COURSE DESCRIPTION
This course turns a critical eye on the tourism industry in order to study the gender and sexual politics of leisure travel. We will ask how gender, tourism, and other forms of global travel come together in the contemporary world. The questions at the heart of this class include: who is touring, and who is being toured? Why do people travel, and where do they go? Which bodies, cultures, and landscapes are for sale? How do the hosts of tourism feel about these outside visitors? Drawing on the insights of women’s and gender studies, this course pays particular attention to the politics of sexuality that structure tourist practices and economies. In addition to looking at how sex is used to describe and market travel destinations, we will also ask how differences – like race, gender, class, sexual identity, and national origin – affect the ways in which people encounter tourism.

COURSE GOALS
• Improve critical thinking by developing evaluative, problem-solving, and expressive skills.
• Enhance group communication skills through discussions, small-group work, and presentations.
• Develop intellectual curiosity and better understand the role of a student in an academic community.
• Understand the origin and impact of tourism industries on local communities and the global economy
• Gain fundamental research skills, such as finding original primary sources and locating appropriate scholarly resources
• Learn and apply basic concepts from Women’s and Gender studies in the analysis of personal experience as well as cultural practices and representations
COURSE MATERIALS

- Jamaica Kincaid’s *A Small Place* (New York: FSG, 2000 [1988])
- Additional readings will be available as PDFs on the course Blackboard site.

COURSE REQUIREMENTS

1. **Class Attendance & Participation (20%)**:
   
   You must complete all of the assigned readings and come prepared to discuss the course material. You are expected to bring hard copies of the readings to each meeting. That is, you will need to print out the PDFs from Blackboard. I will ask you to show me these documents when I take attendance at the start of class. Phones, tablets, laptops, or other e-reading devices are not permitted in this class.

   Consistent attendance and thoughtful participation are crucial, especially in a small seminar with a shortened schedule. Arriving excessively late or leaving early will count as an absence. I do not distinguish between excused and unexcused absences. After one absence, your participation grade will be lowered one full letter grade for each additional absence.

   To receive an A for participation, you must have excellent attendance in addition to never being distracted during class, always coming prepared (with the readings completed), and frequently weighing in during our in-class conversations (while also making room for other students to participate). If you have decent attendance and complete the readings without bringing them or completing the discussion questions, you will earn a C for participation. Students who are only sometimes prepared, who are often distracted, and who rarely contribute to discussion can expect to receive an F for participation.

   **Spring Commons Day**
   
   All students in a Freshman 102 Seminar are required to attend a Spring Commons Day Event on Wednesday, March 26, 2014. For more information about this day visit, see [http://ucolleges.stonybrook.edu/spring-commons-day](http://ucolleges.stonybrook.edu/spring-commons-day).

   **GLS Program Attendance Requirement:**
   
   As a member of the College of Global Studies (GLS) and as part of your GLS 102 class, you must attend at least 2 programs from the list provided during the spring semester. At least 1 program should come from the "academic" category and 1 from the "social" category. Attendance will be recorded at each event and shared with faculty. If you miss one of these events, your participation grade will be lowered one full letter grade. If you miss both of these events, your participation grade will be lowered two letter grades. For more information, see [http://www.stonybrook.edu/ucolleges/gls/activities.shtml](http://www.stonybrook.edu/ucolleges/gls/activities.shtml).

   **University Scholar students are strongly encouraged to attend GLS programs, but are not required. Scholars have their own event requirement, which includes at least one Scholars (for-credit) event and one GLS (for-credit) event per semester, or two Scholars (for-credit) events.**
2. **Reading Responses (15%)**:
   For four of our seven classes, you are required to complete a reading (or two) before coming to class. On these days, you must also turn in your “Reading Response” worksheet. These worksheets ask you to briefly answer a series of questions about the reading, so you’ll be ready to start talking about the material when you arrive in class. After downloading a blank worksheet from Blackboard, you have two options: 1) type your answers into the Word doc, and then print it out; 2) print out the blank form, and handwrite your answers. Either way, your answers should not exceed the one page that is the worksheet. Note: I won’t be grading these responses on content. That is, you won’t be marked down if you are confused or don’t fully understand the author’s argument. Rather, I want to see that you’ve made a significant effort to understand the reading and that you are engaging thoughtfully with the big ideas.

3. **Critical Autobiography (20%)**:
   You will write a 2- to 3-page critical essay where you reflect upon a recent experience with tourism. You are welcome to write about a time when you were doing the touring or when you were being toured. In other words, you have lots of options: you might write about a recent vacation you took or an incident when you accidentally felt like a tourist; you might choose to write about a moment where a commercial or a film made you want to take a trip somewhere; or you might write about living or working at a tourist destination. Regardless of your precise topic, your paper will be more than just an autobiography. You should draw upon our class discussions and any relevant readings to think critically about your gendered, racialized, and sexualized position within tourism economies. You are required to talk about Sharon Bohn Gmelch’s essay “Why Tourism Matters” and Cynthia Enloe’s chapter “On the Beach: Sexism and Tourism” in your essay. The strongest essays will draw thoughtful connections between the personal narrative and the scholarly analyses. Critical autobiographies are due on Wed, Feb 12.

4. **Group Project (45%)**
   The readings for this course focus on Caribbean tourism. But there are many other places where people tour and are toured! Over the course of the semester, you will work with two other students to conduct research on another tourist site. There are three parts to this research project. First, you will need to learn about the history of tourism in the location you choose: you will need to figure out why tourism started there, who benefits from the industry, which travelers tend to visit, what kinds of things tourists do there, and who is exploited in the process. Second, you will need to find out what feminist tourism studies scholars have said about the site you are studying. That means you’ll have to search the library databases for scholarly books and articles. Finally, you will compile an archive of primary documents related to tourism in your location: advertisements, youtube videos, websites, travel guides, memoirs, news stories, fictional representations, etc.

   **Group Presentation (20%)**: On the last day of class, Wed, March 12, your group will give a 15-minute presentation on your tourist site. In addition to giving us a brief history of the tourism industry in your location, you will also conduct an analysis of two of the primary documents you found. Your analysis will draw on the scholarly readings you located, and
will focus on questions of race, gender, and sexuality. Detailed instructions for the presentation will be available on Blackboard.

Annotated Archive (20%): Your group will also put together a hard copy of an archive on your destination that will be due on the day of your presentation, Wed, Mar 12. This archive will include a brief annotated bibliography and the five best primary documents you found (which will also be annotated). Your annotated bibliography should include at least three scholarly books or articles. You will include the full citation for each entry, and you will collectively write a 3- to 4-sentence synopsis of the author’s argument. You will also need to annotate the primary documents. For each of your five sources, you will include a brief 5- to 6-sentence paragraph, explaining where you found the document and describing its relation to the theme of sexual politics. Detailed instructions for the annotated archive will be available on Blackboard.

Reflection Essay (5%): Lastly, your group will co-write a 1-page essay explaining how you divided up the work for this assignment in order to demonstrate that the labor was evenly distributed. This essay is also due on Wed, Mar 12.

EVALUATION AND GRADING PROCEDURES
Each Freshman 102 Seminar is a 1-credit course. Students may receive a grade between A-C or a U (Unsatisfactory).

WRITING ASSIGNMENTS
Students must type and double space all written assignments. Use 1-inch margins and 12-point Times New Roman font. Include page numbers. Be sure to replace printer cartridges when necessary. Back up your work. Never turn in the only copy of an assignment. All of your essays should follow the Modern Language Association (MLA) style guidelines and include proper citations and a works cited page. This should not pose a problem since full citations for all of the readings are included right here on the syllabus.

Please feel free to contact me at any point during your writing process for any of the assignments. While I am not able to read entire drafts of your papers, I am happy to take a look at outlines, introductions, and/or thesis statements. Or, if you are at an earlier stage in the writing process, I can provide support as you start brainstorming and begin organizing your ideas. Stop by my office hours, or send me an email. You must, however, contact me more than 24 hours before the deadline. Last minute requests for assistance will not be honored.

IMPORTANT: I will NOT accept late assignments. If you do not turn in your Reading Responses on the day they are due, then you get a 0 on that assignment. If you do not turn in your Critical Autobiography on the day it is due, then you get a 0 on that assignment. If you do not turn in the Annotated Archive and the Reflection Essay on the last day of class, then you get a 0 on that assignment. If you foresee potential complications in completing an assignment on time, please speak to me as soon as possible. I am willing to discuss extensions on assignments if – and only if – you contact me before the assignment is due. All requests for extensions made on the due date will be denied.
**ACADEMIC INTEGRITY**
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

**AMERICANS WITH DISABILITIES ACT**
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, Room 128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

**CRITICAL INCIDENT MANAGEMENT**
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.

**CLASSROOM ETIQUETTE**
A productive classroom atmosphere depends on the behavior of both the professor and the students. Differences of opinion are welcome. But manners always count. We will all speak to each other in terms of careful respect. Our aim is to create a congenial, educational environment, but we should not forget that this is a professional space. Comments in class should be informed, based on the assigned materials not on personal anecdotes. Since the success of this course depends greatly on the level of participation in the class, I ask that each of you do your best to speak at least once during each meeting. Consider it an act of generosity to your classmates (and, let’s face it, the professor).

I expect each and every one of you to spend the duration of class in the room and visibly engaged with the lesson. We will all arrive on time and stay until the end. Please plan ahead in order to limit the number of times you need to leave the room during our meetings. Absolutely no texting. Turn your cell phones off. Laptops are not permitted in my class. If there are extenuating circumstances requiring you to have your phone on and/or use a laptop, please make a formal request for an exemption on your info sheet and then come see me as soon as possible.

**EMAIL ETIQUETTE**
You are welcome to email me to request assistance with an assignment, to schedule an appointment with me, or to ask a question not clarified on the course syllabus. Just be sure to practice your professional communication skills. Include a proper form of address (“Hi Professor,” or “Dear Liz,”), and sign your message with your full name. Rather than replying to a mass email that I sent to the entire class, I recommend starting a new email thread by composing
a separate message with a detailed subject line indicating the nature of your email. You can expect to hear back from me within twenty-four hours.

**COURSE CONTENT**
*All course material is required.* Students should keep in mind that this class requires the viewing, reading, and discussing of material dealing with sexuality, morality, and other topics about which people feel strongly. If you have concerns or reservations in regards to this material, then you may wish to consider dropping the course. This syllabus functions as a contract between the student and the professor. By enrolling in this class, students agree that they have read and understood this statement and that they will abide by the course requirements described in this document.

**COURSE EVALUATIONS**
Each semester Stony Brook University asks students to provide feedback on their courses and instructors through an online course evaluation system. The course evaluation results are used by the individual faculty, department chairs and deans to help the faculty enhance their teaching skills and are used as part of the personnel decision for faculty promotion and tenure.

Stony Brook contracts with an outside vendor to administer the surveys and all results are completely anonymous. No individually identifiable data are ever reported back to the university or instructor. Students who have completed previous evaluations can view all faculty ratings at: [tlt.stonybrook.edu/evaluate](http://tlt.stonybrook.edu/evaluate)

**QUESTIONS?**
Feel free to contact me to discuss the course at any point during the semester. Come to my office hours, make an appointment with me, send me an email, or see me after class.

**SCHEDULE OF READINGS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
</table>
In-Class Film: *Couple in a Cage*  
Reading Response #1 Due |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
</tr>
</thead>
</table>
| 2/12 | Tourism and Political Economy | No Required Readings  
(But I recommend that you start reading Jamaica Kincaid, *A Small Place* (New York: FSG, 2000 [1988]).)  
In-Class Film: *Life and Debt*  
**Critical Autobiography Due** |
**Reading Response #2 Due** |
In-Class Films: *Rent a Rasta*  
**Reading Response #3 Due**  
(You are required to read both articles, but you only have to do a reading response worksheet for one of them. Your choice!) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/12</td>
<td>Student Symposium</td>
<td>Reading Response #4 Due&lt;br&gt;&lt;br&gt;Group Presentations, Annotated Archive, and Reflection Essays Due</td>
</tr>
</tbody>
</table>