

The "tourist gaze" in India. Associated Press,
www.bbc.co.uk, November 26, 2008



Course Description: Travel to Gettysburg "where history comes alive" or North Carolina's Ocean Isle Beach to experience the "pleasures of simpler times"; journey farther afield to Botswana for an "elegant adventure," to Israel to hear "the call of the wilderness," or to Yemen and "prepare to be astounded." Just as slogans like these—and it seems that every destination has one—entice us to visit, they also create an ideal of a location as steeped in history or nostalgia, as sophisticated, wild, or sublime. In this class, we will explore how the rhetoric of tourism—the visual and written texts that are used to promote tourist destinations and activities—shapes our understanding of these destinations and their histories and cultures, as well as our experiences as tourists. We will also be collaborating with a university in Egypt as part of PWR's Cross-Cultural Rhetoric Program.

We will start class by defining terms and by looking at how scholars in the field of tourism studies define terms: What is a tourist? What is tourism? What is a tourist experience? What kinds of tourism exist? We will use these definitions to shape our discussions of the motivations of tourists; the impacts of tourism locally, nationally, and internationally; and, more generally, of the importance of tourism as an object of study.

To prepare for the first assignment and to help consider using a variety of sources in your later assignments, we will spend time in class analyzing primary sources: tourist advertisements, marketing materials, and travel narratives on activities and about destinations around the world. In addition, we will explore the motivations, expectations, and experiences of travelers by reviewing excerpts from travel narratives such as Paul Theroux's *The Old Patagonian Express*. To examine the social, cultural, economic, and environmental impacts of tourism, we will read a few key scholarly texts from the academic field of tourism studies, including excerpts from John Urry's seminal *The Tourist Gaze*; and we will look at some case study scholarship that highlight arguments related to tourism and power, sustainability, and development.

Major Assignments: In addition to the major assignments which are detailed below, you can look forward to daily or weekly shorter writing assignments, both in-class or assigned as homework; large and small group discussions or problem-solving activities; informal oral presentations; and peer review. A key component of this course is that you will meet with me outside of the class three times during the course of the semester for conferences about your writing and research, with each conference being tied to the major assignment. The

PWR 1: Rhetoric of Tourism

Stanford University, Winter Quarter 2009

Section 8: T/Th 9:00-10:50 a.m., Rm 322

Section 18: T/Th 11:00 a.m.-12:50 p.m.,
Rm 323

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F 10:15-11:15 p.m.

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due dates for these assignments are on the last page of the syllabus, in the "Schedule" section.

Rhetorical Analysis (RA) (5 pages): For this first assignment, you will undertake a rhetorical analysis of a brochure, website, advertisement or other relevant visual or written document of your choice that promotes a specific tourist destination or activity.

Texts in Conversation/ Synthesis (TiC) (6-8 pages): Consider this assignment the first stage of your research-based argument (RBA). For this assignment, you will identify a focused issue related to tourism, building off the RA already completed. In the essay, having identified a range of sources that present a variety of perspectives on your issue, you will put the texts in conversation with each other, highlighting points on which they agree or disagree (or align and don't align), and you will synthesize the conversation in a way that will be useful ground work for your research-based argument. Ideally, the issue you focus on in the TiC will develop from the RA. You will also produce a tentative reading list and working bibliography in which you will briefly annotate the sources you use for the TiC.

Research-Based Argument (RBA) (13-15 pages): For the research-based argument, you will conduct substantive primary and secondary research on a topic related to an issue in tourism. You might choose to focus your research on one specific tourist destination; examine a particular tourism niche such as dark, heritage, or sex tourism; or study one particular type of tourist destination such as theme parks, disaster sites, or battlegrounds.

Tourists in Thai airport, trapped during anti-government protests. Getty Images, www.bbc.co.uk, November 28, 2008



Texts & Materials

Christine Alfano and Alyssa O'Brien, *Envision*. *Envision* is available in the Bookstore.

The other assigned readings will be available in Coursework.

You will be required to bring hard copies of drafts and finished essays to class, so you must have access to a printer.

PWR Goals and Principles:

PWR courses are designed to guide Stanford's students in developing and refining skills in incisive analysis an

substantive research-based argument, using time-tested rhetorical principles to present their ideas with the intellectual rigor and stylistic force expected of Stanford students. Those goals generate a few key principles that deeply influence our curriculum, our students, and our instructors:

- *PWR courses are courses in writing*: they focus on argument, supported by research, presented in a range of modes. We teach students to recognize, analyze, create, and deploy rhetorically-effective arguments across a range of academic and professional genres and media.

- *Writing abilities develop slowly and recursively*, and the college years are crucial to this development as students build on the wide range of writing and speaking abilities they developed during high school. Their improvement will aid them in maturing intellectually during their time in PWR courses, during their years at Stanford, and as professionals.
- *Instructors keep the focus on writing by articulating each writing task clearly and then supporting the students' work* through classroom activities, at-home work, clearly-focused exercises addressing specific rhetorical and writing skills, and class discussions.
- *Writing is rewriting*. Students in PWR classes take each major assignment through preparatory exercises and assignments, a full draft, and, after peer reviews and instructor feedback, intensive revision of the draft.
- *Students learn to write best by focusing on topics of interest to them*. Students choose PWR courses that match their interests, working with instructors and each other to develop appropriate topics for research connected to the course theme.



"Tourists photograph skulls at a memorial for the victims of the Khmer Rouge in Cambodia." Associated Press, www.bbc.co.uk, September 16, 2008.

Grading Criteria: Successful students will take into account the **rhetorical situation** (purpose, audience, persona, appeals) in which their writing functions, developing the **compositional elements** (content, organization, style, and form) in response to the demands and boundaries set by the particular writing task. Overall, points will be awarded for the **persuasiveness** of the writing as it addresses the elements above. Specific criteria will be provided with each assignment, and we will discuss the evaluation of finished work in class. The grading will break down as follows:

Rhetorical Analysis (250 points)
 Texts in Conversation (200 points)
 Research-Based Argument (400 points)
 In-class writing/ additional homework/ conferences (150 points)

Attendance Policy: Because PWR courses make extensive use of writing activities, in-class workshops, and small group discussions, your consistent attendance is crucial to your success. If you must miss a class for religious holidays, medical reasons, or valid University-related activities, you must let me know as far in advance as possible of the absence and obtain information about the work you must do to keep up in class. If you miss a class for any other reason (sudden illness, family emergency, etc.), you should get in touch with me as soon as possible and arrange to make up the work missed. If you don't contact me, I am required to contact you by phone or email and issue a warning about your standing in the course. Should you miss a second unexcused class, your work in the class will be seriously compromised, and a continued pattern of absences may jeopardize your enrollment in the class as well as your course grade. Please note that missing a conference counts for two absences. The best policy is to be in class, on time, every day!

Final Comment: As a student in PWR, you are expected to be well prepared for class (having completed all the assigned readings, research, or writing) and to be fully engaged during class time. Points for in-class work may be lowered if you are not adequately prepared for or engaging in class activities.

College Policies and Resources: See Coursework/ Materials/ Everything Else for the document titled "PWR Policies and Resources," which includes Program and College policies on the Honor Code (among other things) as well as information on resources such as tutoring.

Weekly Course Schedule

Version 1: Jan 6, 2009

Note: this schedule is tentative and likely to change as the quarter progresses based on your feedback and the needs of the class. I will do my best to ensure writing deadlines do not change, however.

Week 1	<i>T Jan 6</i> Introductions Discuss first assignment	<i>Th Jan 8</i> Reading: CourseWork (CW): Theroux & "SoCal Travel" Envision: Ch 1 (page 1-20)
Week 2	<i>T Jan 13</i> Reading: CW: Mowforth & Munt; Urry Envision: Ch 1 (26-30) & Ch 2	<i>Th Jan 15</i> Reading: CW: Kennedy & Williams & Sample RAs
		First draft, RA, due Sunday Jan 18 midnight on Coursework
Week 3	<i>T Jan 20</i> Reading: CW: Honey Envision: Ch 5	<i>Th Jan 22</i> Reading: CW: (related to blogging activity) First draft, RA—Peer Review—bring two hard copies to class
	Individual Conferences	
Week 4	<i>T Jan 27</i> Final version, RA, hard copy due in class Sec. 8: Library workshop Sec. 18: In-class blogging activity	<i>Th Jan 29</i> Sec. 8: In-class blogging activity Sec. 18: Library workshop
Week 5	<i>T Feb 3</i> Reading list, TiC Reading: Envision: Ch 9	<i>Th Feb 5</i> Reading: CW: Sample TiCs Reading: Envision: Ch 3
Week 6	<i>T Feb 10</i> First draft, TiC and bibliography—Peer Review	<i>Th Feb 12</i> Reading: Envision: Ch 6
	Individual Conferences	
Week 7	<i>T Feb 17</i> Final version, TiC Reading: CW: Sample RBAs	<i>Th Feb 19</i> Proposal/ Outline for RBA Library/ research day
Week 8	<i>T Feb 24</i> Reading: Envision: Ch 7	<i>Th Feb 26</i> Peer review of RBA (partial draft)
	Individual Conferences	
Week 9	<i>T Mar 2</i> Reading: Envision: Ch 8	<i>Th Mar 4</i> Peer review of RBA (full version)
Week 10	<i>T Mar 10</i> Presentations	<i>Th Mar 12</i> Final version, RBA; hard copy due in class Presentations