



University of Illinois  
Department of Recreation, Sport and Tourism

**RST 350 – Tourism & Culture**  
**Spring 2018**

Tuesday/Thursday 12:30pm-1:50pm 328 Armory  
**Pre-requisites:** Junior or Senior standing or permission of instructor  
**Course fee:** \$30.00 **Field Trip Required**

**Instructor Information and Office Hours**

Nuno F. Ribeiro, PhD

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<https://sites.google.com/site/nunofribeirowebsite/>

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Office hours: by appointment; if my office door is open, you are welcome to come in and talk.

Teaching Assistant:

Milae Lee, MS

225 Huff Hall

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Office hours: Tuesday 2:00pm-4:00pm

**COURSE CATALOGUE ENTRY**

Studies the relationships that exist between tourists, hosts, their respective culture(s), and the cultural environments in which they interact. Studies tourism and its impacts across cultural boundaries, as well as concepts of cultural authenticity, modernity, image creation, social justice, diversity, and representation of social, racial and ethnic groups. Field trip required.

**COURSE DESCRIPTION**

*“Ichi-go ichi-e (一期一会 "one time, one meeting; treasure the meeting")”*  
Sen no Rikyū (16<sup>th</sup> century Japanese tea master)

This course introduces upper undergraduate students to the intricate global phenomenon that is tourism, analyzing its cultural importance and significance for guests (tourists), hosts (local communities), business providers, and tourism organizations. The role of tourism as a powerful agent of change is particularly emphasized. This course is designed to be an upper division

course, with minimal lecturing and a great deal of emphasis on active learning, discussion, simulation, and case study analysis.

## COURSE OBJECTIVES

Following successful completion of RST 350, the student will:

- **Recognize, describe, and expound** on tourism as a complex and multi-layered phenomenon, with profound impacts on the world we live in, and only possible to be understood via a multidisciplinary, cross-cultural perspective;
- **Identify, understand, distinguish, and apply** key tourism and culture concepts and theories, to both current day events and intellectual discussion;
- **Recognize, define, and elaborate** on the processes through which culture(s) is(are) affected by tourism and travel;
- **Analyze and discuss** past, current and future trends of the tourism system, with an emphasis on cross-cultural exchange;
- **Identify** the major cultural and societal impacts of tourism, and **distinguish** between desirable and nefarious impacts of tourism on culture and vice-versa;
- **Reflect** on how tourism influences the lives of hosts and guests, the lives of those around them, the world they live in, and how they themselves are active agents in that process;
- **Produce, present, and integrate** a multimedia presentation showcasing the inter-dynamics between tourism and culture, as applied to the local reality;
- **Develop and exhibit** an increased cross-cultural awareness and understanding of the world we live in, wherein travel and tourism play a crucial role.

I will strive to make this course both useful and interesting. I believe you will find this course to be a thought-provoking and enjoyable learning experience, regardless of your major field of study and eventual career path.

## REQUIRED MATERIALS FOR THE COURSE

Required readings for the course will be provided via the Compass2g website (<https://compass2g.illinois.edu>). These readings will come from scholarly and non-scholarly books, academic journals, important broadsheets, practitioners' publications, edited volumes, etc.

You should also familiarize yourself with the following resources, which will serve as your guide for formatting most written communications:

- <http://owl.english.purdue.edu/owl/resource/681/1/>
- <http://uiuc.libguides.com/content.php?pid=8115>

Similarly, you will also find Strunk & White's guide to better writing in English immensely useful: <http://faculty.washington.edu/heagerty/Courses/b572/public/StrunkWhite.pdf>

You will need a laptop computer for specific classes, equipped with Microsoft Office or equivalent (e.g., Open Office), as well as wi-fi capabilities. Some classes will be held outside the classroom. For some classes you will be required to wear business attire. UIUC's Career Center (<http://www.careercenter.illinois.edu/>) lends business attire to students at no cost (<https://www.careercenter.illinois.edu/service/career-closet>). Should you encounter any difficulty

in securing any materials for this course, please contact the instructor. A bibliography and filmography can be found in Appendix A to this syllabus.

## ASSIGNMENTS AND EVALUATION

All assignments, unless otherwise stated, should be submitted electronically via Compass2g. Students are responsible for ensuring assignments are submitted correctly and before the deadline. Unless otherwise noted, the deadline for submission of assignments is the end of business day, or 4pm, the day the assignment is due. The desired format for each assignment will be provided in advance. Assignments will be graded via the use of rubric(s). References are to be included both in text and at the end of text. This course is designed to inculcate standard practices in the modern business environment – thus, following desired format/template will accrue in points.

### Quizzes

There will be **ten quizzes** consisting of questions from the material. Quizzes will take place during class time, typically at the beginning of class. Quizzes are to be taken individually. Quizzes are not cumulative. Students may bring one (1) handwritten 3” x 5” index card (front & back) with summarized material for reference.

### Exams

There will be **two examinations** consisting of questions related to the course materials and readings. Exam questions may include multiple choice, true-false, development questions, and case study analysis. Exams are to be taken individually. Exams are cumulative. Students may bring one (1) handwritten 3” x 5” index card (front & back) with summarized material for reference.

### Writing Assignments

There will be **ten writing assignments** that typically consist in a short reaction paper (150-250 words) to a lecture, reading, class discussion, film, etc.

### Professional Development Days

There will be **five professional development days** focusing on topics recommended by alumni, industry leaders, faculty, and student interest. Students are required to wear business attire to these classes.

### Final Project

A significant portion of the points earned in this course will come from designing and completing **one multimedia final project**. This project will consist in a video presentation (i.e., a short film, no longer than 3mins), showcasing at least one aspect/theory of the dynamics between culture and tourism discussed in class. A short companion paper (1,000-1,200 words) discussing how the film incorporates and addresses material from the course will be part of the final project. In addition to the final submission of the project, students will have to submit draft versions of their project on three separate occasions throughout the semester. Students may complete the final project individually or in groups of no more than four persons. A rubric for the final project will be provided. The final project replaces the final exam for the course.

Assignments	Total points	% of Final Grade
Quizzes (10 @ 25 pts)	250	25%
Exams (2 @ 100 pts)	200	20%
Writing Assignments (10 @ 20 pts)	200	20%
Professional Development Days (5 @ 20 pts)	100	10%
Final project (video + paper)	250	25%
Final Project Checkpoint #1	10	1%
Final Project Checkpoint #2	25	2.5%
Final Project Checkpoint #3	50	5%
Final Video Submission	100	10%
Final Companion Paper Submission	65	6.5%
<b>Total</b>	<b>1,000</b>	<b>100%</b>

### Grading

Barring unforeseen complications or Compass-related challenges, all assignments will be graded via Compass within two weeks of their submission. It is expected that students regularly check Compass to verify that their grades are posted. Written assignments will be graded using a rubric. For all assignments, it is expected that students will demonstrate proficiency with grammar, syntax, punctuation, and appropriate citations. It is expected that students will have proofread and edited their assignments thoroughly; therefore, grammatical and/or mathematical errors will result in the loss of points.

### Grading Scale

Letter	Points	Percentage	Letter	Points	Percentage	Letter	Points	Percentage
A+	975-1,000	98-100	C+	775-794	78-79	F	0-594	0-59
A	935-974	94-97	C	735-774	74-77			
A-	895-934	90-93	C-	695-734	70-73			
B+	875-894	88-89	D+	675-694	68-69			
B	835-874	84-87	D	635-674	64-67			
B-	795-834	80-83	D-	595-634	60-63			

### Make-ups and late assignments

There will be no scheduled make-up assignments. Missing a scheduled assignment due to an acceptable excuse as per the Student Code (e.g., illness, family emergency, university conflict)

will result in another assignment being given. Every effort should be made (e.g., email, voicemail, message with the RST office) to notify the instructor/TA at least 24 hours in advance. Students will need to show documentation (e.g., team absence form, medical note, letter from the Emergency Dean) for missing the assignment. Documentation is needed for the assignment to be graded and recorded. Late assignments are penalized at the rate of 10% per day (including week-end days). Unless otherwise stated, all assignments given in this class should be completed individually.

### **Extra Credit**

Students will have several opportunities to earn additional credit in this course. Extra-credit opportunities may earn the student up to 50 points (5% of the course grade). See attendance policy below.

### **ACADEMIC INTEGRITY**

It is expected that students have a familiarity with the University's Code of Policies and Regulations Applying to All Students (hereafter referred to as the Student Code), and that they will govern their conduct accordingly. Infractions of the Code are viewed as serious, and will be the cause for referral for disciplinary action. You may view the Code online at: <http://admin.illinois.edu/plocy/code/index.html> and the College of AHS's academic standards here: <http://advising.ahs.illinois.edu/AcademicPolicies/AcademicStandards.aspx>

**Academic integrity** is the pursuit of scholarly and creative activity in an open, honest, and responsible manner, free from fraud and deception. Plagiarism or other forms of academic dishonesty will result in penalties according to Section 4, Article 1 of the Student Code ([http://studentcode.illinois.edu/article1\\_part4\\_1-402.html](http://studentcode.illinois.edu/article1_part4_1-402.html)). Students who do not understand relevant definitions of academic infractions contained in Section 4, Article 1 must contact one the instructor/TA for further explanation during the first week of class.

Please note that, pursuant to the Student Code ([http://studentcode.illinois.edu/article1\\_part4\\_1-402.html](http://studentcode.illinois.edu/article1_part4_1-402.html)), you are not to submit work for credit more than once without permission from the instructor to whom the work is being submitted. Thus, you must secure permission from the instructor in writing before submitting previously submitted work. Such permission must be secured before the deadline for submission of the assignment.

*Note also that, for the majority of the written assignments due for the course, anonymous examples of similar assignments completed by previous students in the course deemed excellent will be provided for reference. These are meant for reference only. Copying/paraphrasing from them without attribution constitutes plagiarism, and will be dealt with accordingly.*

All student coursework will be subject to plagiarizing-detection software ('SafeAssign'). Students will have the opportunity to review the SafeAssign score for each assignment submitted before final submission for grading. Academic misconduct matters will be dealt with using the Faculty Academic Integrity Reporting System (FAIR).

***NB: Course content provided to students in and out of class, orally, visually, or in written form, via electronic (e.g., via Compass2g), or any other means of communication is meant for individual educational purposes only. Students under no circumstance are to distribute it, in part or in whole, without written attribution and permission.***

## ATTENDANCE AND TIMELINESS

Attendance in the class will follow the stipulated in the Student Code ([http://studentcode.illinois.edu/article1\\_part5\\_1-501.html](http://studentcode.illinois.edu/article1_part5_1-501.html)), and mirror standard practices in the business environment, i.e., attendance is expected and recorded. Thus, regular attendance is rewarded in a non-punitive manner:

# classes missed	extra-credit points earned
0-1	25
2	15
3	5
4 or more	0

“Punctuality is the courtesy of kings.” Never be late, and strive to be early. Being on time means that you will be inside the classroom/class meeting space at least a few minutes prior to class time. Students who arrive unjustifiably late for class will be marked absent. Similarly, students who arrive unjustifiably late for examinations, quizzes, etc., will receive a zero for that particular assessment.

## CONDUCT

RST faculty expects that all students be fully engaged with classroom activities and presentations, thereby contributing to a climate of engagement throughout the class. Thus, using a cell phone, working on assignments for other courses, reading newspapers or books, doing email, surfing the internet, playing computer games, or sleeping are unacceptable. Any student who engages in behaviors, such as these, which are inconsistent with full engagement in class activities, will be addressed by the instructor directly.

All communication with the instructor, teaching assistant, and other students should be considered practice for professional development. Be polite, courteous, and succinct in every communication. In general, students can expect to receive responses to email within two (2) business days. Impolite/unprofessional inquiries will remain unanswered.

## ACADEMIC ACCOMMODATIONS AND ADJUSTMENTS

Your success as a student is of the utmost importance to me. If you require special learning accommodations for this class, you are advised to contact me and the Division of Disability Resources and Educational Services (DRES) as soon as possible. In accordance with the American with Disabilities Act (<http://www.ada.gov/>) and the Student Code (<http://admin.illinois.edu/policy/code/>), I will make reasonable accommodations for all students with disabilities who request these services. As noted in the Student Code (Article 1, Part 1, § 1-110b):

*In general, it is the responsibility of students to make their status as a person with a disability and their need for accommodations known. All requests for reasonable accommodations should be directed to the DRES Student Services Office (333-4603 or [disability@uiuc.edu](mailto:disability@uiuc.edu)). The determination of reasonable accommodations will be based upon an individual student's needs. Academic accommodations shall be developed in consultation with the faculty member for whose course the accommodations are sought.*

To contact DRES, you may visit 1207 S. Oak Street, Champaign, IL, Call 333-44603 (V/TDD), or email a message to: [disability@uiuc.edu](mailto:disability@uiuc.edu). Students are also reminded that academic adjustments may be possible for temporary disabilities (e.g., broken hand, visual impairment, etc.). Please note that my office (204S Huff) is located in a non-ADA accessible area. The RST department and the AHS College have private meeting rooms that can be used to meet with students if necessary. Please do not hesitate to contact me as early as possible if there is anything I can do to enhance your learning experience.

### **COURSE EXPECTATIONS AND ADVICE**

This is an upper-level course. Accordingly, students should expect to devote at least four to six hours per week to readings and preparing assignments outside of class time; this amount of time should increase in preparation for examinations and final project submission. Students should be prepared to read *at least* 60 pages per week in RST 350. Similarly, students should be prepared to write on a daily basis, and submit larger writing assignments weekly. The capstone project for the course replaces the final examination, and incorporates all of the assignments and learning outcomes developed throughout the course. Students are strongly encouraged to devote regular weekly times to study for this course. It is preferable to work diligently for short, frequent, and regular periods, to attempt to cram everything at the last minute; the results of the latter will not meet expectations for this course.

This class will also be discussion-based rather than lecture-based which means students are expected to come to class prepared to engage with the course materials. In this regard and in anything else, your success is of the utmost importance to me. Do not hesitate to contact me at any time should you require assistance. Lastly, I trust you will find the following quotes inspirational:

*“Travel is fatal to prejudice, bigotry, and narrow-mindedness, and many of our people need it sorely on these accounts. Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the earth all one’s lifetime” – Mark Twain*

*“I am driven by two main philosophies: Know more about the world than I did yesterday; And lessen the suffering of others. You will be surprised by how far that gets you.” – Neil DeGrasse Tyson*

**RST 350– Tourism & Culture (Spring 2018)**  
Tentative Course Schedule\*

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments due</b>	<b>Observations</b>
Tuesday, Jan. 16	Welcome! Introductions and Expectations; Challenges for the future tourism professional	Syllabus; Becker (2013)		
Thursday, Jan. 18	Introduction to Tourism and Culture; Key Concepts and Definitions	Edensor (2009); Prosser (2012)	Assessment Quiz Writing Assignment #1	Film excerpt: <i>L'auberge espagnole</i>
Tuesday, Jan. 23	Tourism as a global phenomenon: The tourism system	Page (2012)	Quiz #1	Film excerpt: <i>Global Villages</i>
Thursday, Jan. 25	Why do people travel? Cultural motivations for tourism behavior	Pearce (2014)	Writing Assignment #2	Film excerpt: <i>The Beach</i>
Tuesday, Jan. 30	Tourism, culture, and hedonism	Ribeiro & Yarnal (2008)	Quiz #2	Film excerpt: <i>Heading South</i>
Thursday, Feb. 1	Case Study: Sex Tourism	Williams (2012)	Final Project Checkpoint #1	Film excerpt: <i>Paradise: Love</i>
Tuesday, Feb. 6	Hosts and Guests I: The tourists	Smith (1989)	Quiz #3	Film excerpt: <i>Mr. Hulot's Holidays</i>
Thursday, Feb. 8	Hosts and Guests II: The tourists cont.	Smith (2001a)	Writing Assignment #3	Film excerpt: <i>Cannibal Tours</i>
Tuesday, Feb. 13	Hosts and Guests III: The locals	Smith (1989b)	n/a	Film excerpt: <i>Parts Unknown: Iran MARDI GRAS</i>
Thursday, Feb. 15	Hosts and Guests IV: The locals cont.	Smith (2001b)	Writing Assignment #4	Film excerpt: <i>Cannibal Tours</i>
Tuesday, Feb. 20	Tourism, Culture, and Authenticity I: Searching for the Authentic	Cohen (1988)		Film excerpt: <i>The Search for General Tso</i>
Thursday, Feb. 22	Visit to <a href="#">Asian American Cultural Center</a> (1210 Nevada St., Champaign)	Guangrui & Lew (2003)	Professional Development Activity #1	business attire required;
Monday Feb. 26 – Wednesday Feb. 28	<a href="#">Illinois Governor's Conference on Travel &amp; Tourism</a>			Chicago, IL
Tuesday, Feb. 27	Visit to <a href="#">Native American House</a> (1206 Nevada St, Champaign)	Laxson (1991)	Professional Development Activity #2 Writing Assignment #5	business attire required;
Thursday, Mar. 1	Tourism, Culture, and Authenticity II: The Invention of Tradition	Griffin & Ging (2013)	Final Project Checkpoint #2 Quiz #4	Film excerpt: <i>Trobriand Cricket</i>

Tuesday, Mar. 6	Tourism, Culture, and Authenticity III: Case studies	Bruner & Kirshenblatt-Gimblett (1994)	Quiz #5	Film excerpt: <i>The Toured – The Other Side of Tourism in Barbados</i>
Thursday, Mar. 8	Tourism, culture, and sustainability	Eijgelaar & Peeters (2014)	Writing Assignment #6	Film: <i>Bye Bye Barcelona</i>
Tuesday, Mar. 13	Catch Up and Review	Review materials for the exam	Quiz #6	Film: <i>Bye Bye Barcelona</i>
Thursday, Mar. 15	Exam #1	N/A	Exam #1	
Tuesday, Mar. 20	SPRING BREAK – No classes			
Thursday, Mar. 22	SPRING BREAK – No classes			
Tuesday, Mar. 27	Case Study: Food Tourism	Teixeira & Ribeiro (2013)	Quiz #7	Film excerpts: <i>Eat, Pray, Love; Jiro Dreams of Sushi;</i>
Thursday, Mar. 29	Field Trip – <a href="#">Allerton Park</a>	<a href="#">History Of Allerton Park</a>	N/A	outdoor attire required
Tuesday, Apr. 3	Visit to <a href="#">Bruce Nesbitt African American Cultural Center</a> (51 East Gregory Dr., Champaign)	Bruner & Kirshenblatt-Gimblett (1994)	Professional Development Activity #3	business attire required
Thursday, Apr. 5	Tourism, culture, and heritage	Bruner (2005)	Quiz #8	Film excerpt: <i>The Art of Travel</i>
Tuesday, Apr. 10	Visit to <a href="#">La Casa Cultural Latina</a> (1210 West Nevada Street, Urbana)	Schettini & Trancoso (2011)	Professional Development Activity #4 Writing Assignment #7	business attire required
Thursday, Apr. 12	Student Project Presentations	N/A	Final Project Checkpoint #3	Student films
Tuesday, Apr. 17	Visit to <a href="#">Japan House</a> (2000 S. Lincoln Av., Urbana)	Guichard-Anguis (2008)	Professional Development Activity #5	business attire required
Thursday, Apr. 19	Student Project Presentations	N/A	Writing Assignment #8	<i>ICES evaluations</i> Student films
Tuesday, Apr. 24	Catch Up and Review	Review materials for the exam	Quiz #9 Writing Assignment #9	Film excerpt: <i>Out of Africa</i>
Thursday, Apr. 26	Exam #2	N/A	Exam #2	
Tuesday, May 1	Last class and goodbye: Tourism as a force for change	Ap & Var (1990)	Quiz #10	Film excerpt: <i>L'auberge espagnole</i>
Friday, May 4	Final project due (on compass)	N/A	Professional Development Activity #6 Writing Assignment #10 Final project (video and paper) finished version	

\* This is a tentative course schedule. It is subject to change. Changes to the course schedule will be communicated to the students in class and via compass2g/email.

## Appendix A: References

### BIBLIOGRAPHY

#### Required Readings ([on Compass2g](#))

- Ap, J., & Var, T. (1990). Does tourism promote world peace? *Tourism Management*, 11(3), 267-273.
- Becker, E. (2013). *Overbooked: the exploding business of travel and tourism* (pp. 1-28). New York: Simon and Schuster.
- Bruner, E. M. (2005). *Culture on tour: Ethnographies of travel* (pp. 101-123). Chicago: University of Chicago Press.
- Bruner, E., & Kirshenblatt-Gimblett, B. (1994). Maasai on the lawn: Tourist realism in East Africa. *Cultural Anthropology*, 9, 435-470.
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- Edensor, T. (2009). Tourism. (encyclopedia entry). In T. Jamal & M. Robinson (Eds.). (2009). *The SAGE handbook of tourism studies* (pp. 301-312). London: SAGE Publications Ltd.
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- Gretzel, U., & Fesenmaier, D. R. (2003). Implementing a knowledge-based tourism marketing information system: The Illinois tourism network. *Information Technology & Tourism*, 6(4), 245-255.
- Griffin, B., & Ging, E. (2013). Re-enactment as an aspect of cultural tourism. In R. Raj., K. A. Griffin, & N. D. Morpeth (Eds.), *Cultural Tourism*, (pp. 212-225). Boston: CABI Publishing.
- Guangrui, Z. & Lew, A. A. (2003). Introduction: China's tourism boom. In A. A. Lew, L. Yu, J. Ap, & Z. Guangrui (Eds.). *Tourism in China* (pp. 3-12). New York: Haworth.
- Guichard-Anguis, S., (2008). Introduction: The culture of travel (*tabi no bunka*) and Japanese tourism. In S. Guichard-Anguis & O. Moon (Eds.). *Japanese tourism and travel culture* (pp. 1-18). New York: Routledge.
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- Page, S. J. (2012). Tourism today: Why is it a global phenomenon embracing all our lives? In *Tourism Management* (4<sup>th</sup> ed.) (pp. 1-34). New York: Routledge.
- Pearce, P. L. (2014). Tourism motivations and decision making. In A. A. Lew, C. M. Hall, & A. M. Williams (Eds.), *The Wiley-Blackwell companion to tourism* (pp. 45-54). New York: Wiley & Sons.
- Prosser, R. (2012). Tourism. (encyclopedia entry). In R. Chadwick (Ed.), *Encyclopedia of applied ethics* (2<sup>nd</sup> ed.) (pp. 386-406). San Diego, CA: Academic Press.
- Reisinger, Y. (2009). *Cross-cultural behaviour in tourism* (pp. 3-29). New York: Butterworth-Heinemann.

- Ribeiro, N. F., & Yarnal, C. M. (2008). 'It wasn't my sole purpose for going down there' — An inquiry into the Spring Break experience and its relation to risky behaviors and alcohol consumption. *Annals of Leisure Research*, 11(3-4), 351-367.
- Smith, V. L. & Brent, M. (Ed.). (2001). *Hosts and guests revisited: Tourism issues of the 21<sup>st</sup> century* (pp. 80-92, 161-174). New York: Cognizant Communication.
- Smith, V. L. (Ed.). (1989). *Hosts and guests: The anthropology of tourism* (2<sup>nd</sup> ed.) (pp. 187-202, 237-246). Philadelphia: University of Pennsylvania Press.
- Teixeira, V. A. V., & Ribeiro, N. F. (2013). The lamprey and the partridge: A multi-sited ethnography of food tourism as an agent of preservation and disfigurement in Central Portugal. *Journal of Heritage Tourism*, 8(2-3), 193-212.
- Weaver, D. (2014). The sustainable development of tourism. In A. A. Lew, C. M. Hall, & A. M. Williams (Eds.), *The Wiley Blackwell companion to tourism*, (pp. 524-534). New York: Wiley.
- Williams, E. L. (2012). Sex tourism. In G. Ritzer (Ed.), *The Wiley-Blackwell encyclopedia of globalization* (1<sup>st</sup> ed.) (pp. 1-4). New York: Blackwell.

## FILMOGRAPHY

- [BBC Fast Track – Slum Tourism](#) (BBC, 2012)
- [BBC Stacey Dooley – Tourism and the truth Kenya](#) (BBC, 2011)
- [BBC Stacey Dooley – The truth about Magaluf](#) (BBC, 2014)
- [By Bye Barcelona](#) (Eduardo Chibás Fernández, 2014)
- [Cannibal Tours](#) (Dennis O'Rourke, 1988)
- [Eat, Pray, Love](#) (Ryan Murphy, 2010)
- [Global Villages: The Globalization of Ethnic Displays](#) (Tamar Gordon, 2005)
- [Gringo Trails](#) (Pegi Vail, 2013)
- [Heading South](#) (Laurent Cantet, 2005)
- [Jiro Dreams of Sushi](#) (David Gelb, 2011)
- [L'auberge espagnole](#) (Cédric Klapisch, 2002)
- [Mr. Hulot's Holiday](#) (Jacques Tati, 1953)
- [No Reservations](#) (Zero Point Zero Productions, 2005-2012)
- [Paradise: Love](#) (Ulrich Seidl, 2013)
- [TEDTalk Dan Yeoman: The Future of Tourism](#) (TED/Dan Yeoman, 2013)
- [The Beach](#) (Danny Boyle, 2000)
- [The Toured – The Other Side of Tourism in Barbados](#) (Julie Pritchard Wright, 1992)
- [Trobriand Cricket: An Ingenious Response to Colonialism](#) (Garry Kildea & Jerry Leach, 1976)

## Appendix B: EMERGENCY PLANNING AND PREPAREDNESS

In an emergency in this building, we'll have three choices: **RUN** (get out), **HIDE** (find a safe place to stay inside), or **FIGHT** (with anything available to increase our odds for survival).

First, take a few minutes this week and learn the different ways to leave this building. If there's ever a fire alarm or something like that, you'll know how to get out, and you'll be able to help others get out too.

Second, if there's severe weather and leaving isn't a good option, go to a low level in the middle of the building, away from windows.

If there's a security threat, such as an active shooter, we'll **RUN** out of the building if we can do it safely or we will **HIDE** by finding a safe place where the threat cannot see us. We will lock or barricade the door and we will be as quiet as possible, which includes placing our cell phones on silent. We will not leave our area of safety until we receive an Illini-Alert that advises us it is safe to do so. If we cannot run out of the building safely or we cannot find a place to hide, we must be prepared to fight with anything we have available in order to survive. **Remember, RUN away or HIDE if you can, FIGHT if you have no other option.**

Finally, if you sign up for emergency text messages at [emergency.illinois.edu](http://emergency.illinois.edu), you'll receive information from the police and administration during these types of situations.

If you have any questions, go to [police.illinois.edu](http://police.illinois.edu), or call [217-333-1216](tel:217-333-1216).

The floor plans for the building wherein our classroom is located (Armory) can be found here: <http://police.illinois.edu/dpsapp/wp-content/uploads/2016/02/u0006.pdf>