

# Geography of Global Tourism

University of Hawai'i at Mānoa

Online Spring 2021

11 January – 14 May

## Quick Course Info

Course Number GEOG 324 (CRNs: 93902, 94769, & 3245)  
UH Focus designations WI and E  
Instructor Jacob Henry  
Email [jacoblh@hawaii.edu](mailto:jacoblh@hawaii.edu)

Do I need to buy books? No, everything is on Laulima  
Meeting Times Online, asynchronous. There is no Zoom component

Total Course Points 300  
Grading Scale 90=A, 80=B, 70=C, 60=D, 59=F  
Extra credit Yes, 3 points

## What You'll Be Doing

*See the appendices for directions.*

**Laulima Discussions & Replies:** 400-word, minimum responses to prompts in the Laulima Forum  
150 points *Posts due Friday, comments due Monday*

**TripAdvisor Analysis** 2,000-word research paper (roughly 8 pages double-spaced)  
100 Points *Due May 9*

**TripAdvisor Checkpoints** Two short check-ins to make sure the project is on track  
20 points *#1 due March 14 & #2 due April 18*

**Ethical Reflection Paper** 800-word personal reflection on tourism ethics  
30 Points *Due May 11*

## Resubmissions & “Stuff Happens” Cards

You have 3 “stuff happens (SH)” cards which allow you to submit something late, no questions asked, no penalty. Before the assignment is due, please send an email notifying me that you'd like to use a card. In the email, you should tell me when you plan to submit the work. All assignments using SH extensions must be submitted by May 14.

## Course Overview

<b>Week</b>	<b>Date</b>	<b>Theme</b>	<b>To-Dos</b>	<b>Due</b>
Week 1	Jan 11 – 17	Ethical Foundations	Laulima Post #1	Jan 15
Week 2	Jan 18 – 24	Tourists	Replies Laulima Post #2	Jan 18 Jan 22
Week 3	Jan 25 – 31	Hosts	Replies Laulima Post #3	Jan 25 Jan 29

Week 4	Feb 1- 7	Gender	Replies Laulima Post #4	Feb 1 Feb 5
Week 5	Feb 8 – 14	Structural Violence	Replies Laulima Post #5	Feb 8 Feb 12
Week 6	Feb 15 – 21	Coloniality	Replies Laulima Post #6	Feb 15 Feb 19
Week 7	Feb 22 - 28	Cultural Change	Replies Laulima Post #7	Feb 22 Feb 26
Week 8	Mar 1 – 7	Online Research	Replies Laulima Post #8	Mar 1 Mar 5
Week 9	Mar 8 – 14	Poverty	Replies Laulima Post #9 Checkpoint #1	Mar 8 Mar 12 Mar 14
Week 10	Mar 15 – 21	<i>Spring Break</i>	<i>Nothing Due</i>	
Week 11	Mar 22 – 28	Environment I	Replies Laulima Post #10 Checkpoint #1	Mar 22 Mar 26 Mar 27
Week 12	Mar 29 – Apr 4	Environment II	Replies Laulima Post #11	Mar 29 Apr 2
Week 13	Apr 5 – 11	Geopolitics	Replies Laulima Post #12	Apr 5 Apr 9
Week 14	Apr 12- 18	Tourism for Good?	Replies Laulima Post #13 Checkpoint #2	Apr 12 Apr 16 Apr 18
Week 15	Apr 19 -25	Education Tourism	Replies Laulima Post #14	Apr 19 Apr 23
Week 16	Apr 26 – May 2	Tourism Futures	Replies Laulima Post #15	Apr 25 Apr 30
Week 17	May 3 – 9	<i>Finish Your Paper</i>	TripAdvisor Paper	May 9
Exams Week	May 10 – 14	<i>Last Week of the Term</i>	Ethical Reflection Final Survey Last SH Card Day	May 11 May 14 May 14

# Course Outline

*I suggest that you read the readings in the order I've listed them here.*

## Week 1 Ethical Foundations & Tourism

Tourism is an (un)ethical act. While this is certainly not an ethics course, we will be drawing on ethical foundations to study the act of travel. This section's readings provide an ethical grounding for us to draw on for the rest of the term. The Lovelocks provide us with the basics of ethical philosophy. The UNWTO document serves as a global code of ethics for tourism and D'Sa provides critiques of tourism on social justice and environmental justice ethical grounds.

Lovelock, Brent, and Kirsten M. Lovelock. 2013. "**Tourism: Ethical Concepts and Principles**" in *The Ethics of Tourism: Critical and Applied Perspectives*. 17-39. New York: Routledge.

UNWTO. 1999. "**Global Code of Ethics for Tourism.**" Santiago: United Nations.

D'Sa, Eddie. 1999. "**Wanted: Tourists with a Social Conscience.**" *International Journal of Contemporary Hospitality Management* 11 (2/3): 64–68.

## Week 2 Complicating Tourists

These readings are meant to get you reflecting on the concept of 'tourist.' How can the concept be complicated? Who fits and who doesn't? Cohen's article is a classic—one of the first attempts to classify the boundaries around tourists. Lindberg lends support to conventionally touristy characters, while Carter and Bernstein describe tourists who may push our conceptual understandings.

Cohen, Erik. 1979. "**A Phenomenology of Tourist Experiences.**" *Sociology* 13 (2): 179–201.

Lindberg, Peter Jon. 2009. "**In Defense of Tourism.**" *Travel & Leisure*, 2009. <http://www.peterjonlindberg.com/in-defense-of-tourists>.

Carter, Perry Labron. 2019. "**Looking for Something Real: Affective Encounters.**" *Annals of Tourism Research* 76: 200–213.

Bernstein, Joshua D. 2019. "**Begging to Travel: Begpacking in Southeast Asia.**" *Annals of Tourism Research* 77: 161–63.

## Week 3 Complicating Hosts

In the tourism encounter there are tourists and hosts. This week, we consider the latter. The Adlers describe the transient lifestyles of some of the workers employed in Hawaii resorts, specifically the managers and the temporary hires. Notar gives us an ethnographic study of café owners in China who are just as cosmopolitan as the backpackers who stumble into their establishments. Finally, Freire-Medeiros' study of slum residents in Brazil finds that most people would like the tourism industry to grow. These readings should complicate our understanding of who is a "host" and what it means to be "local."

Adler, Patricia A., and Peter Adler. 2004. "**Transient Lifestyles**" in *Paradise Laborers: Hotel Work in the Global Economy*. Ithaca: Cornell University Press.

Notar, Beth E. 2008. "**Producing Cosmopolitanism at the Borderlands: Lonely Planeteers and 'Local' Cosmopolitans in Southwest China.**" *Anthropological Quarterly* 81 (3): 615–50.

Freire-Medeiros, Bianca. 2012. "**Favela Tourism: Listening to Local Voices.**" In *Slum Tourism: Poverty, Power and Ethics*, edited by Fabian Frenzel, Ko Koens, and Malte Steinbrink, 175–92. London: Routledge.

## Week 4 Tourism and Gender

This week we consider tourism as a gendered phenomenon. First, Mostafanezhad explores the gendered expectations of humanitarianism. Secondly, Bandyopadhyay and Patil provide some historical context by reviewing this gendered service impulse in colonial India and comparing that to the motivations of today's tourists. Finally, Carrier-Moisan explores how those engaged in sex tourism in Brazil use varying femininities to their advantage.

Mostafanezhad, Mary. 2013. "**Getting in Touch with Your Inner Angelina': Celebrity Humanitarianism and the Cultural Politics of Gendered Generosity in Volunteer Tourism.**" *Third World Quarterly* 34 (3): 485–99.

Bandyopadhyay, Ranjan, and Vrushali Patil. 2017. "**The White Woman's Burden' – the Racialized, Gendered Politics of Volunteer Tourism.**" *Tourism Geographies* 19 (4): 644–57.

Carrier-Moisan, Marie-Eve. 2015. "**Putting Femininity to Work': Negotiating Hypersexuality and Respectability in Sex Tourism, Brazil.**" *Sexualities* 18 (4): 499–518.

## Week 5 Structural Violence in Tourism

These readings all argue that tourism leads to institutional, structural violence. Nash outlines the basics of the 'tourism-as-imperialism' argument. Devine and Ojeda explore themes like enclosure and extraction, erasure from their South American case study sites. Echtner & Prasad deal with a different kind of violence—representational violence. They examine how tourism marketing constructs myths around a "Third World."

Nash, Dennison. 1989. "**Tourism as a Form of Imperialism.**" In *Hosts and Guests: The Anthropology of Tourism*, edited by Valene L. Smith, 2nd edition, 37–52. Philadelphia: University of Pennsylvania Press.

Devine, Jennifer, and Diana Ojeda. 2017. "**Violence and Dispossession in Tourism Development: A Critical Geographical Approach.**" *Journal of Sustainable Tourism* 25 (5): 605–17.

Echtner, Charlotte M., and Pushkala Prasad. 2003. "**The Context of Third World Tourism Marketing.**" *Annals of Tourism Research* 30 (3): 660–682.

## Week 6 Tourism and Coloniality

This week continues to explore tourism as an ongoing site of colonial violence. We consider how tourism is associated with coloniality as an encroachment on territories and lifeways. Kincaid articulates a critical take on tourists visiting her home of Antigua. Helu-Thaman argues that tourism has permanently and detrimentally changed almost every economic and ecological aspect of Pacific Islands. Finally, Ndebele writes about his experiences in game lodges (sites of colonization) as a Black South African.

Kincaid, Jamaica. 2000. "Part One" of *A Small Place*. 1-19. New York: Farrar, Straus and Giroux.

Helu-Thaman, Konai. 1993. "**Beyond Hula, Hotels, and Handicrafts: A Pacific Islander's Perspective of Tourism Development.**" *The Contemporary Pacific* 5 (1): 103–11.

Ndebele, Njabulo S. 1999. "**Game Lodges and Leisure Colonialists.**" In *Blank: Architecture, Apartheid and After*, edited by Hilton Judin and Ivan Vladislavic, 99–105. Rotterdam: NAI Publishers.

## Week 7 Cultural Change and Tourism

These readings are all fairly early interventions in the tourism literature, but they foreshadowed the findings of later work nicely. Greenwood takes us on quite the journey as he thinks about the implications of the Spanish *Alarde* ritual becoming touristified. At first, he's quite critical of tourism "changing" culture but a few years later, he adds an Epigraph which complicates his thinking. Ed Bruner and Kirshenblatt-Gimblett examine cultural change and cohesion at a colonial safari ranch in Kenya. They argue that tourism is about cultural production with contested meanings. In modern Kenya, both the Maasai herders and the white colonists use tourism to hold onto a caricature of a vanishing way of life. The documentary *Cannibal Tours*—while a bit slow—is an excellent representation of interaction between tourist and host.

Greenwood, Davydd J. 1989. **"Culture by the Pound: An Anthropological Perspective on Tourism as Cultural Commoditization."** In *Hosts and Guests: The Anthropology of Tourism*, edited by Valene L. Smith, 2nd edition, 171–85. Philadelphia: University of Pennsylvania Press.

Bruner, Edward M., and Barbara Kirshenblatt-Gimblett. 1994. **"Maasai on the Lawn: Tourist Realism in East Africa."** *Cultural Anthropology* 9 (4): 435–70.

O'Rourke, Dennis. 1988. ***Cannibal Tours***. [67 minutes]

## Week 8 Online Research In Tourism

These readings are key to understanding how to write your final paper. Mkono and Markwell's short paper outlines some basics of netnography. The remaining three papers are examples of how to do netnographic content analysis. Mkono examines narratives about 'traditional' African food restaurants in Zimbabwe. Owens looks at narratives around a statue of Einstein in DC. Finally, Iqani examines narratives about slum tours across three continents. You will need to model your final paper after these examples, so read closely.

Mkono, Muchazondida, and Kevin Markwell. 2014. **"The Application of Netnography in Tourism Studies."** *Annals of Tourism Research* 48: 289–91.

Mkono, Muchazondida. 2011. **"The Othering of Food in Touristic Eatertainment: A Netnography."** *Tourist Studies* 11 (3): 253–70.

Owens, Trevor. 2012. **"Tripadvisor Rates Einstein: Using the Social Web to Unpack the Public Meanings of a Cultural Heritage Site."** *International Journal of Web Based Communities* 8 (1): 40–56.

Iqani, Mehita. 2016. **"Slum Tourism and the Consumption of Poverty in TripAdvisor Reviews: The Cases of Langa, Dharavi and Santa Marta."** In *Consumption, Media and the Global South*, 51–86. New York: Palgrave.

## Week 9 Tourism and Poverty

Whyte brings us back to some of the ethical foundations of the course. He and colleagues ask whether people who live in the zone of poverty tourism can ethically consent. Steinbrink then provides a history of 'slumming,' the practice of relatively wealthy people visiting poor—often ethnicized—neighborhoods. Finally, Crossley unpacks one common discursive maneuver tourists use to minimize the emotional toll of uneven development.

Whyte, Kyle Powys, Evan Selinger, and Kevin Outterson. 2011. **"Poverty Tourism and the Problem of Consent."** *Journal of Global Ethics* 7 (3): 337–48.

Steinbrink, Malte. 2012. **"We Did the Slum! – Urban Poverty Tourism in Historical Perspective."** *Tourism Geographies* 14 (2): 213–34.

Crossley, Émilie. 2012. **"Poor but Happy: Volunteer Tourists' Encounters with Poverty."** *Tourism Geographies* 14 (2): 235–53.

## Week 11 Political Ecology: Global Situations

A political ecology approach centres the ways nature is a political construction. This week (and the next) focus on tourism's relationship with the natural world. Here, we are concerned with the 'big questions' of tourism and climate change. Eijgelaar and Peeters lay out the unforgiving numbers. Mostafanezhad and Norum provide us with a theoretical framework to understand tourism within wider ecological change. Lovelock returns to ask whether air travel in particular is immoral, and how to potentially improve it.

Eijgelaar, Eke, and Paul Peeters. 2014. **"The Global Footprint of Tourism."** In *The Wiley Blackwell Companion to Tourism*, edited by Alan A. Lew, 454–65. Hoboken: Wiley & Sons.

Mostafanezhad, Mary, and Roger Norum. 2019. "The Anthropocenic Imaginary: Political Ecologies of Tourism in a Geological Epoch." *Journal of Sustainable Tourism*, 1–15.

Lovelock, Brent. 2014. "The Moralization of Flying: Cocktails in Seat 33G, Famine and Pestilence Below." In *Moral Encounters in Tourism*, edited by Mary Mostafanezhad and Kevin Hannam, 139–53. Burlington: Ashgate.

## Week 12 Political Ecology: Local Consequences

Our second week on political ecology examines the more local—all, while acknowledging that local and global are completely intertwined. The Vox video examines how local environments can be destroyed by tourism. Dawson et al show how 'last chance' tourism to delicate ecosystems can accelerate their decline (though this need not be the case). Finally, Holroyd provides an ethnographic look into the ways national parks often draw on Western understandings of resource use, excluding indigenous human-environment relations.

Vox. 2018. **What Happens When Nature Goes Viral?** YouTube Video. Vox Media.  
<https://www.youtube.com/watch?v=ltjc14Fm-gs>. [4 minutes]

Dawson, Jackie, Emma J. Stewart, Harvey Lemelin, and Daniel Scott. 2010. "The Carbon Cost of Polar Bear Viewing Tourism in Churchill, Canada." *Journal of Sustainable Tourism* 18 (3): 319–336.

Holroyd, Megan. 2016. "The Political Ecology of Tourism Development on Mount Kilimanjaro." In *Political Ecology of Tourism*, edited by Mary Mostafanezhad, Roger Norum, Eric J. Shelton, and Anna Thompson-Carr, 250–69. New York: Routledge.

## Week 13 Geopolitics of Tourism

Geopolitics are the ways that countries exert power (hard and soft) over one another. Tourism has a lot to do with modern displays of force. Dodds provides an overview of geopolitics to orient us to the term. Fregonese and Ramadan's paper explores how hotels become multifaceted geopolitical sites during conflict. Chen and Duggan explore one clearly geopolitical ploy between China and various African countries that may or may not actually be working? Finally, the popular travel blogger Wandering Earl gives us an example of how informal writing about tourism experiences can carry geopolitical messages.

Dodds, Klaus. 2007. "It's Smart to Be Geopolitical" in *Geopolitics: A Very Short Introduction*. Oxford: Oxford University Press.

Fregonese, Sara, and Adam Ramadan. 2015. "Hotel Geopolitics: A Research Agenda." *Geopolitics* 20 (4): 793–813.

Chen, Yu-Wen, and Niall Duggan. 2016. "Soft Power and Tourism: A Study of Chinese Outbound Tourism to Africa." *Journal of China and International Relations* 4 (1): 45–66.

Wandering Earl. 2017. "The Taliban vs. Andre the Giant." Wandering Earl (blog). June 7, 2017.  
<https://www.wanderingearl.com/the-taliban-vs-andre-the-giant/>.

## Week 14 Tourism for Good?

There is a growing sense that leisure-for-leisure-sake is hedonistic at worst and tone-deaf at best. Tourism, the critics claim, should be educational and important, it should accomplish something. Enter what Jim Butcher calls New Moral Tourism. Butcher claims that that this is all self-important nonsense and we should just enjoy traveling without worrying about giving back. Mahrouse and Roberts provide examples of supposedly impactful tourism gone awry. The documentary *Gringo Trails* further explores the phenomena of alternative tourism.

Butcher, Jim. 2009. "Against 'Ethical Tourism.'" In *Philosophical Issues in Tourism*, edited by John Tribe, 244–60. Bristol: Channel View Publications.

Mahrouse, Gada. 2011. "Feel-Good Tourism: An Ethical Option for Socially-Conscious Westerners?" *ACME* 10 (3): 372–91.

Roberts, Maya. 2006. "Duffle Bag Medicine." *JAMA* 295 (13): 1491–92.

Vail, Pegi. 2013. *Gringo Trails*. Icarus Films. [60 mins]

## Week 15 Tourism as Formal Education

One growing area of Tourism for Good involves institutions of higher education. McGloin and Georgeou study how recruitment methods of university volunteering trips lead to questionable outcomes. Crabtree does a study of what happens to a small village which receives an alternative spring break volunteer cohort—it's not great. Finally, Couch and Georgeou argue that university sponsored travel has little impact on students' lives after a few years. These readings hopefully strike close to home for some of you who have personally experienced the things these authors describe.

McGloin, Colleen, and Nichole Georgeou. 2016. "Looks Good on Your CV': The Sociology of Voluntourism Recruitment in Higher Education." *Journal of Sociology* 52 (2): 403–17.

Crabtree, Robbin D. 2013. "The Intended and Unintended Consequences of International Service-Learning." *Journal of Higher Education Outreach and Engagement* 17 (2): 43–66.

Couch, Jen, and Nichole Georgeou. 2017. "Do Immersion Tours Have Long-Term Transformative Impacts on Students?" *Journal of Applied Youth Studies* 2 (2): 18–35

## Week 16 Tourism Futures

Readings TBD

# The Other Stuff

The Syllabus	It is subject to change. If something changes, I'll send you an email.
Emailing	I'm pretty good with email. However, I do get 24 hours to respond, but in most cases, I'll respond much quicker. I am currently based at the University of Namibia, which is 12 hours ahead of Honolulu, so I thank you in advance for your patience with middle-of-the-night emails. Feel free to call me "Jacob" or "Professor Henry" in our emails.
Course Description	The course covers the, "tourist landscape in relation to resources, spatial patterns of supply and demand, impacts of tourism development, and models of tourist space. Flows between major world regions." This is a human geography course. You will unpack and analyze the social and political characteristics of different types of tourism from around the world.
Ethics Focus	This course has a Contemporary Ethical Issues (E) Focus designation. Contemporary ethical issues are fully integrated into the main course material and will constitute at least 30% of the content. At least 8 hours of class time will be spent discussing ethical issues. Through the use of lectures, discussions and assignments, students will develop basic competency in recognizing and analyzing ethical issues; responsibly deliberating on ethical issues; and making ethically determined judgments.

Plagiarizing

Don't do it. Since we're doing reflection and analysis in this course, there isn't much incentive to plagiarize. The best way to not plagiarize? Cite furiously! It's on you to know what plagiarism is, but I'm always happy to answer questions about it.

Zotero

If aren't using Zotero for citation management, I'd suggest you look into it. It's a free, open access program that many professors use to automate bibliographies and citations. <https://www.zotero.org/>

## APPENDIX 1: TRIPADVISOR ANALYSIS

Points: 100  
Due: May 9  
Length: 2,000 words (in addition to the bibliography)  
Submission: Submit as a Word document via the Assignments Tab

In Week 8, we read academic studies which analyzed the content of comments on the travel ratings website TripAdvisor. Owens analyzed a single site (the Einstein statue), Mkono analyzed multiple restaurants that serve 'traditional food' in the tourist town of Victoria Falls, and Iqani analysed comments about slum tours across three continents. Each of these authors read all the reviewer comments and then sorted the comments into themes. They present their themes with example reviews and discussion on how the reviewers narrated and understood the site(s). The authors go beyond mere description—they aren't just giving quantitative statistics about the comments—rather, they *analyse* how the narrative themes fit into broader tourism geography literature and questions in the field. For this assignment, you will do the same.

You will pick a single site/tour or a logical grouping of sites/tours (like Mkono's restaurants) for your TripAdvisor narrative analysis. You should have **at least 30 substantial TripAdvisor comments to work with**. You will identify **at least three themes** from the comments and then write up a paper which proves (using example reviews) the themes exist and explaining what we can learn/why they are important from a cultural geography perspective. This is not a paper in which you identify themes to "improve marketing" or "user experience." Here, we are interested in understanding power relations, cultural change and interaction, geopolitics, or other social issues discussed the course reading. You should cite relevant course reading in your discussion of the identified themes. You can might model your paper on the Week 3B examples, though I don't expect you to have as robust of a literature review as the published articles. Your final paper might look something like this:

- Introduction: Introducing the site & previewing your analysis and main themes. Some review of relevant literature.
- Methods: Describe your process of content analysis.
- Findings: Sorted into the thematic categories, evidence from the data (reviews), and your own summary and discussion of the themes and their relevance to broader questions in tourism geographies.
- Bibliography

This exercise allows you to conduct your own research, not just writing yet another term paper from secondary sources. You are the one conjuring the themes from the reviews and you are the one who must prove that such themes exist and are noteworthy.

**For the Checkpoints:** Checkpoint #1 is just a short forum post telling the class which TripAdvisor page(s) you will be analyzing. Checkpoint #2 is a short forum post listing and describing the themes you have created.

## APPENDIX 2: ETHICAL REFLECTION PAPER

Points: 30  
Due: May 11  
Length: 800 words, minimum  
Submission: Submit via the Assignments Tab

This assignment encourages you to think about the ethical frameworks, ethical and unethical tourism practices, and your own position. Whether you plan to go into the tourism industry or you are just going to be a tourist, how has this course changed your ethical perspectives (if at all)? How might these changed ethical stances impact your actions?

You should critically reflect on one or two topics which we covered in the course that stand out to you. What did you find important? What was surprising new information? How do you understand tourism differently now from when we started? For you personally, what does an ethics of tourism look like?

This paper should definitely include “I statements.” It is ultimately your reflection. However, when discussing the ethical frameworks and example issues, it would be helpful to mention which readings you’re drawing from.

## **APPENDIX 3: LAULIMA DISCUSSION BOARD**

Points: 15 posts x 10 points = 150 points  
Due: Throughout  
Length: 400-word posts, and two roughly 100-word replies to a peer  
Submission: Submit and comment on the weekly Forum board

Like most online classes, this course requires you to discuss and reflect on the readings on a Forum board. You are also responsible for **commenting on two** posts for each topic. If someone comments on your post, you should reply to them as well. Posts are due on Friday. Comments are due by the following Monday.

Your main post should:

- Be at least 400 words
- Engage with the discussion prompt, even if you eventually move away from it
- Make a point, not just a summary
- Have some personality (write in an active voice, not like a textbook. Use humor, show frustration, etc.)
- Utilize all the readings in a thorough way (I’m assessing whether you did the readings)
- Be checked for grammar and spelling and be coherent
- Connect this weeks’ readings to each other and to past themes and articles

Your reply should:

- Be civil, professional, intellectual, especially when you are challenging the original author
- Respond to the content of the main post
- Build on (“yes, and”) or disagree with (and explain why) the main post
- Be about 100 words. However, a substantial yet shorter post will earn more points than a long but vacuous one.

### **Grading Guidelines:**

- A Higher-level, critical thinking, multiple connections to specific concepts in both main post & reply
- B Makes some specific connections to course material, but could go deeper
- C Makes only a minimal amount of connection to course material
- D Post and peer response were made, but little evidence that course material was read
- F No post/ incoherent post / no reply OR wild speculation, little connection to the material

*Advice:* If someone chooses to comment on your post, take the opportunity to seriously engage with their argument in a reply. Serious, critical engagement here could really improve your grade.