Voyage: Spring 2015  
Discipline: Sociology  
SOC 3596: Sociology of Tourism  
Division: Upper  
Faculty Name: Kesho Y. Scott  
Credit Hours: 3; Contact Hours: 38  

Pre-requisites: Introduction to Sociology and another 200 level Sociology Course

COURSE DESCRIPTION
This course is an examination of the relationship between tourism and social life from a sociological perspective, the root idea being that it is natural for human beings to make contact with other human beings and for societies to create leisure institutions to engage in cultural exchange and enjoyment. This course will examine tourist practices and how they are shaped and made meaningful within a social context. As we investigate why people travel, how they travel, and what they do while they are “on the road”, we will see that tourism is not on the margins of the social world, but rather deeply interconnected with everyday social life, from the personal to the global. Through readings, discussing and writing, we will explore the ways tourism is a material, symbolic, and political representation of many of the features of contemporary society’s achievements and ills: modernity and post modernity, consumption and cultural commoditization, the aestheticization of everyday life, democratization and social inequalities, questions of authenticity, embodiment and identity, gender relations, technology, social mobility and power, and globalization. We will review the tourist-related discourses and research literatures to analyze the directions these conversations are taking in the 21st century. Finally, we will study the tourist practices in each country we visit as a unique case study of global leisure life.

COURSE OBJECTIVES
1. To use the sociological perspective as a lens through which to understand travel and tourism, and tourism as a lens through which to understand modern social life.
2. To understand the theoretical frameworks scholars use to analyze the social and cultural dimension of tourism and be able to apply those frameworks the benefits and cost of tourism.
3. To examine the ways tourism reflects and shapes transnational social inequalities, especially those related to class, gender, age, ethnicity, and nationality as well as how some forms of tourism seeks to promote social equality.
4. To develop your ability to apply a sociological perspective to your own experiences of past and future travels linking those events to your hopes, dreams, values and life plans.
5. To improve your skills of writing, discussing, listening, and presenting your ideas in an enthusiastic and compelling manner such that travel is both personal and political.
enterprise.
6. To examine and evaluate the cultural differences in values about travel and tourism within a respectful, non-Eurocentric, non-Ethnocentric, and non-paternalistic manner.
7. Finally, to gain some cultural competency/cultural capital as a future global citizenship by using the *Semester at Sea* itinerary to see how tourism impacts the world.

**REQUIRED TEXTBOOKS**

**AUTHOR:** Sharon Bohn Gmelch  
**TITLE:** *Tourist and Tourism: A Reader (TAT)*, 2nd Edition  
**PUBLISHER:** Waveland Press  
**ISBN #:** 978-1577666363  
**ISBN #:** 1577666364  
**DATE/EDITION:** August 5, 2009

**AUTHOR:** Edward M. Bruner  
**TITLE:** *Culture on Tour: Ethnographies of Travel (COT)*  
**PUBLISHER:** University of Chicago Press, 2005  
**DATE/EDITION:** November 2, 2004

**REQUIRED FOCUS ONs:** are pre-port preparations by the Instructor by way of lectures, handouts, internet investigations or assignments, and surprises!

**TOPICAL OUTLINE OF COURSE**

Depart Ensenada- January 7:

**B1- January 10:**  
The Sociological Perspective on Tourism  
*Introduction to course objectives, terms, and theories*  
_Tourist and Tourism: A Reader (TAT)_ , Preface, Chapter 1 and 2

**B2-January 12:**  
Cultural Perspective on Tourism  
(TAT): Chapter 26  
_Culture on Tour: Ethnographies of Travel (COT)_ , Introduction, pg. 1-29
B3- January 15: Host and Guests: Lesson from the Maasai
(TAT): Chapter 3
(COT): Chapters 1 and 2
FOCUS ON HAWAII: Seeing Below the Service Exercise

Hilo: January 14

B4-January 18: Sightseeing and Social Structure
(TAT): Chapter 4
(COT): Chapter 4
First WRITING ASSIGNMENT: Interviews, a survey, and literature reviews on morality and modernity in “looking”

B5-January 20: Getting Up Close to the Tourist Experience
(TAT): Chapters 7 and 9
(COT): Chapter 5
FOCUS ON JAPAN: Making Money Off of Horror: The Bomb!

Study Day: January 21

B6- January 23: Sexual and Medical Tourism
(TAT): Chapters 14 and 18
(COT): Chapter 6
FOCUS ON JAPAN: International Sex Trafficking

B7-January 25: Tourists’ and Locals’ Motivations
(TAT): Chapters 10 and 12
FOCUS ON JAPAN: Popular Culture Makes Money

Yokohama: January 26-27
In-Transit: January 28
Kobe: January 29-31

B8- February 2: Identity, Culture, and Place
(TAT): Chapter 11
FOCUS ON CHINA: Social Media and China-phobia
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<tr>
<th>Date</th>
<th>Location</th>
<th>Focus Area</th>
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<tr>
<td>Shanghai:</td>
<td>February 3-4</td>
<td>In-Transit: February 5-6</td>
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<td>Hong Kong: 7-8</td>
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<td><strong>B9-February 10:</strong></td>
<td>Consuming “Others” Heritage: Museums, and Tourism</td>
<td>(TAT): Chapter 15 Second Writing Assignment FOCUS ON VIETNAM: Consumerism: Winner and Losers of War</td>
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<td>Ho Chi Minh: February 11-16</td>
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<td><strong>B10-February 18:</strong></td>
<td>Development and Sustainability: The Dark Side of Tourism</td>
<td>(TAT): Chapter 16 FOCUS ON SINGAPORE: Exploiting Ethnic Differences</td>
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<td>Singapore: February 19-20</td>
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<td>Study Day: February 21</td>
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<td><strong>B11-February 23:</strong></td>
<td>Tourism Paraphilia, Brochures, and “The Truth”</td>
<td>(TAT): Chapter 22 FOCUS ON BURMA: Branding “Others” Culture</td>
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<td>Rangoon: February 24-March 1</td>
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<td><strong>B12-March 3:</strong></td>
<td>Island Tourism: Sun, Sand, and Crap!</td>
<td>(TAT): Chapter 5 FOCUS ON INDIA: Turning the 3rd Gender and the Politics of Rape into Tourist Hot Spots!</td>
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<td>Cochin: March 6-11</td>
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<td><strong>B13-March 5:</strong></td>
<td>Seeking the Exotic: Sex, Spirituality, and Food</td>
<td>(TAT): Chapter 6 FOCUS ON INDIA: Eating Indian, Having Power</td>
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Study Day: March 12

B14-March 14: Mid-Exam- Objective

B15-March 16: Only the “Super Rich” Live Here!
(TAT): Chapter 21
FOCUS ON MAURITIUS: Case of the Flic en Flac

Study Day: March 17

Port Louis: March 18

B16- March 20: Ecotourism and Volunteer Tourism
(TAT): Chapter 24
FOCUS ON SOUTH AFRICA: Seeing Townships on the Tour

B17-March 22: Local NGO Influences on Tourism
(TAT): Chapter 23
FOCUS ON SOUTH AFRICA: Grassroots Icon: Nelson Mandela

B18- March 24: Staged Places: Authenticity in Tourist Settings
(TAT): Chapter 13
FOCUS ON SOUTH AFRICA: Malls, Sports and Famous People

Cape Town: March 25-30

Study Day: March 3

B19-April 2: Whose Story is privileged?
(TAT): Chapters 17
(COT): Chapter 3
FOCUS ON GHANA: Managing Histories of Pain and Exclusion
Third Writing Assignment
B20-April 4: Tourism as Development and Education
(TAT): Chapter 12
(COT): Chapter 9
FOCUS ON GHANA: Ways of Seeing Development from Village Life

B21- April 6: Tourist Backpacking
(TAT): Chapter 23
FOCUS ON GHANA: The Eyes of the Cheap Traveler Tells All

Tema (Accra): April 7-9
Takoradi: April 10-11

B22-April 13: Sailing into the Sunset: Cruise Tourism
(TAT): Chapter 20
FOCUS ON MOROCCO: Studying “UP” and Transnational Wealth

B23: April 15: Romance Tourism
(TAT): Chapter 19
FOCUS ON MOROCCO: Finding Love and Paying for It

B24: April 17: Thinking Change: Tourism as Transnational Connections
(TAT): Chapter 27
FOCUS ON SOCIAL CHANGE IN PREVIOUS COUNTRIES: Identify current transnational movements and movement leaders.

Study Day: April 18

April 19: Global Lens Exams and Study Day

Casablanca: April 20-24

B25: A Day Finals Take-Home Final Exam

April 29: Arrive in Southampton
FIELD WORK AND FIELD WORK ASSIGNMENTS

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 your field lab.

As part of the course requirements, there are two components to the Field Work for this course: 1) the mandatory Field Lab in Mauritius as described below, and 2) the ongoing PAS sheet for this country which is group assignment due the next day of class.

- The first part of the experiential component of the course will be met in groups and with PORT ASSIGNMENT SHEETS (PAS). Before each departure, students will work within their assigned group and turn in their PAS the next day of class.
- Each PSA will be unique and specific to the port, in-class readings and discussions.
- Each PSA will have six questions and must responses must be “processed in the group” and typed!
- Assigned groups will be called upon in class to make a presentation of their reflections. And, every group will make a report before the semester is over.
- Finally, the PSAs will be evaluated by two criteria: First, response to the questions and the observations, conversations, in-port investigations requested, and in-depth critical and substantiated analysis using course concepts and ideas in the PSA write-ups.

- GROUPS CAN NOT BE CHANGED WITHOUT INSTRUCTORS PERMISSION!
- NO LATE PAPERS AND NO EXTENSION!

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

Field Lab in Mauritius

The Field Lab will occur in the port visit of Mauritius. We will depart for the coastal town of Flic en Flac by bus in the morning, and will return to the ships’ dock areas that afternoon. The purpose of the Field Lab is to examine island tourism and gain an up-close understanding of the interplay between world-class resorts, the local NOG’s that attempt to reduce the threats to the coastlines of Mauritius, and the government programs sponsored by the Ministry of Tourism and Leisure.

Our Lab will explore the interactions of tourist’ motivations and activities and the efforts by tourism ventures, hotels and resorts, governments and the travel industry for theme of grassroots activism/resistance, reactions to increasing local poverty, and successes and weakness of government initiatives to protect natural resources and local communities.

This lab will also provide an opportunity for you to compare and contrast what you have observed and learned about tourism another ports with what you observe in Flic en Flac.
Field Assignments for the Lab in Mauritius

- Each student will be in a Lab group to complete the Port Assignment Sheet (PAS) which is guided by Instructors theoretical questions from the readings, instructions for observations, and personal reactions to what you witness.

- Each student will take notes throughout the day and participate in discussions.

- Each Student will use these notes to write an extensive four page field lab “brief” after creating two tourist brochures: One that attracts wealthy tourist and the other that attract NGO activist. Then you will draw on our course readings and observations and experiences and create a multi—layer analysis of the Flic en Flac lab site.

- The two questions your analysis will address are: What is obvious about what attracts tourist to the site making it successful? And, what is non-obvious about the economic, cultural, social, political, environmental, and spiritual cost of such a site.

- The Brief and brochures will be done individually. The PAS will be done in a group.

METHODS OF EVALUATION / GRADING RUBRIC

COURSE GRADE REQUIREMENTS:
Field Lab and Field Lab Assignments 20%
Exams (Objective and Take-Home) 50%
Three Writing Assignments 20%
Attendance and Participation 10%
Total 100%

RESERVE BOOKS AND FILMS FOR THE LIBRARY
- I will bring my own films, short YOU TUBES, and pre-taped panel discussions.

AUTHOR: Yiorgos Apostolopoulos, Editor
TITLE: The Sociology of Tourism: Theoretical and Empirical Investigations
PUBLISHER: Routledge Press
ISBN #: 10-0415271657
DATE/EDITION: December 9, 2001

AUTHOR: Chris Cooper, Editor
TITLE: Tourism: Principles and Practice, Edition 3
PUBLISHER: Prentice Hall Financial Times
ELECTRONIC COURSE MATERIALS

- I will not use electronic course materials.

ADDITIONAL RESOURCES
Students will be expected to use any library and electronic resources that are available on the Ship.

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].”