University of Florida
Department of Tourism, Hospitality and Event Management

LEI 6895 Tourism Theories and Concepts

Fall 2021
(Version 1)

Instructor: Dr. Heather Gibson

Department Chair: Dr. Rachel Fu
racheljuichifu@ufl.edu (352) 294-1661

Office: 190C Florida Gym
Office Phone: 294-1649
E-mail hgibson@hhp.ufl.edu
Web Page for Syllabus and Readings is the UF Canvas platform.

Office Hours: Wednesday 2.15-5pm; Friday 2.15-3.15 pm. Please send me an e-mail in advance so that we can set up a time to meet and I can send you a Zoom link or face to face outside.

Class meets: Monday 3-6pm **FLG 250** and online via Zoom. Please access link on our Canvas page.

For this semester we will operate a hyflex modality for our class. **This means the class will be taught in person during Mondays from 3-6pm. It will also be streamed live during that time visa Zoom.** The Zoom link can be found on our Canvas page. We do have a participation grade for our class. **Attendance for our class means being physically present in class or signed on to Zoom between 3-6pm on Mondays, unless otherwise excused according to the UF attendance policy**
https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext

Course Description: Tourism is analyzed from a social science perspective with an emphasis on the sociology of tourism. Socio-cultural impacts of tourism, tourist roles, definitions of tourism, tourist motivations, and issues of inequality are addressed.

Many of the papers including those in the *Annals of Tourism Research* and *Tourism Management* can also be downloaded from the Library West web site: Go into to library catalogue and type in either of the journal titles and you will be taken to a link for science direct and you can access PDF for each article.

Course Content- Please read articles in the order listed below. Articles with **** are optional related reading.

A sociological understanding of contemporary tourism – Setting the scene for the semester

Background Readings for Monday August 23rd

- Higgins-Desboilles, F. (2006). More than an "industry": The forgotten power of tourism as a social force. *Tourism Management, 27*, 1192-1208.
- Cohen., E., & Cohen, S. (2012). Current sociological theories and issues in tourism. *Annals of Tourism Research, 39*, 4, 2177-2202.
- ***McKercher, B. (2016). Towards a taxonomy of tourism products. *Tourism Management, 54*, 196-208.

1. Definitions of tourist and tourism. Different types of tourists: Tourist roles

Reading:

- Cohen, E. (1974). Who is a tourist?: A conceptual clarification. *Sociological Review, 22,* 527-553.
- Cohen, E. (1972). Toward a sociology of international tourism. *Social Research, 39*, 164-182.
- Pearce, P. (1985). A systematic comparison of travel–related roles. *Human relations, 38,* 1001-1011.
- Yiannakis, A. & Gibson, H. (1992). Roles tourists play. *Annals of Tourism Research*, *19,* (2), 287-303.
- Fan, X., Buhalis, D. & Lin, B. (2019). A tourist typology of online and face-to-face social contact: Destination immersion and tourism encapsulation/decapsulation. *Annals of Tourism Research, 78,* 102757.

*** Selby, M. (2021). Mobile student experience: The place of tourism. *Annals of Tourism Research,* 103253.

****Book # 5 Cohen: A phenomenology of tourist experiences
Cohen, E. (1979). A phenomenology of tourist experiences, Sociology, 13, 179-201.

2. Issues of Authenticity

Reading:

- MacCannell, D. (1973). Staged authenticity: Arrangements of social space in tourist settings. *American Journal of Sociology, 79,* 3, 589-603. Also found on www.jstor.org
- Redfoot, D. (1984). Tourist authenticity, tourist angst, and modern reality. *Qualitative Sociology, 7,* 291-309.
- Wang, N. (1999). Rethinking authenticity in tourism experience. *Annals of Tourism Research, 26,* 2, 349-370.
- Cohen, E., & Cohen, S. (2012). Authentication: Hot and Cool. *Annals of Tourism Research, 39,* 3, 1295-1314.
- Canavan, B., & McClamley, C. (2021). Negotiating authenticity: Three modernities. *Annals of Tourism Research, 88,* 103185

Stepchenkova, S. & Park, H. (2021). Authenticity orientation as an attitude: Scale contruction and validation. *Tourism Management, 83,* 104249.

***Reisinger, Y., & Steiner, C. (2006). Reconceptualizing object authenticity. *Annals of Tourism Research, 33,* 1, 65-86.

**** Cohen, E. (1995). Contemporary tourism- trends and challenges: Sustainable authenticity or contrived post-modernity? In R. Butler & D. Pearce (Eds.). *Change in tourism: People, places, processes* (pp. 12-29). London: Routledge.

3. Tourism and the life span

Reading:

- Gibson, H. & Yiannakis, A. (2002). Tourist roles: Needs and the adult life course. *Annals of Tourism Research, 29,* (2), 358-383.
- Lawson, R. (1991). Patterns of tourist expenditures and types of vacation across the family life cycle. *Journal of Travel Research,* 12-18.
- Ryan, C. (1998). The travel career ladder: An appraisal. *Annals of Tourism Research, 25,* 936-957.
- Gibson, H., Berdychevsky, L., & Bell, H. (2012). Girlfriend getaways over the life course: Change and continuity. *Annals of Leisure Research, 15,* (1) 38-54.

Li, T., & Chan, E. (2021). "With a young spirit, we will be young forever": Exploring the links between tourism and ageing well in contemporary China, *Tourism Management, 86,* 104345.

Park, SY., Pan, B., & Ahn, JB. (2020). Family trip and academic achievement in early childhood. *Annals of Tourism Research, 80,* 102795.

***Ryan, C. (1995). Islands, Beaches and life-stage marketing. In M. Collins & T. Baum (Eds.). *Island Tourism: Management Principles and Practice* (pp. 79-93). Wiley & Sons.

**** Pearce, P. & Lee, U. (2005). Developing the travel career approach to tourist motivation. *Journal of Travel Research, 43,* 226-237.

*****Chen, S., & Shoemaker, S. (2014). Age and cohort effects: The American senior. *Annals of Tourism Research, 48,* 58-75.

4. Why people travel? Tourist Motivation

Reading:

- Dann, G. (1977). Anomie, ego-enhancement and tourism. *Annals of Tourism Research, 4,* 184-194.
- Crompton, J. (1979). Motivations for pleasure vacation. *Annals of Tourism Research, 6,* 408-424.
- Wahlers, R. & Etzel, M. (1985). Vacation preference as a manifestation of optimal stimulation and lifestyle experience. *Journal of Leisure Research, 17,* 283-295.
- Gilbert, D., & Abdullah, J. (2004). Holiday taking and the sense of well-being. *Annals of Tourism Research, 31*, 103-121.

- Yu, J., Smale, B., & Xiao, H. (2021). Examining the change in wellbeing following a holiday. *Tourism Management, 87,* 104367.
- Pung, JM., Gnoth, J., & Chiappa, G. (2021). Tourist transformation: Towards a conceptual model. *Annals of Tourism Research, 81,* 102885.

Egger, I., Lei, SI, & Wassler, P. (2020). Digital free tourism: An exploratory study of tourist motivations. *Tourism Management, 79,* 104098.

***Dolnicar, S., Yanamandram, & Cliff, K. (2012). The contribution of vacations to quality of life. *Annals of Tourism Research, 39* (1), 59-83.
**** Chen, C., & Petrick, J. (2013). Health and wellness benefits of travel experiences: A literature review. *Journal of Travel Research, 52,* 709-719.
****Oliveira, T., Araujo, B., & Tam, C. (2020). Why do people share their travel experiences on social media? *Tourism Management, 78,* 104041.

5. Tourism and escape from reality

Reading:
- Graburn, (1983). The anthropology of tourism. *Annals of Tourism Research, 10,* 9-33.
- Gottlieb, A. (1982). American's vacations. *Annals of Tourism Research, 9,* 164-187.
- Lett, J. (1983). Ludic and liminoid aspects of charter yacht tourism in the Caribbean. *Annals of Tourism Research, 10,* 35-56.
- Selänniemi, T. (2003). On holiday in the liminoid playground: Place, time, and self in tourism. In T. Bauer & B. McKercher, (Eds)., *Sex and Tourism: Journeys of Romance, Love and Lust* (pp. 19-30).. New York: Haworth.
- Marschall, S. (2012). Personal memory tourism and a wider exploration of the tourism-memory nexus. Journal of Tourism and Cultural Change, 10, 321-335.

Wu, S., Li, Y., Wood, E., Senaux, B., & Dai, G. (2020). Liminality and festivals: Insights from the east. Annals of Tourism Research, 80, 102810.

**** Wagner, U. (1977). Out of time and place – Mass tourism and charter trips. *Ethnos, 42,* 38-52.
**** Stein, K. (2011). Getting away from it all: The construction and management of temporary identities on vacation. *Symbolic Interaction, 34* (2), 290-308.

6. Gendered Tourism: A focus on Women as tourists

Reading:
- Pritchard, A. (2001). Tourism and representation: A scale for measuring gendered portrayals. Leisure Studies, 20, 79-94.
- Small, J. (2005). Women's holidays: Disruption of the motherhood myth. *Tourism Review International, 9,* (2), 139-154.
- Jordan, F., & Gibson, H. (2005). "We're not stupid….But we'll not stay home either;" Experiences of solo women travelers. *Tourism Review International, 9,* (2), 195-212.

- Yang, E., Khoo-Lattimore, C. & Arcodia, C. (2018). Constructing space and self through risk taking: A case of Asian solo female travelers. *Journal of Travel Research, 57,* 260-272.

  Chen, X., & Mak, B. (2020). Understanding Chinese girlfriend getaways: A interdependence perspective. *Annals of Tourism Research, 81,* 102878.

  ***Moswete, N., & Lacy, G. (2014). "Women cannot lead:" Empowering women through cultural tourism in Botswana. *Journal of Sustainable Tourism,* DOI: 10.1080/09669582.2014.986488

**** Book # 6 Urry: Tourism, culture and social inequality

**** Wilson, E. & Little, D. (2005). A "relative escape?" The impacts and constraints on women who travel solo. *Tourism Review International, 9,* (2), 155-176.

**** Figueroa-Domecq, C., Pritchard, A. Morgan, N., & Villace-Molinero, T. (2015). Tourism gender research: A critical accounting. *Annals of Tourism Research, 52,* 87-103.

7. Tourism and socio-cultural impacts and change

Reading:

- Dogan, H. (1989). Forms of adjustment: Socio cultural impacts of tourism. *Annals of Tourism Research, 16,* 216-236.
- Kousis, M. (1989). Tourism and the family in a rural Cretan community. *Annals of Tourism Research, 16,* 318-332.
- Brunt, P. & Courtney, P. (1999). Host perceptions of sociocultural impacts. *Annals of Tourism Research, 26,* 493-515.
- Kim, K., Uysal, M., & Sirgy, M. (2013). How does tourism in a community impact the quality of life of community residents? *Tourism Management, 36,* 527-540.

Vogt, C., Andereck, K., & Pham, K. (2020). Designing for quality of life and sustainability. Annals of Tourism Research, 83, 102963.

****Gossling, S., McCabe, S., & Chen, N. (2020). A socio-psychological conceptualization of overtourism. *Annals of Tourism Research, 84,* 102976.

**** Sharpley, R. (2014). Host perceptions of tourism: A review of the research. *Tourism Management, 42,* 37-49.

**** Book # 10 Urry: The changing economics of the tourist industry.

**** Book # 7 Ireland: Gender and class relations in tourism employment.

8. Tourism and under developed nations

Reading:

- De Holan, P. & Phillips, N. (1997). Sun, sand, and hard currency: Tourism in Cuba. *Annals of Tourism Research, 24,* 777-795.
- Hintgen, N., Kline, C., Fernandes, L., & McGehee Gard, N. (2015). Cuba in transition: Tourism industry perceptions of entrepreneurial change. *Tourism Management, 50,* 184-193.

- Salazar, N. (2005). Tourism and Glocalization: Local tour guiding. *Annals of Tourism Research, 32* (3), 628-646.
- Wilson, D. (1997).Paradoxes of tourism in Goa. *Annals of Tourism Research, 24*, 52-75.
- Mann, M. (2000). Tourism in the developing world: The Community Tourism Guide: Exciting Holidays for Responsible Travellers. (pp. 3-16). Routledge. E-book EBSCOhost.
- Scheyvens, R. (2002). Backpacker tourism and third world development. *Annals of Tourism Research, 29,* (1), 144-164.
- Lyons, K., Hanley, J., Wearing, S., & Neil, J. (2012). Gap year volunteer tourism: Myths of global citizenship. *Annals of Tourism Research, 39* (1), 361-378.

Scott, D., Hall, M., & Gossling, S. (2019). Global tourism vulnerability to climate change. *Annals of Tourism Research, 77,* 49-61.

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*** Sreekumar, T. & Parayil, G. (2002). Contentions and contradictions of tourism as development option: The case of Kerala, India. Third World Quarterly, 23 (3), 529-548.

****Book #8 Britton: Tourism, dependency and development: A mode of analysis
****Wilson, (1994). Unique by a thousand miles: Seychelles tourism revisited. *Annals of Tourism Research, 21*, 20-45.
***Hampton, M. (2005). Heritage, local communities and economic development. *Annals of Tourism Research, 32*, (3), 735-759.

10. Sex Tourism, Romance Tourism, and Sex in Tourism

Reading:

- Leheny, D. (1995). A political economy of Asian Sex Tourism. *Annals of Tourism Research, 22,* 367-384.
- Sanchez Taylor, J. (2001). Dollars are a girl's best friend? Female tourists' sexual behavior in the Caribbean. *Sociology, 35 (*3) 749-764.
- Pruitt, D. & LaFont, S. (1995). For love and money: Romance tourism in Jamaica. *Annals of Tourism Research, 22,* 422-440.
- Herold, E., Garcia, R., & De Moya, T. (2001). Female tourists and beach boys: Romance or sex tourism? *Annals of Tourism Research, 28,* 4, 978-997.
- Berdychevsky, L., & Gibson, H. (2013). Women's sexual behavior in tourism: Loosening the bridle. *Annals of Tourism Research, 42,* 65-85.
- Hayes, V. (2010). Human trafficking for sexual exploitation at world sporting events. Accessed *Heinonline*.

****Berdychevsky, L., Poria, Y., & Uriely, N. (2013). Sexual behavior in women's tourist experiences: Motivations, behaviors, and meanings. *Tourism Management, 35,* 144-155.
**** Book # 13 Hall: Gender and economic interests in tourism prostitution
****Book # 9 Karsch and Dann: Close encounters of the third world

11. Risk and Tourism

Reading:

- Sonmez, S., & Graefe, A. (1998). Influence of terrorism on foreign tourism decisions. *Annals of Tourism Research, 25,* (1), 112-144.
- Lepp, A., & Gibson, H. (2003). Tourist roles, perceived risk and international tourism. *Annals of Tourism Research, 30,* 3, 606-624.
- Wolf, K., Larsen, S., & Ogaard, T. (2019). How to define and measure risk perceptions. *Annals of Tourism Research, 79,* 102759.

Reddy, MV., Boyd, S., & Nica, M. (2020). Towards a post-conflict tourism recovery framework. Annals of Tourism Research, 84, 102940.

Zheng, D., Luo, Q., & Ritchie, B. (2021). Afraid to travel after COVID-19? Self protection, coping and resilience against pandemic 'travel fear'. *Tourism Management, 83,* 104261.

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****Yang, CL., & Nair, V. (2014). Risk perception study in tourism: Are we really measuring perceived risk? *Procedia – Social and Behavioral Sciences 144,* 322-327.

***Dayour, F., Park, S., Kimbu, A. (2019). Backpackers' perceived risk towards smartphone usage and risk reduction strategies: A mixed methods study. *Tourism Management, 72*. 52-68.

12. Urban Tourism and Events

Reading:

- Austrian, Z., & Rosentraub, M., (2002). Cities, sports and economic change: A retrospective assessment. *Journal of Urban Affairs, 24* (5), 549-563.
- Essex, S., & Chalkley, B. (1998). Olympic Games: Catalyst of urban change. *Leisure Studies, 17,* 187-206.
- Gaffney, C. (2013). Between discourse and reality: The un-sustainability of mega-event planning. *Sustainability, 5,* 3926-3940.
- Gibson, H., Walker, M., Thapa, B., Kaplanidou, K., Geldenhuys, S., & Coetzee, W. (2014). Psychic income and social capital among host nation residents: A pre-post analysis of the 2010 FIFA world cup in South Africa. *Tourism Management, 44,* 113-122.
- Higgins-Desbiolles, F. (2018). Event tourism and event imposition: A critical case study from Kangaroo Island, South Australia. *Tourism Management, 64,* 73-86.
- Duignan, M., Pappalepore, I., & Everett, S. (2019). The 'summer of discontent': Exclusion and communal resistance at the London 2012 Olympics. *Tourism Management, 70,* 355-367.

- **** Smith, A. (2005). Reimaging the city: The value of sport initiatives. *Annals of Tourism Research, 32,* (1), 217-236.

****Hughes, H. (1993). Olympic tourism and urban regeneration. *Festival Management and Event Tourism, 1,* 157-162.

13.Dark Tourism

Reading:

- Strange, C., & Kempa, M. (2003). Shades of dark tourism: Alcatraz and Robben Island. *Annals of Tourism Research, 30,* 2, 386-405.
- Inglis, D., & Holmes, M. (2003). Highland and other haunts: Ghosts in Scottish tourism. *Annals of Tourism Research, 30,* 1, 50-63.
- Biran, A., Poria, Y., & Oren, G., (2011). Sought experiences at (dark) heritage sites. *Annals of Tourism Research, 38* (3), 820-841.
- Rolfes, M. (2010). Poverty tourism: Theoretical reflections and empirical findings regarding an extraordinary form of tourism. *GeoJournal, 75*, 421-442.
- Biran, A., Liu, W., Li, G., & Eichorn, V. (2014). Consuming post-disaster destinations: The case of Sichuan, China. *Annals of Tourism Research, 47*, 1-17.
- Podoshen, J., Yan, G., Andrzejewski, S., Wallin, J., & Venkatesh, V. (2018). Dark tourism, abjection and blood: A festival context. *Tourism Management, 64*, 346-356.

**** Mekawwy, M. (2012). Responsible slum tourism: Egyptian Experience. *Annals of Tourism Research, 39*, 2092-2113.
*****Stone, P., & Sharpley, R. (2008). Consuming dark tourism: A thanatological perspective. *Annals of Tourism Research, 35*, 2, 574-595.
******Seaton, A. (1998). War and thanatourism: Waterloo 1815-1914. *Annals of Tourism Research, 26,* 130-158.

14. New Ideas: Looking to the future

- Higgins-Desbiolles, F. Carnicelli, S., Krolilkowski, C. Wijesinghe, G., & Boluk, K. (2019). Degrowing tourism: Rethinking tourism. *Journal of Sustainable Tourism*, online first.
- Guttentag, D. (2010). Virtual reality: Applications and implications for tourism. *Tourism Management, 31*, 637-651.
- Tavakoli, R., & Mura, P. (2015). "Journeys in second life" Iranian Muslim women's behavior in virtual tourist destinations. *Tourism Management, 46*, 398-407.
- Webber, D. (2013). Space tourism: Its history, future and importance. *Act Astronautica, 92*(2), 138-143.
- Kirillova, K., & Wang, D. (2016). Smartphone (dis)connectedness and vacation recovery. Annals of Tourism Research, 61, 157-169.
- McCabe, S. (2009). Who needs a holiday? Evaluating social tourism. *Annals of Tourism Research, 36*, 667-688.

**** Book # 15 Dann and Cohen: Sociology and tourism
**** White, N., & White, P. (2007). Home and away: Tourists in a connected world. *Annals of Tourism Research, 34*, 1, 88-104.

Assignments and Grading

1. Research Paper 50%

Choose a tourism-related topic that you would like to investigate. **Either** identify a case study that illustrates your topic of interest **or** collect some primary data on your topic of interest. Conduct an extensive review of the literature on your topic. Write a formal literature review. Describe the facts surrounding your case study or present the results of your data collection. Develop a discussion of the major point/issues surrounding your case study or interpret your results. Include your own opinions/point of view in the discussion section of the paper as well as making reference to your literature review to support and refute different ideas.

Please note, that the quality of the literature review and the discussion are the foci of the evaluation of your paper. The case study is to help you form a discussion.

Write your paper according to the following headings:

Introduction (end with purpose of the paper)
Theoretical Framework
Review of Literature
Presentation of Case Study **or** Methods and Results
Discussion
Conclusion
References

As a rough guideline the paper should be around 5,000 to 7,000 words. **Paper due on or before Wednesday December 4th at 5pm in hard copy or uploaded to Canvas.**

2. Presentations scheduled for Monday November 30th and December 2nd 30%

Prepare a pecha kucha style presentation (i.e. 20 slides x 20 seconds per slide) total presentation time about 6-7 minutes! Your presentation should outline the major issues and research findings associated with the topic upon which you have written your paper. Your presentation should be prepared using 20 PowerPoint slides. Here is a training video on using PowerPoint to create a pecha kucha presentation https://www.youtube.com/watch?v=l9zxNTpNMLo

Also prepare a **two-page hand-out** to accompany your presentation. One page should provide a detailed outline of the major points of your presentation; the second page should list the major references for your topic.

Here are some additional pecha kucha resources:

What is pecha kucha?

http://www.pechakucha.org/faq

https://www.youtube.com/watch?v=9NZOt6BkhUg

Tips on creating a pecha kucha presentation

http://blog.indezine.com/2012/05/10-tips-to-create-and-present-pecha.html

https://www.youtube.com/watch?v=zAZ_8UJUpno

Examples of Pecha kucha presentations

http://www.pechakucha.org/

3. Class participation 20%

The readings form the main source of information for this class. The actual class period is a time to debate the issues, ask questions and learn additional information pertaining to that week's topic. As you read each week, please take notes, think about and answer the questions I will give you each week pertaining to that week's readings. **Please keep a notebook with your reading notes and answers to the questions. I will identify a reading each week that will be our discussion focus. Please post observations about this paper on our discussion board by Sunday evenings at 11.59am. More details will follow.**

In class, be able to orally review and critique each week's assigned readings. Identify key points, discuss implications/significance, and raise questions for class discussion. **As a general guide, come to class each week with at least one question or comment about each article.** The success of this class relies on the quality of your preparation and your participation. As this class only meets once per week you are expected attend all class periods. If you are ill or have an emergency please let me know.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

4. Grading Information

The UF grading system will be 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

5. Additional Policies

1. 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 honesty and integrity*.
2. I do not give extra credit. I will provide you with regular feedback on your progress and help you on an individual basis to reach your full potential in terms of a grade for this class.
3. As a courtesy to me, and your fellow class members, please turn off cell phones while in class. No texting! I would also prefer you to use a note book to take notes. I will ask for computers to be closed for most of the class, especially while we are discussing and during student presentations.

University Fall Semester 2021 COVID-19 Policies and Guidelines

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- **If you are not vaccinated, get vaccinated**. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

- **You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated**. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
    - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
    - Hand sanitizing stations will be located in every classroom.

- **If you sick, stay home and self-quarantine**. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.
    - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
    - If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

- Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

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.

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.aa.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.aa.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

UF online class policy for fall 2021:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

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 is a member of our community is in need. If you or a friend is in distress, please contact 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.

You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

Please see class calendar on next page

LEI 6985 Tourism Theories and Concepts Calendar Fall 2021

Monday August 23rd

Introduction to the class and discussion on the readings in the folder Sociological Understanding of Tourism listed for August 26th – see Page 1 of syllabus and our Canvas page for readings.

Monday August 30th

Monday September 6th – Labor Day – No class

Monday September 20th

Monday September 27th

Monday October 4h

Monday October 11th

Monday October 18th

Monday October 25th

Monday November 1st

Monday November 8th

Monday November 15th

Monday November 22nd

Monday November 29th Presentations 1 – we will confirm this based on class enrollment size

Monday December 6th Presentations 2

Wednesday December 8th **last day to submit term paper.**