Welcome to 'Incredible India';
Welcome to 'Perfect Turkey';
Welcome to 'Magic Disneyland';

Welcome to the world of tourism

“A day of travel will bring a basketful of learning.” (Vietnamese proverb)

“In order to attain wisdom, it is not enough merely to read books; you must travel more than 10,000 miles.” (Chinese proverb)

“In the middle ages people were tourists because of their religion, whereas now they are tourists because tourism is their religion” (Robert Runcie, former Archbishop of Canterbury)

“Travel, for those with their eyes and ears open, is a great university on the go. The classes and lectures are in the world’s museums, galleries, cathedrals, and great buildings. They are also held in all the deep forests, alpine meadows, great deserts, and sweeping shorelines of this planet. Best of all, you are your own professor.” Lewis N. Clark.

“Should we have stayed at home and thought of here? Where should we be today? Is it right to be watching strangers in a play in this strangest of theatres?” (Elizabeth Bishop, poet, 1956)
FACULTY STATEMENT

In this extraordinary time, I am committed to our course—to experiencing our course material together, learning, questioning, and growing as a class community, even given our physical distance. We cannot proceed as originally planned, but we can:

- Be moved and challenged by globalization, development, and market building;
- Practice a geographical thinking, which is a cross cutting, transferrable skill;
- Engage in a timely dialogue on economic development and under-development that sheds light on how we are shaped by and contribute to this globalizing world;
- Affirm our hopefulness about a promising future by overcoming this pandemic and continuing to learn new things

Course Description

The tourism industry is one of the largest industries and currently, it generates various impacts. The World Tourism Organization (http://www.world-tourism.org/facts/menu.html), for instance, calculated that tourism represented around 35% of the world’s exports of service in 2003 and international tourism receipts reached US$733 billion in 2006. Due to the COVID-19 pandemic, the global lockdown has literally placed the tourism industry in danger. Tourism has many myths. It has been regarded as a passage to development, a means of neo-colonialism, a gateway to self-enrichment, and so on. In an era of intense globalization, tourism is everywhere and travel becomes a necessity. Tourism itself speeds up the pace of globalization because it brings gigantic cross-national flows of people, information, capital and ideas to every corner of our world and ties discrete places together through these flows. Why do people want to travel? What impacts does tourism cause to destinations? How does tourism relate to globalization? How are different places sold in the tourism market and what power relations surround this process of place selling? This course will address these questions and many others. Whether you are interested in tourism as a career, or trying to understand yourself as a traveler, or looking for tourism-related knowledge, the course will give you some useful implications.

This course will introduce the basic tourism-related concepts and practices associated with planning, development, and impacts from a geographic perspective. Overall, it is to help students to develop a sense of “thinking geographically”, in particular relation to tourism’s growing penetration into our everyday life as well as its increasing importance to be a development tool in many countries. This course will thus explore the complex nature of tourism, focusing on globalization/localization, the socio-spatial outcomes of tourism production and consumption, ecotourism and environmental sustainability. This course strongly encourages students to travel mentally in tourism literature and movies, and foster some creative thinking about the tourism industry in the local community (Eugene and Oregon). Specifically, it guides students to explore questions of social justice, ethics, and sustainability concerning tourism development.

On completion of this course, you need demonstrate that you are able to

1. understand the scope and complexity of the global tourism industry through a geographic perspective;
2. identify the environmental, economic, socio-cultural, and political impacts of tourism at the local, national and global scales.
3. analyze critically tourism literature
4. de-code and interpret promotion materials such as maps, brochures, and videos

COURSE GRADING
The course is evaluated through weekly assignments (summary and quiz), on-line participation, one final research essay. There is no exam in this course. The grade breakdown for these assignments is as follows:

<table>
<thead>
<tr>
<th>Written Assignments</th>
<th>40%</th>
</tr>
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<tbody>
<tr>
<td>Travel literature analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Biweekly questions</td>
<td>20% = 5% x 4</td>
</tr>
<tr>
<td>Practical Assignments</td>
<td>45%</td>
</tr>
<tr>
<td>Short presentation</td>
<td>5%</td>
</tr>
<tr>
<td>Lane County promotion video</td>
<td>10%</td>
</tr>
<tr>
<td>Travel Itinerary Plan</td>
<td>15%</td>
</tr>
<tr>
<td>Tourism Impact Analysis</td>
<td>15%</td>
</tr>
<tr>
<td>Participation and Attendance</td>
<td>15%</td>
</tr>
<tr>
<td>Class attendance</td>
<td>5%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Grades for the course will be based on the following grading scale. A 94-100; A- 90-93.9; B+ 85-89.9; B 80-84.9; B- 75-79.9; C+ 70-74.9; C 65-69.9; C-60-64.9; F less than 60

Grades are structured in a way that no one component has a disproportionate impact on your final grade relative to the others. In other words, an unsatisfactory grade on one assignment will not make it impossible to earn a good grade in the class overall.

Graduate Students: A literature review is needed as an extra assignment. Choose a concept from any lecture and write a 10-page-long review.

Grading policy
The University will continue to issue more details about our situation and our syllabus and course activities may need to be adjusted after the start of the term. I will be mindful of the many impacts the unfolding events related to COVID-19 may be having on you. During this unusual time, if you are not able to do an assignment, please communicate with me and we will strive to create an alternative plan to complete required coursework.

Barring a specific need for adjustment, all assignments are always due in this course Sundays at 11:59 pm—I hope this regular deadline simplifies what you need to keep in mind about the routine of the course.

We recognize that life happens and sometimes it is not easy or possible to meet a deadline. You must get in touch with me if you require an extension before the deadline.

Presentation (5%)
Students are asked to do a 10-minute presentation to share your travel experience with others. The presentation can cover either domestic trip or international trip. **The number of your PPT slides is no more than 10.** Normally, it includes three parts:

1) Why you want to visit that place(s);
2) How you get there; most interesting attractions and your opinion of local cultural and natural landscapes; and
3) What you learn from this trip.

**Biweekly Questions (Weeks 3, 5, 7, and 9)**

Every two weeks, I will assign two essay questions. In total, there are four short-essay assignments (Weeks 3, 5, 7, and 9). For each question, you need to write one long-paragraph answer (~250 words). Each answer should cite at least three academic journal articles. It is open-book and the deadline of submission is **11:59 pm, Sunday.** One short-essay assignment has five points. Makeup is allowed under two circumstances: (1) inform me of absence in advance; and (2) absence as a result of strong or urgent reasons (critical medical condition, professional sports activities, and so on).

**Travel literature analysis (20%)-Due: Week 6-2**

Choose a ‘travel book’ or ‘travel movie’ which you like reading or watching. You need write a short essay (American Heritage Dictionary explains essay as ‘A short literary composition on a single subject, usually presenting the personal view of the author’) about an aspect of the book/movie that has to do with travel/tourism. For instance, how do travelers/tourists ‘understand’ the people then encounter and make sense of places? How do tourists interpret their journey and what special meaning do their experiences engender? What motive(s) tourists to travel and why do they choose the destination? What is the relationship between tourists and local residents? How do local residents ‘understand’ tourists? You need not restrict yourself to these questions. The main purpose is to enjoy the book/movie and make some reflection on it. Keep in mind that this is a research essay, not a book review. It should not completely summarize the book/movie, but provide your reflections and analysis on tourism/travel-related issues arising from the book/movie. You can get extra bonus points if incorporating some concepts and theories into your reflections. Here are some examples of travel books/movies:

**Travel books:**
1. Robert Louis Stevenson: Travels with a donkey in the Cevennes
2. Sonia Melchett: Passionate Quest
3. Vicki Mahaffey: States of desire: Wilde, Yeats, Joyce, and the Irish experiment
4. Jamaica Kincaid: A Small Place (KNIGHT F2035 .K56)
5. Alison Lurie: The Last Resort

**Travel movies:**
1. Life and debt
2. Cannibal tours
3. The beach
4. The Three Burials Of Melquiades Estrada
5. The Darjeeling limited
6. The Motorcycle Diaries

You are not confined to these examples and can choose whatever you like. Postgraduate students need to look at some academic reference to know theoretical and analytic tools to facilitate your reflections:

2. James Duncan and Derek Gregory (1999) Writes of Passage: Reading Travel Writing

The travelling analysis essay is due at **Week 6-2 lecture**. A basic format for the presentation of case-study reports must be strictly observed. They should comprise (a) a cover page, including title, name, email address, and a 100-150 word abstract (or summary) of your essay; (b) 4-5 pages of double-spaced text (i.e. 1400-1500 words); and (c) a one-page bibliography, including *at least 6* academic references (to journal articles or books), in APA format (follow the style for citing references used in this syllabus), listing all sources referred to in the text. Analytic essays that do not meet these requirements are penalized.

**Planning project (40%), including three parts:**

1. **Tourism promotion video (10%)—Due: Week 8-2**
   All students need to make a tourism promotion video with a length of 60 to 90 seconds. The background videos will be available in Canvas. They are all about Eugene, Cascade, and Coast. Students are encouraged to use Apple iMovie or Adobe Premiere to do the assignment. If you don’t have this software in your own computer, you can find it in all UO Libraries computers.

2. **Travel Itinerary Plan (15%)—Due: Week 10-2**
   Assume that you are a produce manager in a travel agency. One customer comes to ask for your advice about their travel itinerary plan in Lane County, Oregon. You need to formulate a plan for the customer and persuade him or her that this plan is worthwhile. The customer arrives at Lane County at 4:00 pm (Day one) and leaves at 10:00 am (Day three). Your plan report includes the following items: a). schedule and activities from the arrival to the departure; b). rational for the activities you arrange; c). budget in Lane County (accommodation, food and drinks, shopping, souvenirs, and others). The report is about 3-4 pages of double-spaced text (i.e., 1,000 words). No academic reference is needed for citation.

3. **Tourism Impact Analysis (15%)—Due: Week 11**
   Following your itinerary plan, you are asked to analyze the positive and negative impacts brought by your customer’s travel in Lane County. You can choose at least one aspect—environmental, sociocultural, and economic—of tourism impact. Make sure you learn from other cases in the tourism literature. The analysis essay should be 3-4 pages of double-spaced text (i.e., 1,000 words) and include at least 6 academic references (to journal articles or books), in APA format (follow the style for citing references used in this syllabus), listing all sources referred to in the text.

**Assignment submission requirement**
Please note that **assignments must be turned in online.** Since you have ample warning of due dates, no extensions will be granted unless the circumstances are exceptional. Late submission is strongly discouraged.

**Class Participation (10%) (no deadline)**

Class participation includes the following items: email exchange with the instructor, participation in class discussion, office-hour visit, and response to after-lecture sharing. I will mark each student’s participation in terms of these items and grade accordingly.

**Reading**

Ongoing and critical reading is an essential component of this class. The lectures will assume some familiarity with the assigned readings, and in-class quiz will evaluate your understanding of the readings. Specifically, the required readings—usually one article-length item per class, or two shorter pieces—must be completed in advance of each class. Graduate students have to read at least one more article per week than undergraduates. The lectures will not summarize the readings, but instead are intended to complement them.

Required readings are all available via Canvas. These are supplemented with further readings, for those seeking a deeper understanding of the themes, issues, and concepts examined during the course. These can also be used to inform the case-study projects that each student in the class will undertake. It is strongly recommended that students read beyond the required readings, which together represent the minimum reading for the class. Evidence of reading and thinking around (and across) the central themes of the course will be a key element of the assessment, which will assume that the required reading has been carried out, while proving opportunities to display knowledge and understanding of the recommended readings.

**COURSE POLICIES**

Please read the following items very carefully. The course policies lay a good foundation for us to build a teaching-and-learning community in this term.

**Communicating with Me, How and Why**

Our class will communicate through our Canvas site. Announcements and emails are archived there and automatically forwarded to your UO email, and can even reach you by text. Check and adjust your settings under Account > Notifications. In half an hour after each lecture, I will post an announcement on Canvas to present you a checklist of to-do things and due activities.

I will host “live” office hours through Zoom each week on 2pm-4pm Thursday. I welcome meetings outside my regular office hours, too, knowing that there is considerable uncertainty in all of our lives right now. Just email me to set a time. If you experience Internet access challenges, my personal phone is a good way to reach me, and the phone number can be released upon request.

I will email some of students to have one-to-one Zoom meeting and check out course content,
learning progress, teaching improvement, and others. Don’t feel surprised when you research such an email.

I do my best to respond to e-mails in a timely manner. That said, e-mails sent after 5pm on a weekday may not be responded to until the next day. Likewise, emails sent over the weekend may take up to 24 hours to receive a response.

Teaching Style

I would love to seek student inputs about teaching style. The planned style at this moment is **synchronous teaching**. Here is an arrangement of one typical lecture:

- 5 minutes: tourism promotion video or music for warmup
- 10-20 minutes: student presentation(s)
- 25 minutes: Synchronous lecture
- 10 minutes: Youtube video and class discussion
- 20 minutes: Synchronous lecture
- 5 minutes: Wrap up the lecture

The lectures will be recorded via zoom and shared for those students who cannot attend. Nevertheless, students are asked to attend synchronous teaching as much as possible.

We meet twice weekly. To facilitate learning and teaching, students are encouraged to be self-motivated, participate in on-line discussion, and complete readings and assignments. Respectful and appropriate discussion is encouraged.

- **Readings** prepare for each class session by reading the assigned materials *in advance of lecture* and identifying topics that may need additional clarification in class. Your first exposure to the course material should be in this initial, advance reading. Make full use of this reading time by taking notes and forming questions to ask during lecture.

- **Lecture and Discussion**: Lectures serve to discuss and review material in the assigned readings, not to introduce it. Lecture should be your second exposure to the assigned material. Feel free to raise questions to ensure that you thoroughly understand the material. Lectures will be most valuable (and least stress-inducing to you) if you have done the assigned reading first.

**Specific guidelines for best practices using Zoom**

- Please test your video and audio prior to joining a live class session. You can learn more about testing your audio and video by visiting the [UO Service Portal](https://serviceportal.uoregon.edu).
- Try to be on time when the meeting starts. It can be distracting to have participants join late.
- All of us occasionally need to hide video, but know that seeing your faces is a joy to me and, I believe, enriches our ways of relating—**when you can, I value video on**.
- That said, please be mindful that others can see you and your surroundings if your video is on. Try to find a quiet setting without lots of noise or busy activities in the background. Please minimize distractions like eating or multitasking.
- Use a microphone or speak closely to your computer microphone so that others can hear
you. If you have video on, try to look at your camera, not the screen, when you are contributing.

- Mute your audio when you are not actively contributing. When contributing, avoid making other noises such as typing or eating or having side conversations with others that might be present with you.
- Use chat to pose questions or offer insights “on the side” while others are contributing. The chat can be read by all and should reflect a high standard of respect for our class community.
- For help and troubleshooting with Zoom, visit the UO Service Portal.

General Guidelines for Remote Class Participation and Attendance

- **Participate and Contribute:** Students are expected to participate by sharing ideas and contributing to the collective learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others. More specific participation guidelines and criteria for contributions will be provided for each specific activity.

- **Use Proper Netiquette:** Please use good “net etiquette”: identify yourself with your real name, write or speak in the first person, and use a subject line that clearly relates to your contribution. Good netiquette also means using humor or sarcasm carefully, remembering that non-verbal cues (such as facial expressions) are not always possible or clear in a remote context. In addition, your language should be free of profanity, appropriate for an academic context, and exhibit interest in and courtesy for others’ contributions. Certain breaches of netiquette can be considered disruptive behavior.

- **Interact Professionally:** Our learning environment provides an opportunity to practice being professional and rigorous in our contributions. As much as possible, use correct spelling, grammar, and style for academic and professional work. Use discussions and activities as opportunities to practice the kind and quality of work expected for assignments. Moreover, seize the chance to learn from others and develop your interpersonal skills, such as mindful listening and awareness of one’s own tendencies (e.g. Do I contribute too much? Too little?).

- **Expect and Respect Diversity:** All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.

- **Help Everyone Learn:** Our goal is to learn together by learning from one another. As we move forward learning during this challenging time, it is important that we work together and build on our strengths. Not everyone is savvy in remote learning, including your instructor, and this means we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and advice from others. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.
**Academic Integrity for Remote Learning**

You are required to do all of your own work. In our remote class, I will ask you to certify that your assignments/papers are your own work. Cheating on assignments is conceptually straightforward and is a violation of the Academic Guidelines. Plagiarism will not be tolerated and is strictly enforced. All instances of plagiarism will be reported to the Dean of Students. Ignorance of the definition of plagiarism is not an adequate defense. For more information on what constitutes plagiarism, please see [https://www.plagiarism.org/article/what-is-plagiarism](https://www.plagiarism.org/article/what-is-plagiarism).

The [University Student Conduct Code](https://www.uoregon.edu/student_conduct/policies) defines academic misconduct, which includes unauthorized help on assignments and examinations and the use of sources without acknowledgment. Academic misconduct is prohibited at UO. I will report misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of this course. I will ask you to certify that your answers/papers are your own work. I have designed them with the expectation that you will have access to course materials and the Internet when you take them—and that’s just fine. I will be looking to see evidence of critical thinking and your ability to put the concepts we’re working on into action in your final research paper.

**Teaching Support**

Log into [canvas.uoregon.edu](https://canvas.uoregon.edu) using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the [Canvas support page](https://support.canvas.net). Canvas and Technology Support also is available by phone or live chat:

Monday–Sunday | 6 a.m.–12 a.m.  
541-346-4357 | [livehelp.uoregon.edu](https://livehelp.uoregon.edu)

If you face Internet access challenges: computer labs are open for students at the Eugene campus. Some companies are offering free access during this challenging time. To learn more about options visit Information Services’ [web page on going remote](https://it.uoregon.edu/infrastructure/wlan/download.htm).

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

**Your Well-being**

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you’re facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the
details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at health.uoregon.edu/ducknest.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).
Schedule
(Reading material is open to modification)

Week 1 Introduction

Week 1-1  
Course Introduction: Tourism and Tourists

Week 1-2  
Geography of tourism: An historical overview

Week 2 Tourism and Economy

Week 2-1  
The Globalization of Tourism
- UNWTO Tourism Highlights in 2018

Week 2-2  
The Political Economy of Tourism

Week 3 Understanding Tourists

Week 3-1  
Tourist Gaze
- John Urry (1990) The Tourist Gaze, Chapter 1

Week 3-2  
Tourism as Performance

Week 4 Tourism in Practice

Week 4-1  
Tourism Planning [67 pages]


**Week 4-2 Tourism Promotion [39 pages]**


- Morgan, N. and A. Pritchard (1998) Tourism Promotion and Power: Creating Images, Creating Identities. Chichester: John Wiley & Sons. Chapter 1 introduction; Chapter 2 Reading the image; [for graduates only]

**DUE: Academic literature review (for graduate only)**

**Week 5 Tourism and Culture**

**Week 5-1 Tourism and Cultural commodification [31 pages]**


**Week 5-2 Touristic Culture: McDonaldization and Postmodernism [40 pages]**


**Week 6 The Politics of Tourism**

**Week 6-1 Tourism and Nationalism [40 pages]**


**Week 6-2 Tourism and Political Struggle [39 pages]**


**DUE: Traveling literature analysis**

**Week7 Tourism and Environment**

**Week7-1** Ecotourism and Sustainability [30 pages]


**Week7-2** Tourism and Environmental Protection [43 pages]


**Week8 Tourism and Urban Restructuring**

**Week 8-1** Urban Heritage Tourism [44 pages]


**Week 8-2** Tourism and Urban Regeneration [25 pages]


**Due: Tourism Promotion Video**

**Week9 Tourism and Community Development**

**Week9-1** Responsibility and tourism-driven development [27 pages]


Week9-2  No Class (Thanksgiving Holiday)

**Week10 New Tourism**

**Week10-1  Backpacking [39 pages]**


**Week10-2  Sports Tourism**

**DUE: Research Paper**