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SENSITIZING YOUNG TRAVELLERS FOR LOCAL CULTURES
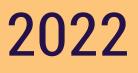
This CultSense Learning Module focuses on developing Cultural Sensitivity (in Travel). The lecturer can choose their own combination of learning objectives, resources, activities and assessment.

Emotions and Encounters in Tourism

Developed by Siri Driessen and Lénia Marques

Designed by Giannella Bonilla

2022

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University
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UNIVERSITATEA
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ATLAS
ASSOCIATION FOR TOURISM
AND LEISURE EDUCATION AND RESEARCH

WYSE TRAVEL
CONFEDERATION

Co-funded by
the European Union

✎ Overview

Learning Objectives	Resources	Activities	Assessment
To reflect on the role that emotions have in tourism encounters	Mixed Feelings (case study) De Wallen (case study) War tourism in the Netherlands (video)	4.1 Triangle of Emotions 4.2 Brainstorm 4.3 Discussion	5.1 Video (group) 5.2 Presentation (group) 5.3 Essay (individual)
To raise awareness and sensitiveness to different types of travellers and reactions to the places and sites they visit	Mixed Feelings (case study) War tourism in the Netherlands (video)	4.1 Triangle of Emotions 4.2 Brainstorm	5.1 Video (group) 5.2 Presentation (group)
To understand how to develop an understanding for different types of local hosts and local citizens	Mixed Feelings (case study) De Wallen (case study) War tourism in the Netherlands (video)	4.3 Discussion	5.1 Video (group) 5.3 Essay (individual)
Examine different motivations for travelling to a destination	Mixed Feelings (case study) De Wallen (case study) War tourism in the Netherlands (video)	4.2 Brainstorm 4.3 Discussion	5.1 Video (group) 5.2 Presentation (group) 5.3 Essay (individual)
Formulate potential strategies to minimize tensions and favour good, open and constructive relationships between hosts and visitors, taking into account different motivations, needs, expectations and emotional responses	Mixed Feelings (case study) De Wallen (case study) War tourism in the Netherlands (video) Tourists in Sibiu (video)	4.1 Triangle of Emotions 4.3 Discussion	5.1 Video (group) 5.3 Essay (individual)

Photo by CultSense Project Team

Contents ✏

1. Learning Objectives

To reflect

on the role that emotions have in tourism encounters;

To raise

awareness and sensitiveness to different types of travellers and reactions to the places and sites they visit;

To understand

how to develop an understanding for different types of local hosts and local citizens;

To examine

different motivations for travelling to a destination;

To formulate

potential strategies to minimize tensions and favour good, open and constructive relationships between hosts and visitors, taking into account different motivations, needs, expectations and emotional responses.

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2. Contextualization

Tourists react differently to the sites they visit and the people they encounter while travelling. While a specific visit can be enriching for one person, someone else can look back at the same experience in a very different way. What we feel as tourists and how we experience touristic encounters is depending on both our individual and cultural background: we connect what we experience on site to our earlier experiences and to culturally informed knowledge on what tourism should be like. Likewise, local citizens and tourism professionals are also influenced by their own experiences and convictions about travel and tourism, due to which their attitude towards tourists will vary. Because of this, we can never be completely sure that the experiences of others are similar to those of yourself.

The encounter with people and places that are not familiar plays an important role in tourism. We are attracted by what is different to us, and through encounters with other, we learn about the world around us and ourselves. Moreover, being confronted with different perspectives will help tourists and hosts to become aware of their own prejudices, and to understand the impact of your own background and culture on the way you see the world. Actively engaging with (the perspectives of) others through touristic encounters provides a means to experience and discuss these issues.

In this way, potential tensions between travellers and hosts, can result in more empathy and mutual understanding.

Emotions form an important part of touristic experiences and encounters. What happens on site or between persons is not only seen or spoken of, but also felt in both the body and the mind. Touristic experiences become more meaningful the more they evoke an emotional response from the visitor, ranging from fun or excitement to surprise or even sadness. Yet what we feel on site, as tourists or hosts, is also culturally defined. This is why people can have different emotional responses to touristic encounters.

This learning module contains material in which emotional encounters with people and places are central. It features case studies on emotions in war tourism, and on the experiences of locals living in the touristic Amsterdam Red Light District. The videos touch upon do's and don'ts when visiting the Romanian town of Sibiu and the impact tourism has on locals, and on a Dutch example of war tourism.

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3. CultSense Resources

Photo by Ilja Nedilko

Case Studies

Mixed Feelings: Emotional Experiences in War Tourism

Summary: This case study focuses on the practice of war tourism. It discusses the different reasons people have to visit sites associated with war and atrocities, such as the Nazi-German extermination camp Auschwitz. The case study focused on three different themes often considered in studies about war tourism: education, emotions, and moral responsibility. The presence of large numbers of tourists on former war sites also produces tensions. As the nature of former war sites is highly serious – commemorating mass death, atrocities and violence – this clashes with the nature of tourism, which is predominantly associated with entertainment and fun. This clash has encouraged some tourists to reflect on the consequences of their own behaviour. Still, the impact of touristic visits to former war sites remains a point of discussion, and the various sensitivities associated with war tourism need consideration of both visitors and site managers.

Driessen, S., (2022). Mixed Feelings: Emotional Experiences in War Tourism. In Engberg, M., Björkroth, P. & Marques, L. (2022). *Creating Cultural Understanding Through Travel. CultSense Case Collection* (pp. 12-17). Arnhem: ATLAS / CultSense Project. https://www.cultsense.com/academicpublications/casestudies/

De Wallen: Amsterdam's Red Light District

Summary: This case study discusses the impact that tourism has on the residents of one of Amsterdam's most well-known neighbourhoods: the Red Light district (De Wallen). In recent years, the De Wallen has been the destination of mass tourism, leading to debates about liveability in the area and the need to find a balance between commercial and residential interests. The area caters disproportionately to the needs of tourists and visitors, while the interests of residents and non-tourist-oriented commerce are underserved. Past research has suggested that sexualized spaces like de Wallen are characterized by the expectation and attribution of particular norms, conducts and behaviour to the area and the people who animate it. The case study specifically taps into the experiences of female residents of the area. In their daily lives, female residents are negotiating their place and space in the neighbourhood, contending with often objectifying and sexualizing gazes that place them as integral part of the sexualized neighbourhood experience. The way female residents feel about their lives in the neighbourhood therefore highlights the challenges and tensions that also relate to gender, gendered and sexualised public spaces.

Mörk, A., Brandellero, A., Marques, L. & Driessen, S. (2022). De Wallen, Amsterdam's Red Light District – Case study. In Engberg, M., Björkroth, P. & Marques, L. (2022). *Creating Cultural Understanding Through Travel. CultSense Case Collection* (pp. 19-26). Arnhem: ATLAS / CultSense Project. https://www.cultsense.com/academicpublications/casestudies/
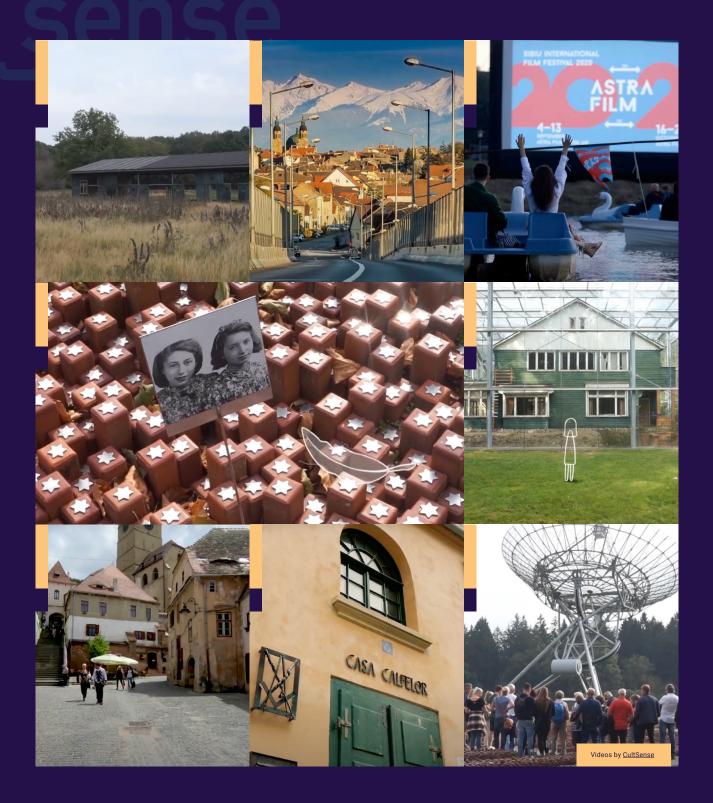

Photo by Alexander Popov

The case study specifically taps into the experiences of female residents of the area.

Photo by Gio

✏ Videos

CultSense Resources

War tourism in the Netherlands (Westerbork)
(**WATCH HERE**)

Summary: This video connects to the case study on War Tourism. It focuses on the tensions that tourism to former war site might cause, in this case the Westerbork concentration camp in the east of the Netherlands, from where 107.000 predominantly Jewish prisoners were transported to extermination camps in East-Europe in the Second World War. By illustrating the different expectations of visitors and their different ideas of how one should behave on site, the video aims to raise awareness of the unwritten rules of war tourism.

Video by CultSense

Tourists in Sibiu (**WATCH HERE**)

Summary: In this video made by students, images of Sibiu, a city in Transylvania, in Romania, are presented, together with some cultural events that are organized in the city. The video aims at reflecting on the behaviour of foreign visitors who visit Sibiu. Three locals who deal with tourists were interviewed. Please note that the CultSense project doesn't necessarily share these views, however they are a rich ground for discussion.

Video by CultSense

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4. In-class activities
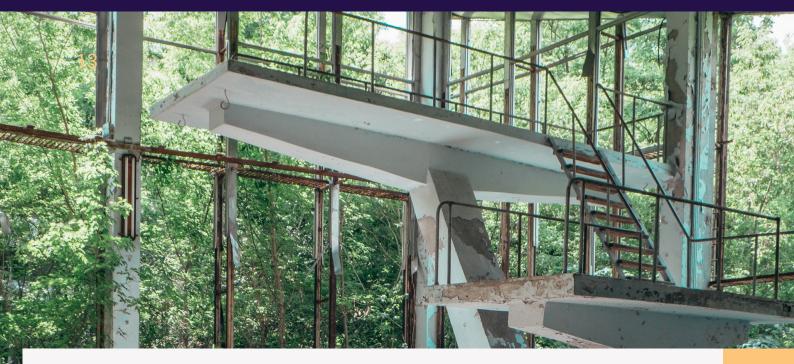
4.1 The Triangle of Emotions (warm up activity) (15 min.)
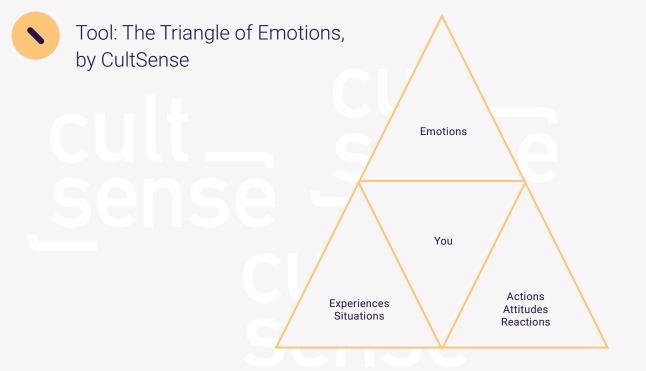
Use the Triangle of Emotions below to map the emotions that you can have as a tourist based on your own experiences, and provide examples of situations you've encountered, reflecting on your actions, attitudes, reactions (8 minutes). Exchange your Triangle of Emotions with a colleague. Compare and discuss in pairs: could your triangles have been different? How? (7 minutes)

Tool: The Triangle of Emotions,
by CultSense

Emotions

You

Experiences
Situations

Actions
Attitudes
Reactions

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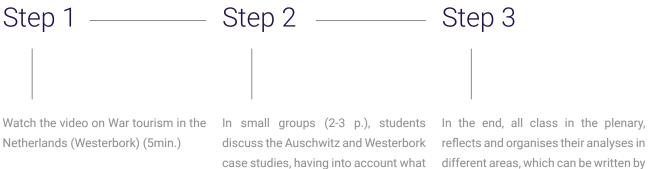
4.2 Brainstorm Mixed feelings - Case study 1 (45min.) ✎

Preparation: Read the case study and prepare the questions asked in the text; do some online research about the topic (for instance, on travel blogs).

In class:

Step 1 ——— Step 2 ——— Step 3

Step 1

Watch the video on War tourism in the Netherlands (Westerbork) (5min.)

Step 2

In small groups (2-3 p.), students discuss the Auschwitz and Westerbork case studies, having into account what they have just watched, exploring the questions: (25 min.)

Step 3

In the end, all class in the plenary, reflects and organises their analyses in different areas, which can be written by students in the board or in a flipchart. The following table illustrates potential areas of exploration: (15min.)

**1. What** are the do's and don'ts in war tourism? Explore your moral compasses.

2. What would you have done if you were Simon and experienced similar mixed feelings?

3. Why does Simon feel guilty about his lack of emotional response to the visit?

Questions for discussions:

4. Which prejudices about tourists and tourism can you notice in the story?

5. How could sites like Auschwitz deal with the presence of large groups of visitors from different mixed backgrounds and with different purposes for visiting?

Photo by Mads Eneqvist

Emotions	Emotional Responses in former war sites	Motivations	Preconceptions / prejudices	How to deal with it (visitors and site managers)
....				

Follow up: choose one of the activities from section 5: Assessment.

4.3 Discussion encountering emotions in travelling experiences (90 min.)

Preparation: Students read **one** of the case studies (Mixed Feelings and De Wallen); students watch War tourism in the Netherlands (Westerbork).

In class:

Step 1

Discuss in plenary:

1. What happens in each of these pieces? Who are the actors? What is the role of place? What are the tensions/issues at stake?

2. Any personal accounts in these places or others with similar issues (visitor / host)?

Step 2a

Group discussion with the De Bono 6 thinking hats method: (45 min.)

The class is divided into groups of 6 students (preferably). In each group the "6 hats" are distributed, so that each student has a different perspective of the same issue (see Appendix A). You can use the model provided in Appendix B to summarise your ideas or the Miro board template. **Download here.**

Photo by CultSense Project Team

De Bono 6 thinking hats method

IDEAS
Ideas, solutions, concepts

PROCESS
Facilitation of the process

FACTS
Feelings, intuition, emotion

CAUTIONS
Difficulties, weakness, cautions

FEELINGS
Feelings, intuition, emotion

BENEFITS
Value in proposed solutions

De Bono 6 thinking hats method ✎

Question for students who read case study 1:

What can we do to accommodate different publics, with different motivations, needs and expectations, at places like Auschwitz?

Question for students who read case study 2:

What can cities do to reduce the tensions among the different stakeholders involved, in particular hosts and visitors? Consider different cities like Amsterdam and Sibiu (*Note: if it is too difficult, these can be analysed separately to allow for addressing contextual differences*).

Step 2b

In plenary, students present a reflection on their process and main conclusions. Try to make connections between the issues and sensitivities reported on in the different case studies.

For detailed description and example questions for each thinking hat, please check: **Worksheet for 6 thinking hats**

Photo by Parabol

CultSense Learning Module 3 ✏

5. Assessment

5.1 Making a video (group assignment)

Using the theme of this module, students film a new case study, in which they research emotional encounters in a tourism setting of their choice (could be local or a place they don't know yet).

30 min discussion in class of the results + student's preparation (+/- 20 hours)

Assessment rubric: see appendices

In order to assess the achievement of the different learning objectives, please choose one or more of the assessment forms, depending on the type of class, the activities employed and assessment needed.

5.3 Argumentative essay (individual assignment)

Students individually write an essay in which they explore a case study of their choice that relates to encounters, emotions and sensitivities in tourism. They can either search for an example of war tourism, sex tourism or the negative impact of tourism to local communities; or think of their own example that connects to the topic.

5.2 Oral presentation (group assignment)

In a group, students present on a case of their choice that is connected to emotional encounters in tourism. The presentation should focus on sensitivities and tensions that occur in the selected case.

Photo by Alex Litvin

5.4 Extra activities

a) Field visit to a site associated with war or suffering. On site, students could be asked to observe the behaviour of other visitors and reflect on their own impressions and experiences during the visit. After the visit, a group discussion could be organized in which the students explore the differences in their experiences and observations, and think of ways to ease existing tensions between different types of visitors on site.

b) Think about a famous war heritage site in your own country. Write a short story in which you sketch the different types of visitors that could visit this site. Discuss your story with a classmate and talk about the differences between these types of visitors, and the moments in which their behaviour could cause irritation or friction.

c) Make a mind map in which the student indicates the different aspects associated with tourism impact local neighbourhoods and their residents. Continue with a discussion in which students talk about possible solutions to cater better to the needs of residents and local businesses in the neighbourhood.

d) Mindful Role Playing Game

Make two groups, with two different roles: 1) locals attached to a site (you can choose a site to make it more real); 2) visitors who are focused only in their own enjoyment.

The students have to discuss their emotional perspectives, first, defending strongly their own convictions/beliefs, etc. Then they should try to reach an agreement where both parties are satisfied.

This can be done by performing a mindfulness/creative visualization in which they can put themselves in the other's shoes emotionally, understanding and feeling what the others feels. They can also try not to be emotionally involved, and take an outsider's perspective, which should facilitate a sensation of empathy.

Photo by CultSense Project Team

6. To explore

Videos ✏

Red Light District documentary by the Australian program Dateline (W A T C H H E R E)

Video by SBS Dateline

Documentary on the region of Sibiu (W A T C H H E R E)

Video by Astra Film Festival

TED Talks on thoughtful travelling (W A T C H H E R E)

Video by TED

Aziz Abu Sarah – TED talk on tourism as incubator for peace (W A T C H H E R E)

Video by TED

6.2 References

Buda, Dorina-Maria, Jennie Germann Molz, eds. (2022). Affective Attunements in Tourism Studies. *Tourism Geographies 23*(4). https://www.tgjournal.com/affect-attunements-in-tourism-studies.html

Note: *The articles in this special issue can be used for further reading on emotional encounters in tourism.*

Chapuis, Amandine. (2016). Touring the Immoral. Affective Geographies of Visitors to the Amsterdam Red-Light District. *Urban Studies*. https://doi.org/10.1177/0042098016645261

Note: *This article can be used in combination with the Red Light District case study.*

Germann Molz, Jennie, Dorina-Maria Buda (2022). Attuning to Affect and Emotion in Tourism Studies. *Tourism Geographies*. https://doi.org/10.1080/14616688.2021.2012714

Note: *The articles in this special issue can be used to theorize emotion and affect in tourism.*

Gilbert, Sophie. (2018). The Disaster Zone of Netflix's Dark Tourist. *The Atlantic*, July 26th. https://www.theatlantic.com/entertainment/archive/2018/07/the-disaster-zone-of-netflixs-dark-tourism/565946/

Note: *This article could be used in combination with the Netflix series Dark Tourist.*

Moscardo, Gianna. (1996). Mindful Visitors: Heritage and Tourism. *Annals of Tourism Research 23*(2), 376-397. https://doi.org/10.1016/0160-7383(95)00068-2

Reijnders, Stijn. (2011). Stalking the Count: Dracula, Fandom and Tourism. *Annals of Tourism Research 38*(1), 231-248. https://doi.org/10.1016/j.annals.2010.08.006

Note: *This article can be used to discuss tourism to Dracula sites in Romania, and could be used in combination with searching for reviews on Dracula-induced tourism on Tripadvisor or other sites.*

Stone, Philip, Richard Sharpley (2009) *The darker side of travel: The theory and practice of dark tourism*. Channel view publications.

Note: *Well-known book on the practice of Dark Tourism, can be used in combination with the case studies on War Tourism and the Red Light District*

Zerva, Konstantina. (2021). Dark Tourism on Netflix: From Place to Person-dependent. *Tourism Management Perspectives 38*. https://doi.org/10.1016/j.tmp.2021.100823

Note: *This article could be used in combination with the Netflix series Dark Tourist*

6.3 Other documents

Tripadvisor. Tripadvisor reviews of specific destinations could be used to make an inventory of the topics discussed on the forum and to discover recurring themes.

Youtube and TikTok: videos posted on social media could be used to identify different perspectives present on emotions and encounters in tourism, for instance in relation to war tourism or tourism in the Amsterdam Red Light District

Website www.dark-tourism.com. Students can have a look at this website and discuss the different types of sites mapped, as well as investigate what the descriptions highlight. Peter Hohenhaus is also the author of the book *Atlas of Dark Destinations*.

6.4 Films, documentaries & series

David Farrier (2018) *Dark Tourist*, episode 'Europe' (available on Netflix).
In this episode, Farrier visits war re-enactment communities and war museums in England.

Sergei Loznitsa (2016) *Austerlitz*
Documentary on war tourism in Auschwitz, focusing on the touristification of the site.

Köken Ergun (2019) *Heroes*
Documentary on war tourism to Gallipoli, Turkey, focusing on nationalism.

Paul Frederik (2021) *Return to Auschwitz. The survival of Vladimir Munk*
Documentary on Vladimir Munk, a 95-year-old survivor of Auschwitz who returns to Auschwitz-Birkenau for the first time.

6.5 E-book: "Creating Cultural Understanding Through Travel: CultSense Case Collection"

Engberg, M., Björkroth, P. & Marques, L. (2022). *Creating Cultural Understanding Through Travel. CultSense Case Collection*. Arnhem: ATLAS / CultSense Project. https://www.cultsense.com/academicpublications/casestudies/

6.6 YouTube channel "CultSense Project"

7. Appendices

Appendix A 🖊

🖊 **How to use De Bono Six Thinking Hats**

A simple way to use De Bono Six Thinking Hats consists of dividing the classroom in groups of 6 students (it can also work with 5). You can print a Hat or have real hat if you want to make more tangible. Each student is assigned a Hat (i.e. a role that relates to a certain perspective when looking at the issue at hand). Below you have a description of each Hat. Students keep their "Hats" throughout the discussion. The objective is not to convince others, but rather to highlight different perspectives when looking at a difficult issue and then use those in coming up with a possible solution.

For more detailed information, please check:
Short guide: Six Thinking Hats (PDF)
Detailed description: Six thinking hats. (PDF)

Thinking hats	How to use
(white hat)	The White Hat calls for information known or needed. "The facts, just the facts."
(yellow hat)	The Yellow Hat symbolizes brightness and optimism. Under this hat, you explore the positives and probe for value and benefit.
(black hat)	Risks, difficulties, Problems – The risk management Hat, probably the most powerful Hat; a problem however if overused; spot difficulties where things might go wrong, why something may not work, inherently an action hat with the intent to point out issues of risk with intent to overcome them.
(red hat)	The Red Hat signifies feelings, hunches, and intuition. When using this hat, you can express emotions and feelings and share fears, likes, dislikes, loves, and hates.
(green hat)	The Green Hat focuses on creativity; the possibilities, alternatives, and new ideas. It's an opportunity to express new concepts and new perceptions.
(blue hat)	The Blue Hat is used to manage the thinking process. It's the control mechanism that ensures the Six Thinking Hats® guidelines are observed.

Source: De Bono Group. (n.d.). *Six Thinking Hats – De Bono Group.*
https://www.debonogroup.com/services/core-programs/six-thinking-hats/

Appendix B

Model to work with Six Thinking Hats

For more detailed information, please check:
IRM-Tool, Innovation Resource Moderating Tool: Workshop methods

Download:
Short guide: Six Thinking Hats (PDF)
Detailed description: Six thinking hats. (PDF)

Source: IRM-Tool project. (2017). *Workshop methods*. Innovation Tool.

http://www.innovationtool.fi/activities/

Appendix C

Assessment Rubric Video

Criteria	Excellent	Good	Sufficient	Fail
The topics at hand are in the field of tourism studies. The video should be in an informative style (e.g., mini-documentary). The video has a clearly defined audience. The tone and content of the video is adequate for the audience. The content is based on studies, literature, examples and reflections, and is clearly beyond common sense (even if transmitted in a simple way).	The video has a clearly defined audience and the topic, tone, content and structure are very appropriate and extremely relevant in the field of tourism studies. The video is done in an informative style, and the information and way to communicate it is excellent. The content of the video is very clearly based on relevant studies, literature, examples and reflections.	The video has a clearly defined audience and the topic, tone, content and structure are appropriate and relevant in the field of tourism studies. The video is done in an informative style, and the information and way to communicate it is solid. The content of the video is somewhat based on relevant studies, literature, examples and reflections.	The audience for the video is only very generally identified. The topic is appropriate in the field of tourism studies. The tone and content are mostly relevant. The video is done in an informative style, although sometimes the structure and way to communicate the content lacks coherence.	The audience for the video is only very generally identified if at all. The topic isn't appropriate to the field of tourism studies. The tone and content are not relevant. The video is not done in an informative style, and the structure as well as the way to communicate the content lacks coherence.

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Criteria	Excellent	Good	Sufficient	Fail
The arguments are well interwoven and there's a storyline. **Each video should have between 3-5min.**	The video is a piece that adds to extant information, even if transmitted in a simple way. The arguments are very well interwoven and there's an excellent storyline. All sources are duly acknowledged and the length of the video is very appropriate.	The video is rich; however, it doesn't add to extant information. The arguments are well interwoven and the storyline is coherent. Most relevant sources are duly acknowledged and the length of the video is appropriate.	It is not clear that the content of the video is based on relevant studies, literature, examples and reflections. The video doesn't add to extant information. The arguments are sufficiently interwoven and the storyline is understandable and relevant. Some sources are duly acknowledged and the length of the video is appropriate.	It is not clear that the content of the video is based on relevant studies, literature, examples and reflections. The video doesn't add to extant information. The arguments are insufficiently interwoven and the storyline is hardly understandable or relevant. Some sources are somewhat acknowledged. The length of the video is not appropriate.

✏ Appendix D

Assessment Rubric Oral presentation

| Element	Criteria	Points (100)
Topic and relevance	Relevant topic for analysis, critical assessment of the case chosen.	20
Analytical depth	Quality of the analysis, convincing interpretation of the problem, logical and coherent arguments, integration of different perspectives, references to existing studies.	50
Discussion points	Stimulating and engaging discussion points, relation to the topic of analysis, clear introduction of the discussion points.	20
Form	Clear and engaging presentation, structure of the presentation, timing, use of visual means.	10

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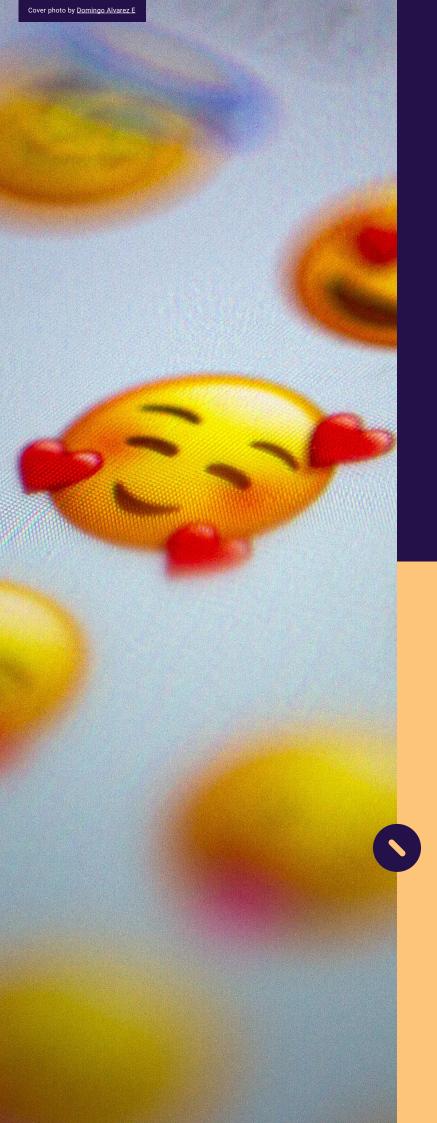
Appendix E ✏

Assessment Rubric Argumentative Essay

Criteria	Excellent	Good	Sufficient	Fail
The topic/problem at hand should be clear and relevant within the field of tourism studies. The arguments are clearly articulated and relevant. Academic sources are used sufficiently to backup arguments, analysis, recommendations. The text is clearly articulated in all its parts. The conclusions are thorough and in line with the rest of the text. Max. 1500 words (plus references).	The essay is a very well-constructed argumentative piece. The topic is clear and very relevant to the field of tourism studies. The arguments are excellent, and very clearly articulated, connected and relevant. Academic sources are very relevant and used profusely in a well written text that is articulated in all its parts. Conclusions are strong and totally in line with the previous parts. Writing style is appropriate, grammar and spelling are excellent, and references complete. It respects the word limit.	The essay is a well-constructed argumentative piece. The topic is clear and very relevant to the field of tourism studies. The arguments are solid, and well-articulated, connected and relevant. The text is mostly well articulated. Connections between some parts could have been improved. Academic sources are mostly relevant and used well. Conclusions are well done and in line with the previous parts. Writing style is appropriate, grammar and spelling are mostly well done, and references complete. It respects the word limit.	The essay is a sufficient argumentative piece. The topic is clear and relevant to the field of tourism studies. The arguments are sufficient and mostly relevant. Arguments lack sometimes articulation between them. Connections between some parts could have been improved. Academic sources are relevant and used sufficiently. Conclusions are sufficient and mostly in line with the previous parts. Writing style is mostly appropriate. Sometimes there are grammar and spelling mistakes and some incomplete references. It respects the word limit.	The essay is a poor argumentative piece. The topic is not clear or not very relevant to the field of tourism studies. The arguments are poor and often not relevant. Arguments lack articulation between them. Connections between the different parts of the text are poor. Academic sources are somewhat relevant but insufficient to back up the arguments. Conclusions are poor and not fully aligned with the previous parts. Writing style is rather poor or inappropriate. There are grammar and spelling mistakes, as well as mostly incomplete references. It fails to respect the word limit.

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