

Cover Sheet: Request 15457

POR 3XXX – Tourism in Brazil

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Gillian Lord-Ward glord@ufl.edu
Created	11/11/2020 8:08:40 PM
Updated	2/8/2021 8:35:37 PM
Description of request	Requesting a permanent course number for a class that has been offered under a repeating topic number.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Spanish and Portuguese - PORTUG/SPA 16880500/168803	Gillian Lord-Ward		11/11/2020
No document changes					
College	Conditionally Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee conditionally approves this request, with the following changes needed: Transcript title can be same as course title. <ul style="list-style-type: none"> Course Objectives need to be rewritten. See https://gov.clas.ufl.edu/files/CollegeProblems-Checklist.pdf Include grading scale. Remove Week 16 by removing spring break and renumbering. Grading scheme doesn't add up to 100%. 	1/26/2021
No document changes					
Department	Approved	CLAS - Spanish and Portuguese - PORTUG/SPA 16880500/168803	Gillian Lord-Ward	Changes have been made	1/26/2021
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		1/27/2021
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			1/27/2021
No document changes					
Statewide Course Numbering System					
No document changes					

Step	Status	Group	User	Comment	Updated
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 15457

Info

Request: POR 3XXX – Tourism in Brazil

Description of request: Requesting a permanent course number for a class that has been offered under a repeating topic number.

Submitter: Gillian Lord-Ward glord@ufl.edu

Created: 2/8/2021 8:35:16 PM

Form version: 4

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
POR

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:
3

Course Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
xxx

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:
Intermediate

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

**Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)*

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

Course Title

*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:

Tourism in Brazil

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:

Tourism in Brazil

Degree Type

Select the type of degree program for which this course is intended.

Response:

Baccalaureate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:

On-Campus

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:

No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:

3

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:

Explores the economic and cultural impacts of the multi-billion dollar tourism industry on the cultural products and practices of Brazil.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:

POR3242

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
N/A

Explain the rationale for offering the course and its place in the curriculum.

Response:
We are in the process of updating our curriculum by requesting permanent numbers for courses we have offered as rotating topics. This course has been offered a number of times as part of upper division Portuguese offerings and we would like to make it permanent.

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

At the end of the semester, students should be able to:

- Gain practical skills enabling the effective use of Portuguese professional purposes
- Identify cultural practices and products in Brazil, with a focus on the tourism industry
- Analyze effective tourism strategies as they apply to Brazil, comparing and contrasting with other regions

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks.

Response:
Giovanni Seabra, Turismo sertajeno (João Pessoa: UFPB, 2007).

Vilma Maria Coelho Araújo, Raquel Assunção Botelho, Verônica Cortez Ginani, Halina Mayer C. Araújo and Renata Puppim Zandonadi, *Da alimentação à gastronomia* (Brasília, Brazil: UnB, 2005).

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
NOTE: The syllabus submitted as an example is the one being taught this semester, which has been modified to address pandemic-related issues. I am indicating both possible weekly topics below.

OPTION A
Week 1: Introduction to tourism - culture, market
Week 2: Cultural tourism
Week 3: Religion in Brazilian tourism

Week 4: Historical aspects of tourism in Brazil
 Week 5: Tourism and Racism
 Week 6: Tourism and Racism, counted
 Week 7: Economic aspects of tourism
 Week 8: Food and drink in tourism
 Week 9: Tourism in rural Brazil
 Week 10: Social media and crowdfunding tourism
 Week 11: Promotional/Media aspects of tourism
 Week 12: The role of the "favela" in tourism
 Week 13: Student presentations
 Week 14: The legacy of the Olympics
 Week 15: The future of tourism

OPTION B

Week 1: Introduction to tourism
 Week 2: Tourism and the pandemic
 Week 3: Culture and tourism
 Week 4: Religion and tourism
 Week 5: Historical aspects of tourism in Brazil
 Week 6: Historical aspects of tourism in Brazil, counted
 Week 7: Tourism and Racism
 Week 8: Tourism and Racism
 Week 9: Food and drink in tourism
 Week 10: Sustainability and Tourism
 Week 11: Tourism in rural Brazil
 Week 12: Diversity and inclusivity in tourism
 Week 13: Favela tours as tourism
 Week 14: Student presentations
 Week 15: Student presentations

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:

The grade scale for all classes in the Department of Spanish and Portuguese Studies is as follows:

A = 100-93 C(S) = 76-73
 A- = 92-90 C-(U) = 72-70
 B+ = 89-87 D+ = 69-67
 B = 86-83 D = 66-63
 B- = 82-80 D- = 62-60
 C+ = 79-77 E = 59-0

(NOTE: A grade of C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/.

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.)

*Attendance/participation and make-up policy (30%):

Participation is expected of all students in every class period. Since the goal of the class is to practice Portuguese while learning more about the tourism industry in Brazil, students are expected to come prepared and be willing to participate vigorously in class activities and group exercises. Students who miss class will find it impossible to keep up or do well on assignments. More than 3 unexcused absences will result in a lowered final grade; 2 points will be taken off per class missed. Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

***Reading assignments and weekly short essays (30%):**

For each article and book chapter, the following written (typed) work is expected during the first six weeks of class after drop/add (see the calendar below for more details):

- A brief abstract (one paragraph) of the content and
- One talking point or question. This type of preparation is designed to feed constructive, interactive student-led discussions in class.

Students will be able to choose one reading per week and must write a brief response paper (1-page short essay) about the topic. There are 5 short essays; the lowest grade will be dropped.

***Final project (40%):**

- Students will choose three (3) short texts from an area that interests them. The texts must address tourism in Brazil in some way. Students will write a 4–6-page paper on the topic based on the three sources chosen. 25%
- Accompanying pamphlet and letter to be sent to Brazil. 5%
- Students are also expected to make a short oral presentation (5 minutes) highlighting major problems encountered, strategies used to solve them, and references to theories covered in the readings. 10%

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

Andréa Ferreira

Attendance & Make-up

Please confirm that you have read and understand the University of Florida Attendance policy.

A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

- *Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:*

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Response:

Yes

Accommodations

Please confirm that you have read and understand the University of Florida Accommodations policy.

A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

- *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

Response:

Yes

UF Grading Policies for assigning Grade Points

Please confirm that you have read and understand the University of Florida Grading policies.

Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

- <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Response:

Yes

Course Evaluation Policy

Course Evaluation Policy

Please confirm that you have read and understand the University of Florida Course Evaluation Policy.

A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/public-results/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Response:

Yes

TOURISM IN BRAZIL



Baía de Guanabara, Rio de Janeiro, Brasil

INSTRUCTOR INFORMATION

Instructor: Andréa C. L. Ferreira

Office: Grinter 384

Email: deia@ufl.edu

Phone: (352) 294-3688

Office hours

DESCRIPTION

The tourism industry in Brazil depends on foreign, national, and local interests. We will explore all three, paying particular attention to alternative forms of tourism (religious, gastronomic, authentic/social, virtual, and historical tourism, to mention a few). Students will engage with diverse materials - including tourist magazines, newspaper and academic articles, book chapters, television and social media ads -, to expand their understanding of Brazil and its cultures. On the second half of the semester, students will develop their own innovative touristic project for a city of their choice. We will meet synchronously in class and via Zoom on Monday and Wednesday; Friday students are required to participate via Canvas in an asynchronous manner.

Prerequisites: POR 3242 or POR 3243

OBJECTIVES

At the end of the semester, students should be able to:

- Gain practical skills enabling the effective use of Portuguese professional purposes
- Identify cultural practices and products in Brazil, with a focus on the tourism industry
- Analyze effective tourism strategies as they apply to Brazil, comparing and contrasting with other regions

TEXTS

Giovanni Seabra, *Turismo sertajeno* (João Pessoa: UFPB, 2007).*

Vilma Maria Coelho Araújo, Raquel Assunção Botelho, et.al., *Da alimentação à gastronomia* (Brasília, Brazil: UnB, 2005).*

*All readings are available on Canvas and/or can be accessed online.

EVALUATIONS

Final project	40%
Short essays (4)	30 %
Participation	<u>30 %</u>
	100 %

Grade Scale

The grade scale is as follows:

A = 100-93	C(S) = 76-73
A- = 92-90	C-(U) = 72-70
B+ = 89-87	D+ = 69-67
B = 86-83	D = 66-63
B- = 82-80	D- = 62-60
C+ = 79-77	E = 59-0

*NOTE: A grade of C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

COURSE REQUIREMENTS

Attendance/participation and make-up policy (30%):

College Policy on Zoom Presence: Participation in our class is fundamental, since improving oral conversation skills is a key objective of the course. Thus, students are required to have their cameras on from start to finish during our classes on Zoom. The instructor may also ask students to reply in the chat box for specific activities. Oral comments on camera and written comments in the chat box are considered activities for participation. Zoom sessions will not be recorded by the instructor and may not be recorded by students. A default setting for our sessions in Zoom is that participants will be muted when they enter, so you will unmute yourself when you comment orally during our whole-group conversations and when you are in small groups

Participation is expected of all face-to-face and online students in every class period. Since the goal of the class is to practice Portuguese while learning more about the tourism industry in Brazil, students are expected to come prepared and be willing to participate vigorously in class activities and group exercises. Comments on asynchronous days count toward participation/attendance as well. Attendance to all synchronous and asynchronous class meetings is obligatory. Students who miss class will find it impossible to keep up or do well on assignments. More than 3 unexcused absences will result in a lowered final grade; 2 points will be taken off per class missed. Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Reading assignments and weekly short essays (30%):

For each article and book chapter, the following written (typed) work is expected during the first six weeks of class after drop/add (see the calendar below for more details):

- A brief abstract (one paragraph) of the content and
- One talking point or question. This type of preparation is designed to feed constructive, interactive student-led discussions in class.

Students will be able to choose one reading per week and must write a brief response paper (1-page short essay) about the topic. There are 5 short essays; the lowest grade will be dropped.

Final project (40%):

- Students will choose three (3) short texts from an area that interests them. The texts must address tourism in Brazil in some way. Students will write a 4–6-page paper on the topic based on the three sources chosen. 25%
- Accompanying pamphlet and letter to be sent to Brazil. 5%
- Students are also expected to make a short oral presentation (5 minutes) highlighting major problems encountered, strategies used to solve them, and references to theories covered in the readings. 10%

Restrictions on the use of Google Translate: Students are not allowed to use Google Translate other than to look up words as a dictionary. There have been instances where students have used this tool to write entire paragraphs/essays – this is considered academic dishonesty. A “0” will be assigned to the activity if I find this to be the case.

CALENDÁRIO*

*This calendar is subject to change for pedagogical or logistical motivations. To the extent possible, students will be notified in advance of any such changes.

Data	Leitura	Compromissos
Semana 1: Turismo e pandemia		
janeiro 11	Introdução – Turismo: cultura e o mercado de trabalho (aula síncrona online)	
13	“Impactos econômicos da COVID-19: Propostas para o turismo – 2ª edição”, FGV Projetos 2020 (pp. 3-11) https://fgvprojetos.fgv.br/sites/fgvprojetos.fgv.br/files/02.covid19_impactoeconomico_turismo2_v07_fichacatalografica.pdf	
15	BandNews DOCs: “A Retomada do Turismo no Brasil” https://www.youtube.com/watch?v=vra3ENYyMIY&feature=emb_logo	Canvas Discussion Board
Semana 2: Turismo e pandemia		
18	Feriado - Martin Luther King, Jr. Day	
20	“Impactos econômicos da COVID-19: Propostas para o turismo – 2ª edição”, FGV Projetos 2020 (pp. 12-24) https://fgvprojetos.fgv.br/sites/fgvprojetos.fgv.br/files/02.covid19_impactoeconomico_turismo2_v07_fichacatalografica.pdf	Essay 1

22	“Novas rotas do turismo”, Caminhos da Reportagem (<i>TV Brasil</i> – 06/12/2020) https://tvbrasil.ebc.com.br/caminhos-da-reportagem/2020/12/novas-rotas-do-turismo	Canvas Discussion Board
Semana 3: Turismo cultural		
25	“Entendendo o segmento,” Turismo cultural (pp. 13-22) http://antigo.turismo.gov.br/sites/default/turismo/o_ministerio/publicacoes/downloads_publicacoes/Turismo_Cultural_Versao_Final_IMPRESSO.pdf	
27	“Entendendo o segmento,” Turismo cultural (pp. 23-32) http://antigo.turismo.gov.br/sites/default/turismo/o_ministerio/publicacoes/downloads_publicacoes/Turismo_Cultural_Versao_Final_IMPRESSO.pdf	Essay 2
29	“No embalo da rede”, Caminhos da Reportagem (<i>TV Brasil</i> – 03/05/2020) https://tvbrasil.ebc.com.br/caminhos-da-reportagem/2020/04/no-embalo-da-rede	Canvas Discussion Board
Semana 4: Turismo religioso		
fevereiro 1	Giovanni Seabra, “Fé religiosa, romeiros e turistas” em <i>Turismo sertanejo</i> (pp. 55-69) - Canvas	
3	Palestra – Prof. Dr. Antonio Braga https://www.marilia.unesp.br/#!/instituicao/docentes/antonio-mendes-da-costa-braga/	Essay 3
5	Maria Lucia Bastos Alves e Silvana Pirillo Ramos, “Turismo religioso no Rio Grande do Norte,” <i>Revista Hospitalidade</i> , ano IV, n. 2, 2007 (pp. 35-50). https://www.rev Hosp.org/hospitalidade/article/viewFile/231/247 “Incentivo ao turismo religioso é aprovado na CDR”, Agência Senado (15/05/2019) https://www12.senado.leg.br/noticias/videos/2019/05/incentivo-ao-turismo-religioso-e-aprovado-na-cdr	Canvas Discussion Board
Semana 5: Turismo histórico		
8	Elis Regina Barbosa Angelo, “O segmento do turismo cultural na cidade de Petrópolis: Patrimônio, cultura e cidadania” <i>ANPUH</i> (06/2011) http://www.snh2011.anpuh.org/resources/anais/14/1308166998_ARQUIVO_anpuh2011.pdf “Petrópolis, RJ, ganha aplicativo com informações turísticas,” <i>G1</i> (15/03/2015) http://g1.globo.com/rj/regiao-serrana/noticia/2015/03/petropolis-rj-ganha-aplicativo-com-informacoes-turisticas.html	
10	Palestra – Prof. Dirceu Marroquim http://lattes.cnpq.br/8834798803448369	Essay 4
12	“Vale do Café: uma viagem no tempo”, Caminhos da Reportagem (<i>TV Brasil</i> – 07/05/2018) https://www.youtube.com/watch?v=Xto0LJWbqj4	Canvas Discussion Board
Semana 6: Turismo histórico		

15	<p>“Minas quer resgatar turismo ferroviário,” <i>Diário do Comércio</i> (15/06/2013) http://www.diariodocomercio.com.br/noticia.php?tit=minas_q_uer_resgatar_turismo_ferroviano&id=5915</p>	
17	<p>Ângela Silva, “Impacto do turismo sobre o patrimônio histórico-cultural de Ouro Preto e Mariana.” → “Vocação turística de Ouro Preto e Mariana” e “Conclusão” (p. 2) https://jus.com.br/artigos/14910/impacto-do-turismo-sobre-o-patrimonio-historico-cultural-de-ouro-preto-e-mariana</p>	Essay 5
19	<p>“Passeio por Ouro Preto (MG) ajuda a conhecer história do Brasil”, <i>Jornal Hoje</i> (28/08/2015) https://globoplay.globo.com/v/4427376/ “Conheça o Centro Histórico de Paraty,” <i>Vida Melhor</i> (22/10/2012) https://www.youtube.com/watch?v=ejN8mNETBo8</p>	Canvas Discussion Board
Semana 7: Turismo e raça		
22	<p>Helio Hintze, “Mídia, Turismo e Racismo: Estudos Críticos” VI Encontro Nacional da Anppas, setembro de 2012 (primeira parte, pp. 1-9) http://www.anppas.org.br/encontro6/anais/ARQUIVOS/GT8-4-27-20120628161547.pdf</p>	Marcar horário com a professora para conversar sobre o tema do projeto final (Canvas Discussion Board - semana 9)
24	<p>Helio Hintze, “Mídia, Turismo e Racismo: Estudos Críticos” VI Encontro Nacional da Anppas, setembro de 2012 (segunda parte, pp. 9-19) http://www.anppas.org.br/encontro6/anais/ARQUIVOS/GT8-4-27-20120628161547.pdf</p>	
26	<p>“Vídeo sobre Salvador é considerado racista por internautas,” <i>A Tarde</i> 13/10/2015 http://atarde.uol.com.br/bahia/salvador/noticias/1718835-video-sobre-salvador-e-considerado-racista-por-internautas “Bonecas negras - Uma Campanha pelo Turismo e contra o racismo em Búzios,” <i>G1</i> 18/12/2015 http://g1.globo.com/rj/regiao-dos-lagos/especial-publicitario/prefeitura-de-buzios/prefeitura-de-buzios/noticia/2015/12/bonecas-negras-uma-campanha-pelo-turismo-e-contra-o-racismo-em-buzios.html</p>	Canvas Discussion Board
Semana 8: Turismo e raça		
março		
1	<p>Marcelo Henrique Ferreira, “E se o gringo for ‘negão?’” dissertação de mestrado, UERJ, 2005. - “Introdução” (pp. 10-26) - Canvas</p>	
3	<p>Marcelo Henrique Ferreira, “E se o gringo for ‘negão?’” dissertação de mestrado, UERJ, 2005. - “Os turistas ‘negros’ no turismo carioca” (pp. 56-77) - Canvas</p>	
5	<p>Cecilia Oliveira, “Turistas podem ser escravocratas por um dia em fazenda ‘sem racismo’,” <i>The Intercept Brasil</i> (06/12/2017)</p>	Canvas Discussion Board

	https://theintercept.com/2016/12/06/turistas-podem-ser-escravocratas-por-um-dia-em-fazenda-sem-racismo/ “Nota de esclarecimento” – Fazenda Santa Eufrasia https://fazendasantaefrasia.com/a-fazenda/nota/ “Fazenda Santa Eufrásia,” Intercept Brasil (08/07/2017) https://www.youtube.com/watch?v=CrhnEDLQfR0	
Semana 9: Turismo gastronômico (semana assíncrona)		
8	Wilma Maria Coelho Araújo, et. al., “A alimentação no Brasil”, “Região Sudeste”, “Região Sul”, “Região Nordeste”, “Região Norte” e “Região Centro-Oeste” em <i>Da alimentação à gastronomia</i> (pp. 49-86)	
10	“Brasil deve unir turismo à gastronomia, recomenda ministro em audiência na CDR,” <i>Agência Senado</i> (18/03/2015) http://www12.senado.leg.br/noticias/materias/2015/03/18/brasil-deve-unir-turismo-a-gastronomia-recomenda-ministro-em-audiencia-na-cdr Roberto Pereira, “O Nordeste, a gastronomia e o turismo,” <i>Diário de Pernambuco</i> (13/10/2016) http://www.diariodepernambuco.com.br/app/noticia/politica/2016/10/13/interna_politica,669656/roberto-pereira-o-nordeste-a-gastronomia-e-o-turismo.shtml	
12	Projeto final - propostas	Canvas Discussion Board
Semana 10: Turismo sustentável		
15	Ana Duék, “Brasil ganha mapa online com iniciativas de turismo sustentável” <i>Viajar Verde</i> (10/08/2016) http://viajarverde.com.br/mapa-online-de-turismo-sustentavel/ “2017 Ano Internacional do Turismo Sustentável para o Desenvolvimento,” <i>Instituto EcoBrasil</i> http://www.ecobrasil.org.br/11-secao-geral/categoria-eventos/997-2017-ano-internacional-do-turismo-sustentavel-para-o-desenvolvimento	
17	<i>Turismo e sustentabilidade: Orientações para prestadores de serviços turísticos</i> , Ministério do Turismo, Brasília 2016 https://www.gov.br/turismo/pt-br/centrais-de-conteudo/-/copy_of_publicacoes/turismo-responsavel/guia-turismo-sustentabilidade/@@download/file/06_06_2016_mtur_guia_turismo_sustentabilidade.pdf “Programa Turismo Sustentável e Infância,” Ministério do Turismo (11/09/2018) https://www.gov.br/turismo/pt-br/aceso-a-informacao/convenios-e-transferencias/projetos-apoiados-pelo-ministerio-do-turismo/programa-turismo-sustentavel-e-infancia-tsi	
19	Marina Maciel, “Garupa: primeiro crowdfunding de turismo sustentável do Brasil,” <i>Superinteressante</i> (21/12/2016) https://super.abril.com.br/blog/planeta/garupa-primeiro-crowdfunding-de-turismo-sustentavel-do-brasil/ Garupa – ONG de turismo sustentável	Canvas Discussion Board

	http://garupa.org.br	
Semana 11: Turismo sertanejo		
22	Giovanni Seabra, "Introdução" (pp. 7-15), "Assim como a terra se faz o homem" (pp. 25-30) em <i>Turismo sertanejo</i> - Canvas	
24	"Recharge Day" (No class)	
26	Giovanni Seabra, "Os festejos juninos do interior" (pp. 71-78), "Turismo sustentável de base local" (pp. 167-170) em <i>Turismo sertanejo</i> - Canvas	Canvas Discussion Board
Semana 12: Turismo inclusivo		
29	"Programa de Promoção do Turismo Inclusivo na Ilha Grande, RJ," <i>Instituto Virtual do Turismo</i> (pp. 2-11) http://ecobrasil.provisorio.ws/images/BOCAINA/documentos/bndes_ilhagrande_turismoinclusivo2004.pdf	
31	"Pessoas com deficiência participam de projeto do Ministério do Turismo," <i>Bom Dia DF</i> (30/09/2016) http://globoplay.globo.com/v/5342289/ Scott Rains, "Turismo inclusivo no Brasil," <i>Rio 2016: O Legado Inclusivo</i> (26/12/2012) http://www.rollingrains.com/rio_2016/2012/12/turismo-inclusivo-no-brasil.html	
abril 2	Vídeo sobre desenvolvimento inclusivo no Brasil – Scott Rains https://www.youtube.com/watch?v=LI4vReEEwVA Entrevista com Scott Rains, <i>Revista Reação</i> n. 89 (2012) http://www.rollingrains.com/rio_2016/2012/12/entrevista-com-scott-rains-na-revista-reacao.html	Canvas Discussion Board
Semana 13: Turismo social – favela tours		
5	Fernanda Caixeta Carvalho e Flavia Damásio Silva, "Turismo e favela: Um estudo sobre a Favela Santa Marta e o papel das Unidades de Polícia Pacificadora no Rio de Janeiro" <i>Cadernos ProArq 19</i> - Canvas	
7	Ivana Bentes, "Não dêem dinheiro aos pobres! 'Turismo de experiência' e a nova desordem urbana," <i>Revista Carbono</i> http://revistacarbono.com/artigos/nao-deem-dinheiro-aos-pobres-turismo-de-experiencia-e-nova-desordem-urbana/ "Favela-dwellers challenge Rio's exotic tours," <i>Aljazeera</i> (12/06/2014) http://www.aljazeera.com/indepth/features/2014/06/favela-dwellers-challenge-rio-exotic-tours-20146111206390364.html	
9	Bianca Freire-Medeiros, "A favela que se vê e que se vende: reflexões e polêmicas em torno de um destino turístico," <i>Rev. bras. Ci. Soc.</i> vol.22 no.65 São Paulo Oct. 2007 http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0102-69092007000300006	Canvas Discussion Board
Semana 14: Projeto final e apresentações		
12	Oficina – projeto final	
14	Apresentações e entrega do projeto final	Entregar o projeto final: panfleto, carta e redação
16	Apresentações	
Semana 15: Apresentações		

19	Apresentações	
21	Apresentações e despedida	
22-23	Reading Days	

UNIVERSITY POLICIES AND RESOURCES

Attendance and make-ups

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

If you are experiencing COVID-19 symptoms ([click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#). Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Refer to the above link for more information on the university's attendance policy.

Accommodations

Students who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email, they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluer.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/.

Academic Integrity

"UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Resources Available to Students

Health and Wellness

- *U Matter, We Care*: umatter@ufl.edu; 392-1575
- *Counseling and Wellness Center*:
<http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575
- *Sexual Assault Recovery Services (SARS)*: Student Health Care Center; 392-1161
- *University Police Department*: <http://www.police.ufl.edu/>; 392-1111 (911 for emergencies)

Academic Resources

- *E-learning technical support*: Learningsupport@ufl.edu;
<https://lss.at.ufl.edu/help.shtml>; 352-392-4357 (opt. 2)
- *Career Resource Center*: Reitz Union; <http://www.crc.ufl.edu/>; 392-1601
- *Library Support*: <http://cms.uflib.ufl.edu/ask>
- *Teaching Center*: Broward Hall; 392-2010 or 392-6420
- *Writing Studio*: 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/>; 846-1138

Procedure for Conflict Resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the Undergraduate Coordinator or the Department Chair. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 392-1261). For further information refer to https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf (for residential classes) or <http://www.distance.ufl.edu/student-complaintprocess> (for online classes).