Travel and tourism are more than simply experiences of personal value, they also have profound social, economic, political, historical, and environmental significance. Travel and tourism are certainly of great consequence for France, which attracts more tourists than any country in the world. This course will introduce students to sociological perspectives on travel and tourism by blending theoretical and empirical readings with direct field study. We will ask questions such as: How do meanings get ascribed to places? How are tourist attractions created, sold, and consumed? What narratives about place, history, and community are constructed and how do these stories shape our understandings of the places that we visit and the people who inhabit them? How does tourism reinscribe or erode inequalities of race, class, gender, and national origin? What are the costs and benefits of tourist-driven economies? The course work will provide students with a new lens for understanding tourism as a global phenomenon, as well as their own experiences – as routine behaviors such as taking photographs, buying souvenirs, exploring new foods, interacting with locals, and sightseeing become imbued with new significance.

The Readings:
We will be using four required books and a few supplemental readings. The books are:

Yiorgos Apostolopoulos, et al
The Sociology of Tourism: Theoretical and Empirical Investigations

Elizabeth Becker
Overbooked: The Exploding Business of Travel and Tourism

Edward Bruner
Culture on Tour: Ethnographies of Travel

Dean McCannell
The Tourist: A New Theory of the Leisure Class

TRUNK
Please visit our class TRUNK site, browse the content areas, and be sure that your account is linked to an email that you check regularly to ensure that you receive class-related email.

Attendance
It’s just not the same around here without you. Class members must be present at all class sessions. Unexcused absences/lateness will result in a reduction of the final course grade.

Evaluation:
Position Statement 10%
Reading Notecards 15%
Field Observation Assignments 20%
Presentation 20%
Final Paper 25%
Class Participation 10%
100%

Course Grades:
Your final course grade will be assigned based on the following scale:

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<th>Grade</th>
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<td>B</td>
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<td>C+</td>
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Position Statements:
All students will write and deliver at least one position statement in class. Students will be selected to come to class ready to respond to an assigned critical question based on the readings for the day. To prepare, students will write a 3-page paper that answers the question in depth. They will have 5-10 minutes to offer a compelling summary of their argument to the group. Presenters will be permitted to look at an index card of
bullet points, but not to read from a script. This answer will serve as the jumping off point for class discussion. Students will be evaluated on their preparation, persuasiveness, delivery, and the quality of their involvement in the subsequent conversation.

**Reading Notecards**
The readings are the heart of the course, and I expect that each day you will come to class having read the assigned material. For each day that readings are assigned, you should come to class with a 5x8 card for each assigned reading. The cards should briefly answer each of the following three questions:

- What is the central argument/main finding of the reading?
- What evidence does the author offer in support of their argument or conclusion?
- What do you think about what you have read?
- What questions do you have? (optional)

Everyone has an “off day” / gets overwhelmed now and then. You may skip one set of reading notecards without penalty. You also DO NOT need to do reading notecards for the class day that you are responsible for a position statement.

I will collect these cards at the beginning of each class, and will often incorporate them into the class session. No late notecards will be accepted without documentation of extraordinary circumstance (e.g. serious illness or emergency).

**Field Observations**
You will be required to participate in 2-3 class outings (details TBA) over the course of the session. You will turn in rich, descriptive field notes about these outings in ethnographic style as taught in class. Expectations for each outing will be reviewed prior to each excursion.

**Final Paper**
How does the work done in this course shape how you see your own travels? Your final paper will be a detailed sociological analysis of your time in the Talloires program, using at least 5 class readings to illuminate your experiences. The paper should treat your field notes, personal experiences, photographs, and travel artifacts (souvenirs, tickets, brochures, etc.) as data. Details to be discussed in class.

**Class Participation**
“Participation” in this course refers to your presence and contributions during our class meetings and activities, as well as on scheduled outings. Being an active class participant helps us all by creating a dynamic and supportive class environment. This type of participation is valuable in any course, but it is particularly critical in this one.

**Technology Policy**
Laptops, tablets, phones, etc. should be turned off during class. Yes, laptops. You may very well be the exceptional student who is able to remain fully present while on your
computer, but most of your peers are mere mortals who find them distracting, as does your instructor.

**Academic Honesty**
It is every student’s responsibility to become familiar with Tufts’ standards of academic honesty. Claims of ignorance, accidental error, or of academic/personal pressures do not justify violations of academic integrity. A guide to these policies is available online: [http://uss.tufts.edu/studentaffairs/publicationsandwebsites/AcademicIntegrity09-10.pdf](http://uss.tufts.edu/studentaffairs/publicationsandwebsites/AcademicIntegrity09-10.pdf)

**Week 1**
**Travelers, Tourists, and Sociology**
*This week we will begin by with some provocative questions about the difference between travel and tourism, explore the role of sociology in thinking about these endeavors, and examine dominant critiques of tourism – with particular focus on the ways in which tourism may reinforce existing social inequalities.*

**Week 2**
**The Meaning of Place** *(A tour would be ideal this week or a visit to a museum)*
*This week we will consider how places come to be associated with different meanings, and how those meanings are packaged back and sold to tourists. We will consider the ways that dominant narratives emerge, how authenticity is staged and consumed, and what it means when culture becomes a commodity.*

**Week 3** *(A class excursion to a shopping area for tourists would be ideal)*
**Consuming Culture: Food, Photos & Souvenirs**
*This week we will explore the ways in which tourists consume travel experiences and represent their travels to themselves and others. How are the meanings ascribed to specific places and to travelling in general used to construct identities?*

**Week 4**
**Tourism and Inequalities** *(An excursion here would be useful – perhaps to a resort, an outing on a boat, or some other space students can see interactions between workers and guests)*
*This week will focus on how gender, race, class, and nationality intersect with tourism. We will look at patterns of employment in the tourist industry, differences between travellers and workers, and also address issues such as drug tourism, sex tourism and prostitution.*

**Week 5**
**Economic, Environmental, and Cultural Side Effects**
*This week we will look at tourism as a business, the history of its growth and explore the hidden costs that hide beneath what appears to be a robust revenue stream. We will also examine how the profits generated by the industry are distributed. Topics will include underdevelopment, dependence, ecotourism, sustainability, and the meanings of mass tourism.*
Week 6
Conclusions: A Return to Travel
We will close the course by considering social organizations that promote healthier tourism, and will bridge the readings from class with our own experiences in Talloires.