1. BASIC INFORMATION

Course	Sociology and Psychology of Tourism
Degree program	Degree in Tourism and Leisure Management
School	Social Sciences
Year	First
ECTS	6
Credit type	Basic
Language(s)	English
Delivery mode	Campus-based
Semester	2nd
Academic year	2024/25
Coordinating professor	Daniel Delmás Martín

2. PRESENTATION

Sociology and Social Psychology of Tourism is an obligatory subject that is taught in the second semester of the first year of Tourism and Leisure Management. This subject is offered to the student from a sociological perspective to understand, analyze and interpret the behavior of human beings and their social interactions at/with different destinations, activities and contexts. Due to this motive, the student will study the behavior of the individual and the social, cultural and economic factors that impact such destinations and activities.

This course will provide an introduction on the concept of supply and demand in tourism and the tools which have evolved to analyze and manage it. Globalization, giving place to new trends using technology and creating an e-travel revolution, will be studied as a social phenomenon.

The impact of tourism is examined also in relation to the different resources and environments consumed in tourism. The examples of urban, rural, coastal and resort tourism and the less developed world provides topical and insightful perspectives on different types of tourism. New attractions will be studied at this point and students will pair up to research on different ones such as scape rooms, gay-friendly tourism, alternative tourism, etc. and inform the other students through an oral and visual presentation in class.

Finally, the role of tourism planning and its implementation is reviewed, and the current thinking on the concept of the tourist experience, the principles of service quality, and how to enhance the visitor's experience will be discussed. We will emphasize on events and festivals as activities to nurture and

develop for tourism through individual student presentations.

These issues will be explored through reading and audio-visual materials, case studies, field visits and practical exercises. Students will be encouraged to take a pro-active learning approach by further researching issues, actively engaging in class discussions, conducting individual and team work, and presenting results.

3. COMPETENCIES AND LEARNING OUTCOMES

The following list shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Basic and General Competentes:

- CB1 – That students can demonstrate possession and understanding of knowledge acquired in the area of study of Secondary education and can usually find a level that supported with advanced text books, includes some aspects that imply state of the art knowledge from their field of study.

- CB3 – That students have the capacity to join and interpret relevant data& information *normally within their field of study (to give opinions that include reflection about social issues, ethical or scientific)

- CB5 – That students can develop the necessary learning skills to start subsequent study with a high degree of autonomy.

Transversal Competencies:

- CT1: Autonomous Learning: Ability to choose the correct strategies, tools and moments to learn and put into practice what they have learnt.

- CT3: The ability to adapt to new situations: be able to value and understand distinctive opinions and positions, adapting their own focus to the required situation.

- CT7: To be aware of ethical values: The ability to think and act according to universal principles based in the value of the person that directs and develops determined social values.

- CT8: Manage information: Ability to search, select, analyze and integrate information from diverse sources.

- CT12: Critical Thinking: Ability to analyze an idea, phenomenon or situation from different perspectives and assume a personal focused objective opinion based around the facts.

- CT13: Problem Solving: Ability to problem solve confusing or complicated situations without prejudice.

- CT16: Taking Decision: Ability to choose between complicated alternatives to solve difficult situations.

- CT17: Teamwork: Ability to work, collaborate, integrate in a team towards a common goal.

- CT18: Use of Communications and Information Technology (ICT): Ability to efficiently use information and communication technology as tools to search, process and store information as part of communication skills development.

Specific Competencies:

- CE11. Ability to analyze, integrate and evaluate information from a socio-cultural perspective.

- CE22. Ability to evaluate behavior and ethical decisions respecting human rights and activities that have an impact on our environment and others as well.

Learning Achievements:

- RA1: Acquire the ability of understanding and comprehension of the concepts related to the course content.

- RA2: Acquire the ability of analysis investigation and come to conclusions based on the content explained in class, incorporating other students' perceptions.

- RA3: Acquire the ability of practical resolution of Case Studies.

In the table we can observe the relationship between the competences that are developed in the subject and the Learning achievements that are pursued:

Competencies	Learning outcomes
CE 22; CB3; CB5	**RA1**
CE 11; CE22; CB3; CB5;	**RA2**
CE11; CE22; CB3; CB5	**RA3**

4. CONTENT

Course modules:

UNIT 1. INTRODUCTIÓN

UNIT 2. UNDERSTANDING TOURISM: DEMAND AND CONSUMER

UNIT 3. SOCIAL CHANGE AND TOURISM

UNIT 4. IMPACTS ON TOURISM

UNIT 5. CAPITALS

UNIT 6. INTERCULTURAL COMMUNICATION IN A GLOBAL SOCIETY

UNIT 7. MANAGING TOURISM ACTIVITIES

Note: The course structure could suffer some modifications due to student progress. Students will be informed of any changes made beforehand.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:
- Lectures
- Case studies
- Problem-based learning

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
AF1. Lectures: Explanation of content theory/practical taught by the professor in class, using audiovisual methods and student participation.	40 h
AF2. Group work to empower the activities that are developed in class with groups of 2-4 students, depending on the activity/project.	30 h
AF3. Case Studies, problem solving exercises, projects, etc.	30 h
AF4. Field trips where we can practice what we're learning in class.	10 h
AF 5. Theoretical and practical Tests: oral and written can be combined in the case of written tests these can be short exam like questions, developing answer type questions using different types of methodology.	5 h

AF 6: Independent work: homework and research project	35 h
Total	**150 h**

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Assessment system	Weight
Handouts Field Visits	10%
Pair Research Project – Cultural dimensions	15%
Pair Presentation of the research project	10%
Pair oral presentation – Event tourism	25%
Final test	30%
Attendance and participation	10%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the submission deadline and assessment procedure for each one.

8. BIBLIOGRAPHY

The majority of readings will be in the form of books, published conference papers, and case study materials. The following list presents essential reading related to topics covered, as well as recommended relevant textbooks and articles.

Essential material:

- Apostolopoulos, Y., Leivadi and S., Yannakis, A. (2005) *The Sociology of Tourism: Theoretical and Empirical Investigations*. 6th Edition. Routledge. ISBN 0-415-13508-7

- Dann, G. and Liebman Parrinello, G. (2009) *The Sociology of Tourism. European Origins and Developments*. Volume 12. Emerald. ISBN 978-1-84663-988-3

- Fletcher, J., Fyall. A., Gilbert, D. and Wanhill, S. (2018) Tourism: Principles and Practice. 6th Edition. Pearson. ISBN – 978-1-292-17235-4

- Mac Cannell, Dean (1989): *The Tourist: A New Theory of the Leisure Class*. New York. Schocken. ISBN-13: 978-0520280007

- Mason, P. (2015) *Tourism impacts, planning and management*. 3rd edition. Routledge. ISBN-13: 978-1138016293

- Page, S. J. and Connell, J. (2014) *Tourism: a modern synthesis*, 4th edition. Cengage learning EMEA. ISBN-13: 978-1408088432

Additional recommended readings:

- Daldeniz, B. and Hampton, M.P. (2013) 'Dive tourism and local communities: active participation or subject to impacts? Case studies from Malaysia', International Journal of Tourism Research 15(5), 507-20

- Gilbert, D.C. (1991) 'An examination of the consumer behavior process related to tourism', in Cooper, C. (ed.), *Progress in Tourism, Recreation and Hospitality Management*, Vol. 3 (pp. 78-105), Belhaven Press, London.

- Inkson, C. and Minnaert, L. (2018) *Tourism Management: An Introduction*. 2nd Edition. SAGE Publications Ltd. ISBN-13: 978-1848608702

- IUCN, UNEP and WWF (1980) 'World conservation strategy: living resource conservation for sustainable development' , IUCN, Gland, Switzerland.

- Lee, T.H. (2014) 'Influence analysis of community resident support for sustainable tourism development', *Tourism Management* 34, 37-46.

- Leep, A. and Gibson, H. (2003) 'Tourist roles, perceived risk and international tourism', *Annals of Tourism Research* 30(3), 606-24.

- Mathieson, A. and Wall, G. (1982) *Tourism: Economic, Physical and Social Impacts*. Longman, Harlow.

- Smith, V.L. (1989) Hosts and Guests: The Anthropology of Tourism. 2nd Edition. University of Pennsylvania Press, Philadelphia.

- Song, H., and Witt, S.F. (2000) *Tourism Demand Modeling and Forecasting: Modern Econometric Approaches*, Amsterdam: Pergamon. An advanced text for those wishing to delve deeper into the modelling of tourism demand.

- Urry, John (1990): *The Tourist Gaze: Leisure and Travel in Contemporary Societies*, London, Sage. ISBN-13: 978-0803981829

- Veal, A.J. (2011) *Research Methods for Leisure and Tourism*. 4th Edition. Pearson Education, Harlow. A non-technical guide to researching tourism.

Websites:
http://www.world2.unwto.org
An all-embracing website providing the official United Nations' tourism definitions, statistics and forecasts, as well as policies on tourism issues such as tourism ethics, pro-poor tourism, women in tourism, taxation and many more aspects affecting the industry.
http://www.wttc.org
An all-inclusive website from the private sector's representative body of tourism with up-to-date statistics and reports on the tourism industry and its economic contribution to different countries of the world.
https://www.e-unwto.org UNWTO E-library, access through UEV library.

Relevant Journals (available online through library website):
- Annals of Tourism Research
- Current Issues in Tourism
- Journal of Sustainable Tourism
- Journal of Tourism History
- Tourism Geographies
- Tourism Management

9. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:
unidad.diversidaduev@universidadeuropea.es

10. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the "surveys" section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.