

ANTH 4811 WA
Anthropology of Tourism
Winter 2021***Instructor Information***

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Office: Online / Remote, via ZOOM
Office Hours: Thursdays 10 – 11am
or by appointment

Course Identification

Course Number: ANTH 4811 WA
Course Name: Anthropology of Tourism
Lecture: Delivered Asynchronous Online, no scheduled meetings

Course Description/Overview

Tourism is among the largest global economic activities, and is often considered a sensible response to poverty and shifting employment/industry practices that have been witnessed in the last half-century. Developing countries and rural / remote regions have also begun to rely heavily on tourism as an economic diversification strategy. Scholars have argued that tourism has been a central dimension of globalization, and can be used as a lens to reflect on larger questions of identity and heritage, commoditization, historical and cultural representation, authenticity and ownership, neoliberalism, inequality, gender relations, environmental sustainability, and more.

Regardless of this, leisure, recreational and touristic pursuits were once deemed unimportant topics for anthropological study. In addition, anthropologists have had a difficult relationship with tourism studies, since the distinction between “fieldwork” and “travel” are often perceived as blurry, owing to their encounters with “the Other.” Gaining in popularity as an academic field of inquiry since the 1970’s, the anthropology of tourism seeks to understand the relationships between the tourism industry and other cultural productions. Tourism studies are now a critical subfield of cultural anthropology with a strong global and multidisciplinary resonance.

Prerequisites: None

Course Details

This Special Topics course in the Anthropology of Tourism is designed as a continuation and further development of previous courses in tourism and socio-cultural anthropology and consists of an exploration of the social, cultural, economic, and political aspects of tourism from an anthropological perspective while fostering an understanding of the impact of tourism on societies, cultures, economies and environments. As such, this course:

- Introduces the underlying issues associated with touristic sites (theme parks, heritage travel, cultural villages), as well as the players (host communities, tourists, guides,

cultural brokers), objects acquired during travel (photographs, souvenirs), accounts of travel and tourism experiences (ethnographic films, travel literature and blogs), and the performances that characterize touristic experiences through the exploration of applicable case studies;

- Provides opportunities for students to tie personal travel experiences into course assignments; and
- Builds on existing knowledge of tourism and anthropology.

In this course, students will explore the cultural practices and impacts of tourism in relation to both host and guest communities, and travel as a (often ritualized) cultural practice. By examining both international and domestic research on different kinds of tourism (mass, eco-sand-sea-sun-sex, ethnic, medical, volunteer, etc.) on local peoples, environments and economies, students will explore issues of cultural and artistic authenticity, identity production and marketing, and commodification of the tourist and the toured.

Through course readings, ethnographic films, guest lectures, and critical reflection and analyses students will examine a variety of North American and International case studies, offering them the opportunity to analyze the multiple intersections of ritual, borders, and pilgrimage; gender, race, class, economics, and differences in power; the gaze, authenticity, consumption, cultural identity, cultural and ethnic traditions; and, environmental issues, within the broader context of touristic interactions.

Course Learning Objectives

This course builds on the foundations developed in ANTH 1034 World Cultures and aims to apply this foundational knowledge to the anthropological study of tourism, tourist cultures and host-guest relationships.

Upon completion of this course, students will be able to:

- Identify and understand the history and development of the anthropological study of tourism and discuss key authors, theories and concepts in the anthropology of tourism;
- Define tourism and its impacts on guests, hosts and host communities;
- Critically examine the issues underlying the anthropological study of tourism;
- Discuss ways in which tourist destinations, museums and cultural heritage sites are locations where the transmission and negotiation of cultural values and visions occurs (for and among both tourists and hosts);
- Recognize subtle messages (cultural, gendered and ethnic identities) embedded in tourism materials (arts/souvenirs, brochures, performances etc.);
- Conduct analyses of ethnographic films and guest lectures' research presentations; and,
- Reflect on the application of theory to practice.

Additional Course Information

Students should be aware of the following important academic dates:

First Day of Classes	Monday, January 11 th , 2021
Final Date to Register (Add)	Friday, January 22 nd , 2021
Winter Study Week	Monday February 15 th to Friday February 19 th , 2021
Final Date to Withdraw (Drop)	Friday, March 12 th , 2021
Final Day of Classes	Tuesday, April 13 th , 2021

Examination Period
Exam Contingency Date

Friday April 16th to Sunday April 25th, 2021
Monday April 26th, 2021

Course Resources

Course Website: There is a Desire2Learn site for this course, accessible through myCourseLink, through which the course will be facilitated. Students are expected to access it consistently and frequently throughout the course. Course readings, video lectures, and notetaking guides, as well as supplemental course content, information and announcements will be made available exclusively through this site. Assessment submissions are also facilitated through Desire2Learn Dropboxes with student's marks and feedback subsequently available for review.

Required Texts: There are two required textbooks for this course.

Urry, John and Larson, Jonas. *The Tourist Gaze 3.0*. London: SAGE Publications, Ltd, 2011.

Wearing, Stephen, Stevenson, Deborah, and Young, Tamara. *Tourist Cultures: Identity, Place and the Traveller*. London: SAGE Publications, Ltd, 2010.

Physical copies of the textbooks can be ordered through the Lakehead University Bookstore. **E-copies of both textbooks are also available through the Lakehead University Library e-reserves.**

Required Readings: Course readings will be available on-line through Lakehead University's electronic journals or the Desire2Learn site for this course. Other internet sites and hard-copy material on reserve in the library may also be assigned as mandatory readings for this class. A comprehensive list of required readings, and their associated read-by dates, can be found at the back of this syllabus.

Required Viewings:

In addition to weekly lecture videos, this course has several required viewings, including three ethnographic films. These views are connected to course assessments (see details below).

Chang, Yung, dir.. *Up The Yangtze*. 2007. Montreal: National Film Board of Canada / EyeSteelFilm, 2008. DVD.

Kok, Illja, and Timmers, Willem, dir. *Framing the Other: When Strangers Meet in the Name of Tourism*. 2011. I Camera You Productions, 2012. DVD.

Mendel, Tommi, dir. *Common Roads: Pilgrimage and Backpacking in the 21st Century*. 2013. Zurich: Tigertoda Productions, 2013. DVD.

Course viewings will be available on-line through permalinks to the appropriate Lakehead University Library resource. Their associated watch-by dates can be found in the Course Schedule section of this syllabus.

Course Schedule and Detailed Course Outline

This schedule is subject to change at the discretion of the instructor and/or based on the learning needs of the students. Inclement weather may also impact the schedule. Any changes to said schedule will be discussed via email and posted on Desire2Learn.

Week	Dates	Unit	Topic	Readings	Assignments
1	Jan 11 th to 17 th 2021	Course Introduction: The Anthropological Study of Tourism	Introduction to the Anthropology of Tourism	Wearing, Stevenson and Young (2010) – Ch 1	
			Anthropological Tourism Theories	Urry and Larson (2011) – Ch 1	
2	Jan 18 th to 24 th 2021	Unit 1: Theorizing Why We Tour	The Tourist Experience and Authenticity	Urry and Larson (2011) – Ch 2 Wearing, Stevenson and Young (2010) – Ch 2	
			Experiencing Self through Travel	Wearing, Stevenson and Young (2010) – Ch 3	
3	Jan 25 th to 31 st 2020	Unit 1: Theorizing Why We Tour	Experiencing Other Cultures	Wearing, Stevenson and Young (2010) – Ch 4, pp. 53 – 54	Assignment #1 Due 11:59pm EST Friday January 29 th , 2021
			Experiencing Other Places and Spaces	Wearing, Stevenson and Young (2010) – 5	
4	Feb 1 st to 7 th 2021	Unit 2: Globalization and Tourism Part 1	Global Tourism and Local Cultures	Urry and Larson (2011) – Ch 6	
			Film Viewing: Common Roads	Accessible via this permalink. Lakehead University Library sign-in required.	
5	Feb 8 th to 14 th , 2021	Unit 2: Globalization and Tourism Part 1	Development, Conservation and Tourism	Stronza (2001)	
			Film Viewing: Up the Yangtze	Accessible via this permalink. Lakehead University Library sign-in required.	
Feb 15th – 19th 2021		No Classes – Spring Break – No Classes			
6	Feb 21 st to 28 th , 2021	Unit 2: Globalization and Tourism Part 1	Culture, Indigeneity and Tourism	Wearing, Stevenson and Young (2010) – 4, pp. 53 - 60	
			Film Viewing: Framing the Other	Accessible via this permalink. Lakehead University Library sign-in required.	

Week	Dates	Unit	Topic	Readings	Assignments
7	March 1 st to 7 th , 2021	Unit 3: Globalization and Tourism Part 2	Religion and Tourism	Fedele (2014)	
			Guest Lecture: Dr. Susan Weidmann (History, Heritage and Tourism)	Assigned Reading to Be Confirmed	
8	March 8 th to 14 th , 2021		Gender, Sex and Power in Touristic Encounters	Wearing, Stevenson and Young (2010) – 4, pp. 65 – 70 Urry and Larson (2011) – Ch 4	
			Guest Lecture: Dr. Tara Duncan (Worker Rights in the Tourism Industry)	Assigned Reading to Be Confirmed	
9	March 15 th to 21 st , 2021		Volunteer Tourism and Orphanage Tourism	Freidus and Caro (2021) Guiney and Mostafanezhad (2015)	
		Guest Lecture: Dr. Émilie Crossley (Volunteer Tourism)	Assigned Reading to Be Confirmed		
10	March 22 nd to 28 th , 2021	Unit 4: Tourist Cultures and Memorializing Travel	The Tourist Gaze, Photography and Surveillance	Urry and Larson (2011) – Ch 7 and 8	
			Travel Trophies and Memory Tokens	Haldrup (2017)	
11	March 29 th to April 4 th , 2021		The Gaze Returned	Sroyetch (2016)	
		Changing Tourist Cultures and Host-Guest Relationships	Urry and Larson (2011) – Ch 5 Wearing, Stevenson and Young (2010) – 4, pp.60 - 65		
12	April 5 th to 9 th , 2021	Course Conclusion: Looking Forward	Guest Lecture: Dr. Freya Higgins-Desbiolles (The Future of Tourism: Socializing Tourism for Sustainability)	Assigned Reading to Be Confirmed	Assignment #2 Due 11:59pm EST Friday April 9 th , 2021
			Course Conclusion and Wrap up	Wearing, Stevenson and Young (2010) – 8 Urry and Larson (2011) – Ch 9	

Assignments and Evaluation

A variety of evaluation methods will be used in this course to gauge student performance and learning relative to the course's aims, objectives and learning outcomes. Details on each evaluation method are provided in the Assignment Descriptions below. Additional details regarding expectations for assignments will be delivered in via Desire2Learn.

Assessment	Due Dates	Weight
<i>Assignments (40%)</i>		
Critical Reflection – Why I travel	11:59pm EST Friday January 29 th , 2021	15%
Concept Paper – Student identified topic paper	11:59pm EST Friday April 9 th , 2021	25%
<i>Ethnographic Film Analysis (30%)</i>		
Film Analysis 1	2 x 15% as per Syllabus	15%
Film Analysis 2		15%
<i>Guest Lecture Reflections (30%)</i>		
Guest Lecture 1	2 x 15 as per Syllabus	15%
Guest Lecture 2		15%
Total		100%

Students should be aware that **there is no final exam for this course.**

Referencing and Formatting

All assignments should be referenced and formatted in accordance with the Chicago Manual of Style (CMOS), specifically the Author-Date System. Students may find the [Owl Purdue Reference Guide for the Chicago Manual of Style](#) beneficial in preparing all work to be submitted for this course.

Grading

The letter grade assigned to each student will reflect the description of the grade outlines below. Grades will be based on the following scale:

A+	90 to 100%	
A	80 to 89%	1st class standing
B	70 to 79%	
C	60 to 69%	
D	50 to 59%	
E	40 to 49%	Failed
F	1 to 39%	Failed
F	0	Academic Dishonesty

Note: Unless otherwise specified, final grades will be calculated to 0.01 decimal points.

Late Assignments

All assignments are due on the date specified, at the time specified and in the timezone specified, unless prior arrangements have been made with the instructor, or a [Certificate of Illness or Incapacitation](#) from a doctor or other medical practitioner excusing the student is provided. As per Lakehead University policy, **late assignments will be assessed at a 10% deduction per day late to a maximum of 3 days at which point assignments will no longer**

be accepted without a prior extension, compassionate circumstances, or a [Certificate of Illness or Incapacitation](#) from a doctor or other medical practitioner. Assignments will be considered late after 11:59pm EST on the due date.

- For the purpose of determining a late penalty, weekends will count as 2 days.
- No late assignments will be accepted after graded assignments have been returned to students.
- This policy applies to individual, group and practicum assignments as will the application of late penalties.

Assignment Descriptions

Critical Reflection (15%)

Friday January 22nd, 20

The purpose of the Critical Reflection is for you to synthesize your understanding of the philosophical, socio-cultural, economic, political or other associated motivations for travel and to relate them their own life experiences (past, present or future intended). Students are encouraged to pull in information from readings.

NOTE: Students are expected to complete the 'Critical Reflection' individually and as assigned.

- Students will write a 'critical reflection' on their own personal travel and tourism practices while answering the questions "why I travel" and "why I travel to the places I do".
- In **5 pages maximum** (excluding a title page and reference section) explain your travel and tourism practices from an anthropological perspective and drawing on materials covered in Weeks 1 through 3 of the course.
- It is important for students to note that defining travel and tourism or whether or not your travel constitutes tourism is not the objective of this assignment. Instead, your marks will be reflective of your ability to the socio-cultural factors that influence how you engage in the travel and tourism practices that you do, and your critical anthropological reflection on why / how you have decided where and in what ways you will travel.
 - The majority of your mark (70%) will come from the content of your assignment.
 - Spelling, grammar, and CMOS (writing mechanics) will be worth 20% of your mark, succinctness and clarity count.
 - The remaining 20% of your mark will be determined based upon an appropriate use of referencing (Chicago Manual of Style) and research.
 - Text must be typed and at minimum 1.5 spacing, left-justified, with margins, pages numbers and manuscript headers following to Chicago Manual of Style (CMOS) formatting, and using 12-point Times New Roman type.
 - Students are required to use at least **8** references of which **at least half must be** from referred journals or acceptable alternatives.
 - All cited material in the text **must** be documented in to Chicago Manual of Style (CMOS) format.
 - All assignments are due by 11:59pm Eastern Time on Friday January 22nd, 2021, unless otherwise arranged with the instructor.

Concept Paper (25%)

Friday April 2nd, 2021

The purpose of the Concept Paper is for you to explore in detail an anthropological theory, construct or theme within the context of tourism.

NOTE: Students are expected to complete the 'Concept Paper' individually and as assigned.

Students will prepare an individual concept paper, which explores one of the key concepts discussed during the course (ex. Authentic tourist experiences; the Socio-Cultural impact of tourism on a specific destination; Culture, Indigeneity and tourism; Religion and tourism; (In)tangible Cultural Heritage and tourism; Gender, sex and power in touristic encounters; Volunteer tourism; the Ethics of travel; Host-Guest relationships in touristic experiences, etc.) or they may select a related topic in discussion with the Instructor.

- Concepts explored in, and examples provided throughout, the individual concept papers must differ from those explored in the Critical Reflection, Film Analyses and Guest Lecture Critical Reflections.
 - In 7 - 10 pages maximum (excluding a reference section), explore one of the key concepts from the course, including:
 - An **Introduction**, description of concept under study and exploration of underpinning socio-cultural phenomena, inclusion of other relevant material (e.g. historical timeline);
 - A **Literature Review** (journal articles, ethnographies, and research papers may be supplemented with visual media and film but they cannot be your primary sources) which outlines the key concepts explored in your concept paper (i.e., Authentic tourist experiences, the Commodification of culture through tourism, etc.).
 - A **Critical Exploration/Discussion** of the concept under study in which the student explores the key concepts discussed in the literature review, evaluating their contribution to their understanding of the concept and the anthropology of tourism, and a critical reflection on their application to personal experience(s), and
 - A **Conclusion** that summarizes and draws together all of the concepts explored through the paper, and highlights any conclusions drawn by the student.
 - The majority of your mark (70%) will come from the content of your assignment.
 - Spelling, grammar, and CMOS (writing mechanics) will be worth 20% of your mark, succinctness and clarity count.
 - The remaining 20% of your mark will be determined based upon an appropriate use of referencing (Chicago Manual of Style) and research.
 - Text must be typed and at minimum 1.5 spacing, left-justified, with margins, pages numbers and manuscript headers following to Chicago Manual of Style (CMOS) formatting, and using 12-point Times New Roman type.
 - Students are required to use at least **8** references of which **at least half must be** from referred journals or acceptable alternatives.
 - All cited material in the text **must** be documented in to Chicago Manual of Style (CMOS) format.
 - All assignments are due by 11:59pm EST Friday April 2nd, 2021, unless otherwise arranged with the instructor.

Film Analyses (2 x 15%)

As per Syllabus

*Students should note that there are three film viewings scheduled this term – students **are only required to complete 2 analyses**. Therefore, students may select which two (2) films they wish to analyze. **Film Analyses are due by 11:59pm on the Friday of the week following the film viewing.***

Ethnographic documentation through film is a longstanding means of representing cultures and societies anthropologically. The role of film in anthropology has generated considerable ongoing debate on the merits of visual and textual analysis in ethnographic research. While many scholars have argued that ethnographic films provide a lens through which to observe and seek to understand diverse ways of being and living in the world, and the interactions between peoples and places, others have argued that the ethics of representation, the potential for the medium to present cultures as static and unchanging, and the struggles between objectivity and subjectivity make the production of ethnographic films both problematic and contested with the potential to deny future realities any recognition. Nonetheless, ethnographic film is deservedly valued by anthropologists for its capacity to capture the lived experiences of diverse and isolated groups from all over the world.

The purpose of this combined activity and written assignment is several-fold. For each film viewing, students will be provided access to a film to be independently view. A worksheet will also be provided, which should be used to guide the student's viewing and processing of, and reflection on, the viewing.

NOTE: Students are expected to complete each of the 'Film Analyses' individually and as assigned.

Students will then write a 3 to 5 page critical analysis of the film that entails a) a summary of the film and an exploration of how the film related to the associated week's theoretical content, b) draws on anthropological and ethnographic theories and content from the course to analyses the strengths and weakness of the film, and c) critically explores ways in which to improve the representativeness of the film (including how the student would focus on or explore under-explored themes and populations from the film if making a sequel documentary).

A minimum of four (4) supportive peer reviewed references are required, in addition to use of relevant required readings for this course; references from the film's website may also be included but do not count towards the required sources. **All Film Analyses must include a title page, introduction and conclusion, as well as a reference list. Title pages and reference pages do not count towards the page limit.**

Guest Lecture Reflections (2 x 15%)

As per Syllabus

*Students should note that there are four guest lectures scheduled this term – **students are only required to complete 2 reflections.** Therefore, students may select which two (2) guest lectures they wish to reflect on. **Critical Reflections are due by 11:59pm on the Friday of the week following the Guest Lecture.** If students select the final guest lecture, students should be aware that their final reflection will be due during the final examination period (11:59 pm on April 9th, 2021).*

NOTE: Students are expected to complete each of the 'Guest Lecture Reflections' individually and as assigned.

Students will then write a 3 to 5 page critical reflection on the guest speaker's talk which entails a) a summary of the talk and an exploration of how the talk related to the assigned reading from the speaker, b) draws on anthropological and ethnographic theories and content from the course to explain the aligned course topic(s), including the connections between the themes discussed by the guest speaker and the aligned course topic(s), and c) critically explores how the guest speaker's talk and associated reading have shaped their approach to travel / tourism.

A minimum of four (4) supportive peer reviewed references are required, in addition to use of relevant required readings for this course; references from the film's website may also be

included by do not count towards the required sources. **All Critical Reflections must include a title page, introduction and conclusion, as well as a reference list. Title pages and reference pages do not count towards the page limit.**

University, Faculty and Course Policies

University Policies: All students are to be aware of and adhere to the following Lakehead University policies; all University Policies can be found [here](#). Pay particular attention to those found under the Category of “Regulations” and “Student-Related”. If you have a question, please let me know by email or in-class. If you have a question, it is likely that at least a few others in the class are wondering the same thing. The following policies are of particular importance:

- **Student Code of Behaviour** Students are advised that as of May 1st, 2019 the Code of Student Behaviour and Disciplinary Procedures was rescinded and replaced by the:
 - **Student Code of Conduct - Academic Integrity**; it can be accessed here: <https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/student-code-of-conduct---academic-integrity/node/51262>,
 - **Student Code of Conduct - Non-Academic**; it can be accessed here: <https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/student-code-of-conduct---non-academic/node/51263>, and,
 - **Student Code of Conduct - Appeal Policy**; it can be accessed here: <https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/student-code-of-conduct---appeal-policy/node/51261>,
 - Furthermore, effective July 22, 2019 **the Student Code of Conduct - Appeal Policy: Judicial Panel Procedures** was also approved. It can be accessed here: <https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/student-code-of-conduct---appeal-policy-judicial-panel-procedures>.
- **Regulations** – General Information from the [Academic Calendar](#)
 - “It is the responsibility of each student registered at Lakehead University to be familiar with, and comply with all the terms, requirements, regulations, policies and conditions in the Lakehead University Academic Calendar. This includes, but is not limited to, Academic Program Requirements, Academic Schedule of Dates, University and Faculty/School Policies and Regulations and the Fees and Refund Policies and Schedules.”
- **Independent Work, Unauthorized Collaboration or Communication and Plagiarism**
 - Students are directed to SECTION III: VIOLATIONS OF THIS ACADEMIC INTEGRITY CODE concerning regulations on cheating and plagiarism.
 - Under this policy, **plagiarism is defined as:** Presenting another’s ideas or phrasings as one’s own without proper acknowledgement.
 - Examples include: copying and pasting from the internet, a printed source or other resource without proper acknowledgement; copying from another Student, whether past or present; using direct quotations or large sections of paraphrased material in an assignment without proper acknowledgement; submitting the same piece of work in more than one course without the permission of the instructor(s);

- Under this policy, **unauthorized collaboration or communication is defined as:**
 - Examples include: unauthorized collaborating between students; communicating with anyone other than an invigilator during an examination or obtaining any non-authorized assistance during a test or examination.
- **Plagiarism or unauthorized collaboration or communication will result in a mark of zero (0) for the work concerned, and students may face additional penalties under the Student Code of Conduct - Academic Integrity policy.**
- **Academic Misconduct** <https://www.lakeheadu.ca/faculty-and-staff/departments/services/provost-vice-president-academic/academic-integrity-plans-policies/academic-dishonesty-regulations>, and,
- **Accommodation for Students with Disabilities** All efforts will be made to ensure that appropriate accommodations for students are provided in accordance with University policy and where documented circumstance exist. <https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/accommodations-for-students-with-disabilities/node/1045>.

Course Policies: All students are to be aware of and adhere to the following course-specific policies, details of which are outlined below and additional policies, such as the Course Policy on Inclusive and Respectful Dialogue in Discussion Forums, can be found on the course website (under Course Policies).

- **Submission of Assignments** – All course assignments are to be submitted online using myCourseLink, and are due by 11:59pm Eastern Time (ET) on the date specified.
 - **Neither printed nor emailed course assignments will be accepted.**
 - All written course assignments must adhere to Chicago Manual of Style (CMOS) formatting guidelines.
- **Requests for Extensions** - Fair consideration of all requests for extensions on coursework will be given, provided they are requested as proactively as the situation allows. For this reason, extensions will be considered if requested 72 hours before the due date ***unless an emergency occurs.***
 - If you are struggling to meet a deadline, please contact me, rather than miss the deadline.
 - Students should be aware that ultimately decisions regarding extensions will be based on University Policy and in a manner that ensures fairness to **all students in the course.**
 - For this reason, students may be requested to provide a [Certificate of Illness or Incapacitation](#) from a doctor or other medical practitioner which details the length of their incapacitation.
- **Late Assignments** – As per Lakehead University policy, **late assignments will be assessed at a 10% deduction per day late to a maximum of 5 days at which point the point assignments will no longer be accepted** without a prior extension, compassionate circumstances, or a [Certificate of Illness or Incapacitation](#) from a doctor or other medical practitioner. Assignments will be considered late after 11:59pm ET on the due date.
 - For the purpose of determining a late penalty, weekends will count as 2 days.

- **No late assignments will be accepted after graded assignments have been returned to students.**
- This policy applies to all course assignments, as will the application of late penalties.
- **Accommodations** – Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities and/or medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities.
 - If you are a student with a disability or medical condition and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible.
 - For more information, please contact Student Accessibility Services <http://studentaccessibility.lakeheadu.ca> (SC0003, 343-8047 or sas@lakeheadu.ca).
 - Accommodations will be provided to students based on individual needs as determined in consultation with Student Accessibility Services.
- **Attendance and Engagement** - Attendance and Engage will be regularly monitored via the Student Progress tab on myCourselink / LEARN. Students who are not regularly signing into the course website, and actively working through the Weekly Checklist, readings and viewing, will receive follow-up communication from the Instructor to help ensure successful course completion and check up on student well-being.

Teaching Style

I use a Socratic teaching style. Therefore, a large part of my in-class teaching is interactive and includes posing questions. In an online learning environment, these may be replaced with questions inserted into the week's video lecture (see details below).

Class Format and Important Details:

This semester, this course will be delivered online via asynchronous lectures and weekly activities. Additional information is available via the Course's Desire2Learn / myCourselink site. A checklist of weekly tasks, as well as weekly lecture videos and resources are also available under the appropriate weekly tab under the Contents tab of Desire2Learn / myCourselink.

- Each week's material will automatically roll out at 9am (ET) Monday morning. If it fails to roll out, **please** email me so that I can connect with ITS to resolve the issue or troubleshoot your access.
 - **You will have access to Week 1 Materials after you finish reading the materials in the 'Meet Your Instructor' Section of LEARN, and have read the Course Syllabus, Course Schedule, and Course Policies.**
 - **You will have access to the Week 2 and subsequent materials commencing on Monday morning at 9am (ET) of the week in question.**

Recorded Lectures:

Wherever a recorded "mini-lecture" is presented for student's independent viewing, closed captioning will be used. Additionally, students are encouraged to take notes, pausing and replaying sections as needed to attain a basic understanding of the materials discussed.

Notetaking Guides:

Instructor's detailed notes / PowerPoints will **NOT** be provided to students. Instead, a Notetaking Guide, available as a .docx file will be provided to accompany each "mini-lecture" under the corresponding Week's tab on Desire2Learn / myCourseLink.. These guides are not intended to replace independent learning, or watching of recorded "mini-lectures", nor are they comprehensive. Instead, they are made available to assist students in active notetaking while watching the recorded content.

Notetaking Guides are provided as.docx files which are formatted to comply with AOD requirements for Accessibility, and to allow students to either actively take digital notes within the file or to print them and take manual notes while listening to / viewing the recorded content. As .docx files, they can also be combined with notes that students take during weekly independent and self-directed learning (e.g. while completing weekly readings).

Desire2Learn / myCourseLink:

Desire2Learn / myCourseLink will be used by the Instructor to facilitate this course, including upload weekly lectures and course related material (including posting durable links to supplemental required readings, assignment outline documents, etc.), grades will be posted, and updates will be added via this online learning support tool. **Engaging regularly with the Desire2Learn / myCourseLink site is essential to your success in the course** and includes staying up-to-date on course materials, announcements and related information.

Independent and Self-Directed Learning

Students will be required to undertake independent learning for this remote teaching and learning course. This entails completing weekly readings which will deepen their understanding of the materials presented in the recorded "mini-lectures". To assist with comprehension, and digestion of readings, students are invited to participate in weekly **ungraded** discussion forums, see below.

Discussion Forums

In the context of remote teaching and learning, critical engagement with the course content and one's peers is facilitated through Discussion Forums. The ongoing dialogue and feedback received through these **ungraded** activities are intended to help students to engage, critically, with the theories and concepts explored in class, while learning to apply them to their own travel experiences, local and international case studies, and required viewings. Each week, students will be presented with a series of questions aimed at helping them understand the weekly content on a deeper and more meaningful level. *Answering these questions, and discussing individual responses with peers replicates in class discussions while helping students understand multiple viewpoints and applications of theory.* While I hope students will engage with these Discussions, I do not expect perfection, rather steady progression towards deeper and more meaningful critical thinking and engagement with theory.

Offering examples from your personal travel experiences and exploring them through dialogue and in light of theory is highly encouraged in the Discussion Forums. To facilitate a deeper and more reflective understanding of course content, students are strongly encouraged to ask questions about their interpretation and understanding of the weekly readings in the Discussion Forums. As such, students who choose to engage in the Discussion Forums should do so having already completed the weekly readings.

Expectations

Your voice, your insight, and your presence are all important! Therefore, class participation is a substantial part of this class and you cannot participate if you are not present or are unprepared. In addition, attendance and being in class on time are professional behaviour that should be fostered now, if they are not already part of your academic routine. Additional expectations are outlined in the course's Desire2Learn / myCourseslink site under Course Policies.

Communication

The University requires all students to activate an official University email account. For full details of the Email Policy of Lakehead University, please visit:

<https://www.lakeheadu.ca/faculty-and-staff/policies/general/email-policy-of-lakehead-university>

You are required to obtain and use your LU email account for all communication between yourself and the University. Additionally,

Email correspondence should be professionally written, including proper punctuation and spelling. The subject line **must** begin with ANTH 4811, and **must** be sent from your Lakehead University email address, as per the above.

Support for Students

There are many resources available to support our students. These include but are not limited to:

- [Health and Wellness](#)
- [Student Success Centre](#)
- [Student Accessibility Centre](#)
- [Library](#)
- [Academic Support Zone](#) (Writing and Math Tutoring Centre)

Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities and/or medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please contact Student Accessibility Services <http://studentaccessibility.lakeheadu.ca> (SC0003, 343-8047 or sas@lakeheadu.ca).

Required Readings List

The following list includes all required readings derived from outside the course textbooks. Readings are listed by required read by date. Students are reminded that completing the required reading will enable them to engage meaningfully with the course material.

Week 1: Starting January 11th 2021

Students should familiarize themselves with the Course Syllabus, Assignment Outlines, and course website accessible via myCourseLink.

Hughes-Freeland, Felicia. "The Importance of Ethnographic Film / Video / Multimedia in the Development and Assessment of Anthropological Understanding". *Anthrovision*, 3, no. 1 (2015): 1 - 13.

Week 2: Starting January 18th 2021

No additional non-textbook readings.

Week 3: Starting January 25th, 2021

No additional non-textbook readings.

Week 4: Starting February 1st 2021

Coelho de Azevedo, Pedro Ricardo. "Review of Documentary: Common Roads - Pilgrimage and Backpacking in the 21st Century by Tommi Mende". *The International Journal of Religious Tourism and Pilgrimage*, 8, no. 3(2020): 168 – 170.

Week 5: Starting February 8th, 2021

Stronza, Amanda. "ANTHROPOLOGY OF TOURISM: Forging New Ground for Ecotourism and Other Alternatives." *Annual review of anthropology* 30, no. 1 (October 2001): 261–283

von Mossner, Alexa Weik. "Rising Waters: Submersion and Survival in Yung Chang's Up the Yangtze". *RCC Perspectives*, 2 (2012):45 – 52.

Week 6: Starting February 22nd, 2021

Snee, Helene. "Framing the Other: cosmopolitanism and the representation of difference in overseas gap year narratives". *The British Journal of Sociology*, 61, no. 1 (2013): 142 – 162.

Week 7: Starting March 1st, 2021

Fedele, Anna. "Energy and Transformation in Alternative Pilgrimages to Catholic Shrines: Deconstructing the Tourist/pilgrim Divide." *Journal of tourism and cultural change*, 12, no. 2 (April 3, 2014): 150–165.

Week 7 Guest Lecture Reading to be confirmed.

Week 8: Starting March 8th, 2021

Week 8 Guest Lecture Reading to be confirmed.

Week 9: Starting March 15th, 2021

Freidus, Andrea and Caro, Lennin. "Mobilizing Affect in the Search for Self-Transformation: A Case Study of Volunteer Transformation in Orphanage Tourism." *Annals of tourism research* 86 (January 2021): 1 - 10.

Guiney, Tess, and Mostafanezhad, Mary. "The Political Economy of Orphanage Tourism in Cambodia." *Tourist studies* 15, no. 2 (August 2015): 132–155.

Week 9 Guest Lecture Reading to be confirmed.

Week 10: Starting March 22nd, 2021

Haldrup, Michael. "Souvenirs: Magical Objects in Everyday Life." *Emotion, space and society* 22 (February 2017): 52–60.

Week 11: Starting March 29th, 2021

Sroyetch, Supattra. "The Mutual Gaze: Host and Guest Perceptions of Socio-Cultural Impacts of Backpacker Tourism: A Case Study of the Yasawa Islands, Fiji." *Journal of marine and island cultures* 5, no. 2 (December 2016): 133–144.

Week 12: Starting April 5th, 2021

Week 12 Guest Lecture Reading to be confirmed.

Student Resources

A NOTE ON ACCEPTABLE SOURCES:

It's perfectly acceptable for an academic paper to cite non-scholarly sources. For instance, if you wanted to argue that a summer camp provides services to a specific therapeutic population, you would probably be expected to describe the camp by quoting key phrases or slogans from their mission, vision and values, or including information from annual reports, and refer to their program offerings. **BUT: this kind of a paper wouldn't be a researched academic essay, unless** it was also grounded in recent research on such subjects as psychology, physical activity, and therapeutic recreation. For this reason, students must include a minimum number of academic sources in each assignment. These academic sources may then be supplemented with alternative sources from government, industry, and popular media. However...

WIKIPEDIA IS NOT AN ACCEPTABLE SOURCE!!!