

SEMESTER AT SEA COURSE SYLLABUS  
University of Virginia, Academic Sponsor

**Voyage: Summer 2014**

**Discipline: Anthropology**

**ANTH 3590-501, 502, and 503: Anthropology of Tourism**

**Upper Division**

**Faculty Name: Kathleen Adams**

**Credit Hours: 3; Contact Hours: 38**

**Pre-requisites:** None.

## **COURSE DESCRIPTION**

Tourism is one of the fastest growing industries in the world. It has transformed host communities, social life, the natural environment, local economies, artistic productions, and politics. Tourism is also intrinsic to our lifestyles—most of us have been tourists or fantasize about visiting new places. St. Petersburg's Winter Palace, Spanish Basque villages, Big Ben, Bilbao's Guggenheim Museum, rural Irish pubs, Norwegian fjords, and Dublin, Ireland are all destinations that conjure up powerful images for western travelers. Why do such diverse places draw us and what are the ramifications of our visits?

Over the past two decades, tourism has become an increasingly vibrant arena for anthropological and sociological study. The course examines some of the key research and debates in the field. Drawing on case studies and field observations in the countries we are visiting, the course highlights how the study of tourism and tourist practices enhances our understanding of inter-cultural interactions, ideas surrounding authenticity, cultural performances, the marketing of crafts, and the construction of ethnic, gender and racial stereotypes. The class also examines how contemporary tourism draws from historical travel patterns in Europe and how tourism intersects with personal, ethnic, and national identity construction, as well as with the political agendas of the European Union. We will discuss the parallels between European religious pilgrimages and tourism, and will engage with debates about whether ecotourism, "green tourism" and agro-tourism are viable forms of sustainable development. Finally, we will explore the extent to which tourism might serve as a peace-building force (or alternatively as a tool for terrorism), and why tourism can sometimes succeed as an avenue for cultural preservation and, in other cases, leads to degradation.

## **COURSE OBJECTIVES**

You should come away from this seminar with the following abilities:

- to achieve familiarity with key theories and concepts in the anthropology of tourism
- to understand the role of tourism in politics, including tourism's relation to national economic development, nation-building and even war and peace
- to understand the types of ecological transformations resulting from tourism development and their ramifications for local communities (including debates surrounding tourism as sustainable development, agritourism & "green tourism")

- to appreciate tourism's role in creating cultural/ethnic/gender imagery & stereotypes, as well as its potential to foster both gender inequity and gender equality
- to examine the ethical challenges and potentialities of dark tourism and poverty tourism
- to recognize subtle messages (especially re gender and ethnic identities) embedded in tourism materials (arts/souvenirs, brochures, performances etc.)
- to discuss ways in which museums and other cultural heritage sites are sites for the transmission and negotiation of particular cultural values and visions (for both citizens and visitors)
- to apply tourism theories to case studies and sites in the countries we are visiting

## REQUIRED TEXTBOOKS

AUTHOR: Sharon Gmelch (editor)  
 TITLE: *Tourists and Tourism: A Reader* (2<sup>nd</sup> edition)  
 PUBLISHER: Waveland (Long Grove, IL)  
 ISBN #: 978-1-57766-636-3  
 DATE/EDITION: 2<sup>nd</sup> edition

AUTHOR: Adams Kaul  
 TITLE: *Turning the Tune: Traditional Music, Tourism, and Social Change in an Irish Village*  
 PUBLISHER: Berghahn  
 ISBN #: 978-0-85745-808-7  
 DATE/EDITION: 2013

## TOPICAL OUTLINE OF COURSE

June 16: Depart Southampton

June 17: Orientation

### **C1-June 18: Orienting Tour: The Sociocultural Study of Tourism**

Readings (prior to our first meeting):

- Gmelch, S. "Why Tourism Matters" Ch 1 in *Tourists and Tourism*.
- If this is your first cultural anthropology course, please read Peter Burns' (2005) "Ch 1: Anthropology" in *Introduction to Tourism and Anthropology*. Routledge, p. 1-20. (This work will help orient you to what is entailed in an "anthropological" approach).

### **C2- June 19: Unpacking the Traveler: Pilgrims, Tourists, Travel Rituals and Sacred Voyages**

Readings:

- Graburn, N. "Secular Ritual: A General Theory of Tourism." Ch 2 in *Tourists and Tourism*.
- Begin readings for next session (they are lengthier).

In class video segment: "Holi-days" (2002, Tell-Tale Productions)

### **C3- June 20: Unpacking Destinations: The Cultural Construction of Nature & Heritage (Sand, Snow, & Scenic Heritagescapes)**

Readings:

- Lofgren, O. "The Global Beach" Ch 3 in *Tourists and Tourism: A Reader*.
- Peralta, E. 'Public Silences, Private Voices: Memory Games in a Maritime Heritage Complex' in M. Anico and E. Peralta (eds) *Heritage and Identity: Engagement and Demission in the Contemporary World* (2009) Oxon: Routledge. Pp. 105-116.

In addition to the two articles above, read one or both of the articles below:

- Silva, Luis 'Beneath the Surface of the Heritage Enterprise: Governmentality and Cultural Representation of Rural Architecture in Portugal' *Ethnologia Europaea: Journal of European Ethnology* (2011:41(2):39-53.
- Perez, Xerando "Ecotourism, Cultural Heritage, Development and Cultural Tourism in the North of Portugal" in Richards (ed.) (2007) *Cultural Tourism: Global and Local Perspectives*. Hawthorne Hospitality Press.

Optional Readings on Portugal (with anthropology of tourism focus):

- L. Silva (2013), 'The pastoral ideal in Portugal: From literature to touristic practices'. In: Luís Silva & Elisabete Figueiredo (eds.), *Shaping Rural Areas in Europe. Perceptions and Outcomes on the Present and the Future* (Chapter 9). Dordrecht: Springer.
- P.M. Santos (2012). The power of knowledge: tourism and the production of heritage in Porto's old city, *International Journal of Heritage Studies*, 18 (5), 444-458.
- G. Richards and C. Fernandez 'Religious Tourism in Northern Portugal' in Richards (ed.) (2007) *Cultural Tourism: Global and Local Perspectives*. The Hawthorne Hospitality Press.
- J. Ockman (2004) 'New Politics of the Spectacle: "Bilbao" and the Global Imagination,' in Lasansky and McLaren (eds.) *Architecture and Tourism: Perception, Performance and Place*. Oxford: Berg, pp. 227-240.

June 21-24: Lisbon

### **C4- June 25: Uncovering the Sociocultural Roots of Western Tourism Patterns: A Whirlwind History of Tourism**

Readings:

- Kennerly, K. "Far Away So Close: The Strange Birth of Modern Tourism." *The New Republic*. July 19-26, 1999.

-Begin readings for next time (they are longer)

Optional film (will be shown on the continuous TV loop):

-*A Room with a View* (note the way the tail end of the grand tourist era is depicted, pay particular heed to the early section of the film in Italy)

**C5- June 26: Tourism & Cultural/Religious Commoditization Debates (with a focus on case studies from Spain)**

**-Also, guest lecturer: Dr. David Gies (on the Camino de Santiago)**

Reading:

- Greenwood, D. J. (1989) 'Culture by the Pound: An Anthropological Perspective on Tourism as Cultural Commoditization' in V. Smith (ed.) *Hosts and Guests: The Anthropology of Tourism*, Philadelphia: Univ. of Penn. Press. (Note: This is an older, but classic, case study of Spanish Basque tourism)
- MacCannell, D. 'Sightseeing and Social Structure: The Moral Integration of Modernity' Ch 4 in *Tourists and Tourism*.
- Roseman, Sharon 'Santiago de Compostela in the Year 2000: From Religious Center to European City of Culture' in Ellen Badone and Sharon Roseman (eds) *Intersecting Journeys: The Anthropology of Pilgrimage and Tourism*. Urbana and Chicago: Univ. of Illinois Press.

Optional film (on continuous loop):

-"The Way"

Optional readings on Spain (with anthropology of tourism focus):

- Murray, M. and Graham, B. 'Exploring the Dialectics of Route-Based Tourism: The Camino de Santiago' (1997) *Tourism Management* 18(8): 513-524.
- Douglass, Carrie 'The Fiesta Cycle of "Spain"' *Anthropological Quarterly*, 1991:64(3):126-141.
- Aoyama, Y. 'Artists, Tourists, and the State: Cultural Tourism and the Flamenco Industry in Andalusia, Spain' *International Journal of Urban and Regional Research* (2009) 33(1):80-104.
- Jones, Anny B. 'Challenging the Seductions of the Bilbao Guggenheim' *International Journal of Iberian Studies*, (2004)16(3):159-165.

June 27-30: Bilbao

**C6- July 1: Heritage Tourism & Museumizing Pasts**

Readings:

- Basu, Paul, Ch 1-2 in *Highland Homecomings: Genealogy and Heritage Tourism in the Scottish Diaspora*. New York: Routledge. (2007)

Optional Reading:

- Bruner, E. "Tourism in Ghana: The Representation of Slavery and the Return of the Black Diaspora" Ch 19 in *Tourists and Tourism*.
- Cook, S. and Mc Lean, F. 'Our Common Heritage? Narratives of Self and Other in the Museum of Scotland', In D. Harvey, R. Jones et. al. (eds) *Celtic Geographies: Old Culture, New Times*. London: Routledge. (2002) Pp. 109-22.

**C7- July 2: Gender and Tourism**

Reading:

- D. Knox and K. Hannam 'Embodying Everyday Masculinities in Heritage Tourism(s)' in A. Pritchard N. Morgan et. al. *Tourism and Gender: Embodiment, Sensuality, Experience*. Oxfordshire and Cambridge, MA: CABI Publishing. (2007) [On Scotland Highland Games tourism and Viking tourism in Norway]

Optional Readings:

- Tucker, H. 'Negotiating Gender Relations and Identity between Locals and Tourists in Turkey' Ch 17 in *Tourists and Tourism*.
- Brennan, D. 'When Sex Tourists and Sex Workers Meet: Encounters within Sosua, the Dominican Republic' Ch. 9 in *Tourists and Tourism*.

**C8- July 3: 1<sup>st</sup> Midterm (in class)**

Reading:

- Begin Adam Kaul's *Turning the Tune: Traditional Music, Tourism, and Social Change in an Irish Village* (Note: This will NOT be covered on the 1<sup>st</sup> midterm, but you should get started reading it asap).

July 4-7: Glasgow

**C9- July 8: Anthropological Approaches to Analyzing Tourism: Methods (preparation for the group project)**

Reading:

- Ylanne-McEwen "Golden Times for Golden Agers: Selling Holidays as Lifestyle for the Over 50s" (2000, Summer) *Journal of Communication* 50(3):83-99 (Read over this article as an example of how to do a critical textual analysis of brochures and travel agent dialogues with potential customers).
- Continue Adam Kaul's *Turning the Tune: Traditional Music, Tourism, and Social Change in an Irish Village*

Optional Reading:

- Adams, K. "Come to Tana Toraja, Land of the Heavenly Kings: Travel

Agents as Brokers in Ethnicity” *Annals of Tourism Research*, 1984. (Read this as an example of how to analyze travel brochures).

### **C10-July 9: Destination Encounters: Performing and Negotiating Identities in Tourist Spaces**

Reading:

-Finish Adam Kaul’s *Turning the Tune: Traditional Music, Tourism, and Social Change in an Irish Village*

July 10-13: Dublin

### **C11- July 14: Documents of Travel and Documenting Travel: Tourist Arts, Souvenirs, Post Cards and Photography (the material world)**

Reading:

-Morgan & Pritchard “On Souvenirs & Metonymy: Narratives of Memory, Metaphor, & Materiality,” *Tourist Studies* 2005 (5) 29:29-53.

-Robert Davis & Garry Marvin “Ch 11: Taking It All Home” in David & Marvin’s *Venice: The Tourist Maze: A Cultural Critique of the World’s Most Touristed City*. (2004) Berkeley: Univ. of Calif. Press.

**Bring to class today:** Write a brief 1 paragraph auto-ethnography on a souvenir you have bought (or, if you prefer, interview a friend about a souvenir they bought). What motivated you to buy it, where will/do you display it etc—>Reflect the points made by Morgan & Pritchard and address how they do or do not overlap with your feelings about your souvenir). If possible, bring the souvenir to class.

Optional additional reading / extra resources:

-Stewart, Susan. “Objects of Desire: The Souvenir” from *On Longing: Narratives of the Miniature, the Gigantic the Souvenir, the Collection*. (1993) Durham: Duke Univ. Press. 132-169.

-Williams “Do Linguistic Analogies Help Us Understand Tourist Arts?” *Annals of Tourism Studies* (2007) 1(3).

### **C12- July 15: Tourism and the Immaterial World: Language and the Senses**

Readings:

-Strand, Thea ‘A Must-Hear Attraction: Dialect Commodification in the Heritage Tourism Landscape of Rural Norway’ (unpublished conference paper)

-Jochnowitz, E. ‘Flavors of Memory: Jewish Food as Culinary Tourism in Poland’ in Long, Lucy (ed) *Culinary Tourism*. University of Kentucky Press.(2010)

## Tourism, Class and Social Inequality

### Readings:

- Munt, Ian "The Other Post-Modern Tourism: Class, Travel and the New Middle Classes." Theory, Culture and Society 1994 11:101-123.
- Viken, A. 'Heritage Tourism and the Revitalisation of Barony Life in Norway.' In Smith, M and Robinson, M. (eds) *Tourism in a Changing World* (2006).

In class DVD segment: "Can't Do It In Europe"

## C13- July 16: Theming Places: Creativity and Play in Tourist Zones (from Midnight Sun to Pipi's Homeland)

### Readings:

- Halewood, C. and Hannam 'Viking Heritage Tourism: Authenticity and Commodification' *Annals of Tourism Research* (2001) 28(3):565-580.
- Favero, P. "'O' Sole Mio" Italian Charter Tourists' Experiences of the Midnight Sun in North Cape, Norway.' *Anthropological Quarterly* (2000) 73(1): 1-19.

### Optional Reading (with Norway tourism anthropology focus):

- Puijk, R. 'Dealing with Fish and Tourists: A Case Study from Northern Norway' in J. Boissevain (ed) *Coping with Tourists: European Reactions to Mass Tourism*. Oxford: Berghahn.

July 17-20: Bergen and Oslo

## C14- July 21: Tourism, Politics and the State: Crafting Citizens & Framing Views of Nations

### Readings:

- Gorsuch, A. "'There's No Place Like Home': Soviet Tourism in Late Stalinism.' (2003) *Slavic Review*, 62(4):760-785. (This reading will help prepare you for making the most of our Field Lab visit to the Winter Palace.)

### Optional Readings (with a Russia anthropology of tourism focus):

- Koenker, D. (guest editor) . 'Tourism and Travel in Russia and the Soviet Union' (Especially see intro chapter: 'Travel to Work, Travel to Play: On Russian Tourism, Travel, and Leisure') (2003) *Slavic Review*, 62(4): 657-65.

## C15- July 23: 2<sup>nd</sup> MIDTERM

July 24-28: St. Petersburg

**C16- July 29: Tourism, Transnationalism and the Construction of Everyday Life in the European Union**

Reading:

Gaggio, D. 'Tourism, Transnationalism and the Construction of Everyday Life in Europe' Ch 8 in *European Identity and Culture: Narratives of Transnational Belonging*. Ashgate Publishing (2012).

**C17- July 30: Tourism and Ethnic Minorities**

Readings:

-Miettinen, S. 'Raising the Status of Lappish Communities through Tourism Development' in M. Smith and M. Robinson *Cultural Tourism in a Changing World: Politics, Participation and (Re)presentation*. Clevedon: Channel View Publications.

Dobbin, K., 'Appropriation (?) of the Month: When did the Sami Sign Up as Santa's Helpers?' Available at:

<http://www.sfu.ca/ipinch/outputs/blog/appropriation-month-when-did-sami-sign-santa-s-helpers>

July 31- August 3: Stockholm

**C18- August 4: Tourism and Nature: Ecotourism, Agrotourism and Sustainable Development (Part 1)**

Readings:

-Mac Cannell, Dean, "Nature Incorporated" In *Empty Meeting Grounds: The Tourist Papers*. (1992) London: Routledge. Pp. 114-117. (On Blackboard)

-Honey, M. "Giving a Grade to Costa Rica's Green Tourism." Ch. 23 in *Tourists and Tourism*

**C19- August 5: Tourism and Nature: Ecotourism, Agrotourism and Sustainable Development (Part 2)**

Readings:

-Wallace, G. and Russell, A. 'Eco-cultural tourism as a means for the sustainable development of culturally marginal and environmentally sensitive regions,' *Tourist Studies* 4(3) 235-52 (with Finland example).

-Tagliabue "Preserving a Heritage via Bed and Barns: European Governments Subsidize Agritourism." New York Times, Aug 13, 1998. (short piece--2 pgs).

In class DVD segment: *Milking the Rhino*



August 6-9: Helsinki

**C20- August 10: Tourism & Globalization at Sea & in the Air: Analyzing Cruise Ship Tourism**

Readings:

- P. Patullo "Sailing into the Sunset: The Cruise Ship Industry" Ch 21 in *Tourists and Tourism*.
- Pico Ayer "Where Worlds Collide: In Los Angeles International Airport the Future Touches Down." *Harper's Magazine* August 1995 (p.50-57).

Optional Reading:

- Robert Wood "Caribbean Cruise Tourism: Globalization at Sea" *Annals of Tourism Research* (2000) 27(2): 345-370.

**C21- August 11: Tragic Tourism, Thanatourism and Terrorism**

Readings:

- Allar, K. 'Holocaust Tourism in Post-Holocaust Europe: Anne Frank and Auschwitz' in Taylor et. al. *Dark Tourism and Place Identity: Managing and Interpreting Dark Places*. Hoboken: Taylor and Francis (2013).

**GROUP PAPERS DUE AT START OF CLASS (Analysis of a tourist site)**

Optional readings (with Poland tourism focus):

- Kugelmass, J. 'Why we go to Poland: Holocaust tourism as secular ritual.' *Art of Memory: Holocaust Memorials in History*, 1994
- Buntman, B. "Tourism and Tragedy: The Memorial at Belzec, Poland" 2008 *International Journal of Heritage Studies* 14 (5).
- Kugelmass, J. 'Rites of the Tribe: The Meaning of Poland for American Jewish Tourists' Ch 20 in *Tourists and Tourism*.

August 12-15: Gdansk

**C22- August 16: Student Group Presentation Festival (in class)**

Readings:

- Begin readings for next time

**C23- August 17: Bringing It All Back Home: Lessons from the Anthropology of Tourism**

Readings:

- Gmelch "Let's Go Europe: What Student Tourists Really Learn" (In Gmelch Reader) Ask yourself based on this S@S experience: did he get it

right? How so? How not?

-McLaren "Rethinking Tourism", Ch 25 in *Tourists and Tourism*.

-Chambers, E. "Can the Anthropology of Tourism Make us Better Travelers?" *Tourism & Applied Anthropologists: Linking Theory and Practice*. NAPA Bulletin (2005)

Optional readings:

-Appendix C: Tourist Guidelines in *Tourists and Tourism*

-If time, look over the website for the organization Tourism Concern:

<http://www.tourismconcern.org.uk/index.html>

## C24- August 19: Final Exams

### FIELD WORK

Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of our field lab.

**FIELD LAB** (At least 20 percent of the contact hours for each course, to be led by the instructor.)

I have two field labs for the students to select from (Sara Arlin is checking out the Winter Palace lab possibility while on the Maymester). I am considering a third possibility, as well. I have listed all three here as a place-holder.

1) **Walking part of the Camino de Santiago de Compostela in Spain.** This Field Lab would pair with my early-in-the-semester class module on the overlapping dynamics of pilgrimage and tourism. David Gies has agreed to give a pre-departure orientation/visit/talk on the Route of Santiago de Compostela, which has been inscribed as a World Heritage Site and forms part of the "routes of Europe" (cross-border tours created to reinforce European Union identity). This trip pairs with a classic article by anthropologist Nelson Graburn (on pilgrimage and tourism) and students will also read an anthropological article analyzing the Camino. Along the voyage we will also read short pilgrim's narrative of their walks and explore the online verbiage of tourists and pilgrims' experiences on the route. It would also be good to find out if there is some sort of Visitors Center or Pilgrim's Welcome Center (or museum of the trail through the ages) we could visit as a group and where we could also perhaps hear from local officials (I hunted online but my explorations did not turn anything up). See: [http://www.santiago-compostela.net/cdn/index\\_cdn\\_en.html](http://www.santiago-compostela.net/cdn/index_cdn_en.html). Stage 12 on the above site is Bilbao to Portugalete is 15km, which is just 6 miles or so (2 hours). The plan would be to walk out of Bilbao and have lunch in Portugalete, with the bus picking us up there. Stage 10 is Lezama to Bilbao, which is 19km., so that might be an alternative possibility. Whichever is more scenic would be best.

2) **A tour of the Winter Palace in St. Petersburg,** and a private discussion with a Curator or the Director (if possible)...to discuss the challenges is determining

how to showcase a building that spans three centuries of history for diverse touristic audiences with different sorts of expectations and different sensibilities about the significance of the building (from Russian socialist audiences to Western tourists). The visit would be paired with an on-ship discussion of a classic tourism article that addresses the contested meaning of the Ghana's Cape Coast Slave Palaces to different tourists and to different groups of Ghanaians (or an equivalent article)...and students would be asked to draw parallels based on their onsite experiences.

**3) A visit to a “traditional Irish village” (Doolin, if possible) to hear music and talk with musicians, tourists and locals.** This would pair well with the class text *Turning the Tune*. The author of the book, Adam Kaul might be able to help set up a speaker for us. Ideally, we'd have a bus take us there, spend an hour or so exploring the town and environs and perhaps meeting with a local official to learn how tourism has transformed the town. Then we'd have a meal in a local pub and hear some of the music we've been reading about in the book.

## ***FIELD ASSIGNMENTS***

## **METHODS OF EVALUATION / GRADING RUBRIC**

### **Grading:**

|  |                 |
|--|-----------------|
| 1 <sup>st</sup> Midterm Exam:.....   | 20% = 40 points |
| 2nd Midterm Exam:.....   | 20% = 40 points |
| Write-up of tourist site research (group field project).....   | 20% = 40 points |
| Final Exam.....  | 25% = 50 points |
| Participation & Attendance.....  | 10% = 20 points |
| One page write-up of Field Lab site visit (applying<br>Class concepts & theories to what you saw)..... | 5% = 10 points  |

### **More on evaluation:**

→ ***Paper Analyzing Dynamics at a Tourist Site in one of the ports. Due C21 (the day before we arrive in Poland).*** You and 2-3 classmates are to visit and analyze the dynamics at play at a tourist site in one of the ports we visit. A list of possible sites will be distributed early in the semester, but you are not constrained to the list. However, whatever you chose, you **MUST** clear the site you select with me. Each of you will be responsible for your own section of a group paper. Total paper length should not be more than 2-3 typed double spaced pages (12 pt font) per student in the group. The paper should directly link your findings at the site to specific articles and themes from class lectures (those that are relevant). Additional details on this assignment and formatting guidelines can be found in the class electronic folder and will be discussed in class. You and your group will also informally present your findings to the rest of the class on one of the last days of class. Your write up will be evaluated based on the extent to which you applied various class concepts and theories to what you saw and experienced during the port experience. A paper that only applies only a few concepts will be poorly evaluated.

→ ***Participation:*** Class participation entails more than just showing up in class. You should

come to class prepared to contribute to discussions of the readings. Repeated tardiness, early departures or absences will result in point deductions. In class written exercises may also contribute to your participation grade.

→**Field Lab assignment: DUE the first class meeting following the field lab you selected.**

You are to submit a 1 to 2 page, typed, double spaced (12 pt font) write up of the field lab visit. Your write up will be evaluated based on the extent to which you applied various class concepts and theories to what you saw and experienced during the field lab. A paper that only applies one or two concepts will be poorly evaluated. I expect you to select the concepts you apply from readings and lectures carefully.

→**Exams:** Given the size of the class, exams will be multiple choice, with a possible short answer or fill-in section. Format of the exam will be further discussed in class.

**Grade Calculation:**

| Percentages and Point Ranges        | B+ = 87–89.5%<br>(= 174-179 points)   | C+ = 77–79.4%<br>(= 154-159 points)  | D+ = 67–69.4%<br>(= 134-139.8 points) |
|-------------------------------------|---------------------------------------|--------------------------------------|---------------------------------------|
| A = 93.5-100%<br>(= 187-200 points) | B = 84–86.4%<br>(= 168-173 points)    | C = 74–76.5%<br>(= 148-153 points)   | D = 60–66.5%<br>(= 120-133 points)    |
| A- = 90–93.4%<br>(= 180-186 points) | B- = 80–83.5%<br>(= 160 – 167 points) | C- = 70–73.4 %<br>(= 140-147 points) | F < 60%<br>(119.5 points & below)     |

**RESERVE LIBRARY LIST**

AUTHOR: Basu, P  
 TITLE: *Highland Homecomings: Genealogy and Heritage Tourism in the Scottish Diaspora.*  
 PUBLISHER: Routledge.(New York)  
 ISBN #:  
 DATE/EDITION: (2007)

AUTHOR: Urry, John  
 TITLE: The Tourist Gaze  
 PUBLISHER: Sage Publications (London)  
 ISBN #:  
 DATE/EDITION: latest edition

AUTHOR: Bruner, Edward  
 TITLE: Cultures on Tour: Ethnographies of Travel  
 PUBLISHER: Univ. of Chicago Press  
 ISBN #:  
 DATE/EDITION: 2004

AUTHOR: Priestley, G.K. & J. A. Edwards et.al.

TITLE: Sustainable Tourism? European Experiences  
PUBLISHER: CAB International  
ISBN #:  
DATE/EDITION: 1996

### **ELECTRONIC COURSE MATERIALS**

PLEASE ORDER ALL OF THE ARTICLES/BOOK CHAPTERS LISTED ON THE SYLLABUS (both optional and required—thanks)—full info is provided on the days each of the readings is assigned.

Also, please order all films listed on the syllabus

### **ADDITIONAL RESOURCES:**

Students will need access to the following sites:

<http://www.sfu.ca/ipinch/>  
<http://www.tourismconcern.org.uk/index.html>  
[http://coombs.anu.edu.au/Biblio/biblio\\_tourism1.html](http://coombs.anu.edu.au/Biblio/biblio_tourism1.html)  
<http://www.dark-tourism.org.uk/>

### **HONOR CODE**

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."