples of your interview questions in your email. Make sure you tell them you are a student at the University of Florida and the interview is an assignment for your class. You may use the phone or Zoom (or equivalent) to conduct your interview. Please ask permission to record the interview.

#### **2. Interview Topics**

##### **a. Information about your interviewee**

In this part of the interview, please ask your interviewee about their agency and their job position in the agency. What does a typical day look like? What are they responsible for? Please ask them about their educational background and how they got their job. Did they need any special certifications? Please ask to talk about an innovation or initiative they have implemented at their agency.

**b. Future Predictions**

Please ask them about their future predictions for their agency and for tourism in general. What do they see in terms of trends or specific initiatives over the next year or so?

**c. Career Advice**

Please ask them what career advice they would have for you? Education and knowledge they feel you should have. Professional associations they might suggest you join?

**d. Professional Photo**

Please ask them for a professional photo that you might use for your assignment.

**3. Creation of your bio-sheet**

You are required to create a **one-page bio sheet** containing the following information:

- a. Name, position title and agency.
- b. Professional photo.
- c. Information about your interviewee i.e. job responsibilities, educational background etc.
- d. Future predictions –agency and tourism in general.
- e. Career advice

Be creative in your format and display of information. There are many software options with templates you might consider. PowerPoint is one option as is Canva. <https://www.canva.com>

**Please save your one page bio-sheet as a PDF and upload to Canvas by Monday April 10<sup>th</sup> by 11.59pm**

**D. Participation in Class, Lectures, chats & other in class discussions. 5%**

**Participation:** Throughout the semester we expect you to attend class regularly and to participate in lectures by asking questions and responding to our questions. In accordance with UF policies <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. **We will take attendance in class.** If you are unable to attend class, please email me in advance if you are unable to attend for a valid reason e.g., illness or UF-related absence. **Participation is based on attendance, taking part in class activities such as discussions, asking and answering questions, guest speakers and other forms of class involvement.**

**Grading Information**

The UF grading system is used for this class. This grading scale includes minus grades. More details can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## Grading Scale:

A	92 - 100%
A-	90 - 91.99%
B+	87 - 89.99%
B	82 - 86.99%
B-	80 - 81.99%
C+	77 - 79.99%
C	72 - 76.9 %
C-	70 - 71.99%
D+	67 - 69.9 %
D	62 - 66.9 %
D-	60 – 61.99%
E	below 59.99 %

**Make-up Policy for LEI 3301:** Exams/projects/discussions **must be completed** at scheduled times as per syllabus. **No late assignments will be accepted**, except those due to circumstances consistent with UF policies that can be found at: [Attendance Policies < University of Florida \(ufl.edu\)](https://ufl.edu/attendance-policies)

**Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies.** [Attendance Policies < University of Florida \(ufl.edu\)](https://ufl.edu/attendance-policies)

Please contact me **in advance of deadlines** to request any deviations from course schedule.

## Grade Overview LEI 3301 Spring 2023

### 1. Exams 50%

**Exam 1** Chapt: 1, 2, 4, 5, 6, 8, 12 and class material

**Exam 2** Chapt: 9, 10, 11, 17 and class material

**Exam 3** Chapt: 13, 14, 15, 16, 19, 20, and class material

### 2. Mid Semester Group Project 20%

#### Grading Rubric for Group Presentation

**Presentation style:** e.g., clarity of presentation; quality of presentation; creativity 5 pts

**Content** – e.g., degree to which questions were answered; integration of sources – class material, text, video and other. 15 pts

**Total Points 20 pts**

**3. Professional Bio-Sheet** **25%**

**Grading Rubric**

**Presentation and Format** 10 pts

At face value, what does the bio-sheet look like? Is it clear? Is it attractive? How creative is the formatting and layout? How well did you work with your interview material to communicate it concisely and attractively?

**Content and information on Interviewee** 5 pts

How informative is the narrative on the interviewee? Does it contain information about job role, educational background, initiatives etc.?

**Future Predictions** 5 pts

From your interview identify one prediction for the future of their agency and one for the future of tourism.

**Career Advice** 5pts

What did they tell you to focus on?

**Total Points 25 pts**

**4. Participation in Class Discussions, Lectures, chats, etc.** 5%

**Participation** – Assigned at the end of the semester. Based on attendance and contributions to class e.g., questions answered, feedback provided; questions asked etc. **Attendance means being physically present in class and signing in prior to leaving the classroom.**

**UF attendance policy** [Attendance Policies < University of Florida \(ufl.edu\)](https://www.ufl.edu/understanding/attendance-policies/)

**Total points 5 pts**

**Class Policies and Procedures – Please read carefully.**

1. **I do not give extra credit.** If you are not performing well on assignments, please talk to me is too late (i.e. before the last week of classes) and get individualized help.
2. **I expect every member of the class to up hold the Honor Code:** “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: *“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”* The Honor Code specifies a number of behaviors that are in violation of this



code and the possible sanctions. [Click here to read the Honor Code](#). Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

3. As a courtesy to me, and your fellow class members, **please silence cell phones** and place in your bag while in class. **I would also prefer you to use a notebook to take notes, it helps you remember the material better....scientific studies have shown this!**

**Course Accessibility.** Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/> It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. **Please arrange to meet with me so that we can discuss your accommodations and I know what you need.**

**Course Evaluation.** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/> Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>

**In-Class Recording:** • Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

**Health and Wellbeing:** Your well-being is important to UF. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at (352) 392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to Victim Advocates, Housing Staff and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 911.

**It is important to the learning environment that you feel welcome and safe in this class; and that you are comfortable participating in class discussions and communicating with me on any issues related to the class.** If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your UF-rostered name. I welcome you to the class and look forward to a rewarding learning adventure together.

### **Additional Resources you may find helpful**

#### **Academics & Study Habits**

[Free Knack Tutoring](#) (Student Success Initiative)

[Teaching Center](#) (CLAS)

#### **Balance**

[LinkedIn Learning Courses](#) (LinkedIn)

[Time Management Resources](#) (GatorWell)

#### **Careers & Employment**

[Career Planning Services & Events](#) (C3)

[Career Planning Hub in Canvas](#) (C3)

[Success Coaching](#) (Student Success Initiative)

#### **Emotional Health & Stress**

[Mindfulness Resources](#) (CWC)

[Semester-Long Group Counseling](#) (CWC)

[Stress Resources](#) (GatorWell)

[Well-Being](#) (Student Success Initiative)

#### **Finances**

[Budgeting & Finance Tools](#) (SFA)

[College Scholarships](#) (HHP)

[Financial Resources](#) (U Matter, We Care)

#### **Student Involvement**

[College Opportunities](#) (HHP)

[Peer Mentoring](#) (Student Success Initiative)

[Student Organizations at UF](#) (GatorConnect)