

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Public and International Affairs**  
**with effect from Semester A 2022/23**

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**Part I Course Overview**

**Course Title:** Tourism, development and society

**Course Code:** GE2215

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** B2

Arts and Humanities

Study of Societies, Social and Business Organisations

**Proposed Area:**  
*(for GE courses only)*

Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
*(Course Code and Title)* Nil

**Precursors:**  
*(Course Code and Title)* Nil

**Equivalent Courses:**  
*(Course Code and Title)* Nil

**Exclusive Courses:**  
*(Course Code and Title)* Nil

## Part II Course Details

### 1. Abstract

This course brings students on a journey of tourism discovery. It challenges popular beliefs of the advantages of tourism development and examines both the positive and negatives impacts that tourism has brought to the destinations. While tourism can be a short fun trip for the visitors, it can mean a long ordeal for the receiving hosts. The course provides students with an opportunity to explore deep into cultural and social costs of tourism development and the political dimensions of international tourism. It urges students to make critical reflections on personal travel objectives and behaviours through online writing and discussion. The course also trains them to conduct innovative case study of tourism development.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify major socio-economic and cultural impacts in relation to tourism development.	30%	√	√	√
2.	Examine various typologies of tourism and host-guest interactions in the global tourism landscape	20%		√	√
3.	Apply critical analyses on tourism policies and development	30%		√	
4.	Critically reflect on personal experiences regarding inter-cultural interactions in tourism activities	10%		√	√
5.	Relate tourism development to the construction of global citizenship and better societies.	10%	√	√	√
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

# Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
	Expository and interactive lectures	√	√	√		√		
	On-line discussions				√	√		
	Field trip journal			√	√	√		
	Tourism case study	√	√	√		√		

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5			
Continuous Assessment: <u>100</u> %								
Active participation in class discussion and debates	√	√	√	√	√		10%	
On-line discussions [what makes me travel]				√	√		20%	
Field trip journal			√	√	√		30%	
Tourism case study	√	√	√		√		40%	
Examination: <u>Nil</u> % (duration: N/A, if applicable)								
* The weightings should add up to 100%.							100%	

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Active participation in class discussion and debates	Activeness	Evidence of active participation and excellent understanding of various impacts of tourism development.	Evidence of sufficient participation and understanding of various impacts of tourism development.	Limited participation and understanding of class materials	Little effort in demonstrating participation marginal understanding of class materials	No effort in demonstrating participation and understanding of class materials
2. On-line discussions [what makes me travel]	Active posting	Evidence of active posting and critical understanding of tourism	Evidence of sufficient posting and understanding of tourism	Limited posting and understanding of class materials	Few posting and limited understanding of class materials	Few posting and no understanding of class materials
3. Field trip journal	Outstanding writing	Evidence of critical understanding of tourism development.	Evidence of sufficient understanding of tourism development.	Limited understanding of tourism development.	Little understanding of tourism development.	Cannot demonstrate understanding of class materials and tourism development
4. Tourism case study	Outstanding research writing	Evidence of excellent research effort and critical understanding of tourism development.	Evidence of sufficient research effort and understanding of tourism development.	Limited research effort and understanding of tourism development.	Little research effort and understanding of tourism development.	Cannot demonstrate any research effort and understanding of tourism development

### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

(An indication of the key topics of the course.)

- Tourism modernity: tourism experience as part of our modern life experience
- The tourist and the traveller: why people like travelling, in what manner do they plan and go on a trip, what kind of destinations they pick, what are the differences between a tourist and a traveller
- Tourism and development: tourism and the Third World, cultural 'authenticity', ethnic tourism, host-guest interactions
- Mass tourism and alternative tourism: culture tourism, heritage tourism, shopping tourism, backpacking tourism, ecotourism
- Tourism policy and management: cultural politics in managing tourism products and package tour
- Sustainable tourism development: community based tourism and pro-poor tourism
- Responsible tourism
- Asian tourism

#### 2. Reading List

##### 2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Abram, S., Waldren, J. & Macleod, D. V. eds., 1997. <i>Tourists and Tourism: Identifying with People and Places</i> . Oxford: Berg.
2.	Arlt, W., 2006. <i>China's Outbound Tourism</i> . New York: Routledge.
3.	Bruner, E., 1989. Of Cannibals, Tourist, and Ethnographers. <i>Cultural Anthropology</i> , 4(4), pp. 438-445.
4.	Bruner, E., 1991. Transformation of Self in Tourism. <i>Annals of Tourism Research</i> , Volume 18, pp. 238-250.
5.	Butler, R. & Pearce, D. eds., 1995. <i>Change in Tourism: Peoples, Places, Processes</i> . New York: Routledge.
6.	Cater, E., 2006. Ecotourism as a Western Construct. In: J. Higham, ed. <i>Critical Issues in Ecotourism : Understanding a Complex Tourism Phenomenon</i> . Oxford: Elsevier, pp. 46-69.
7.	Chan, Y. W., 2009. Disorganized Tourism Space: Chinese tourists in an age of Asian tourism. In: T. Winter, P. Teo & T. Chang, eds. <i>Asia on Tour: Exploring the Rise of Asian Tourism</i> . London: Routledge, pp. 67-78.
8.	Chan, Y. W., 2006. Coming of Age of the Chinese Tourists: The Emergence of Non-Western Tourism and Host-Guest Interactions in Vietnam's Border Tourism. <i>Tourist Studies</i> , 6(3), pp. 187-213.
9.	Chan, Y. W., 2009. No, We Are not 'Eco-Tourists': Hill-Walking and Eco-Tourism in Hong Kong. In: S. Singh, ed. <i>Before Tourism: Explorations in Holidaymaking &amp; Journeying in Asia</i> . London: Earthscan Publishing Ltd, pp. 250-272.
10.	Cheung, C.H., 1996. Change of Ainu Images in Japan: A Reflexive Study of Pre-war and Post-war Photo-images of Ainu. <i>Visual Anthropology</i> , 9(1), pp. 1-24.
11.	Graburn, N., 1983. The Anthropology of Tourism. <i>Annals of Tourism Research</i> , Volume 10, pp. 9-33.
12.	Graburn, N., ed., 1976. <i>Ethnic and Tourists Arts: Cultural Expression from the Fourth World</i> . Berkeley: University of California.
13.	Henderson, J., 2003. Ethnic Heritage as a Tourist Attraction: The Peranakans of Singapore. <i>International Journal of Heritage Studies</i> , 9(1), pp. 27-44.
14.	Lindberg, K. et al., 1997. Ecotourism in China: Selected Issues and Challenges. In: M. Oppermann, ed. <i>Pacific Rim Tourism</i> . Wallingord: CAB International, pp. 128-143.
15.	Lu, T. L.D., 2009. Heritage Conservation in Post-Colonial Hong Kong. <i>International Journal of Heritage Management</i> , Volume 15, pp. 258-272.
16.	MacCannell, D., 1976. <i>The Tourist: A New Theory of the Leisure Class</i> . New York: Schocken Books.

17.	Mowforth, M. & Munt, I., 1998. <i>Tourism and Sustainability: Development and New Tourism in the Third World</i> . New York: Routledge.
18.	Richards, G. & Wilson, J. eds., 2004. <i>The Global Nomad: Backpacker Travel in Theory and Practice</i> . Clevedon: Channel View Publications.
19.	Smith, V., ed., 1989. <i>Hosts and Guests: The Anthropology of Tourism</i> . Philadelphia: University of Pennsylvania Press.
20.	Stronza, A., 2001. <i>Anthropology of Tourism: Forging New Ground for Ecotourism and Other Alternatives</i> . <i>Ann. Review of Anthropology</i> , Volume 30, pp. 261-283.
21.	Tan, C. B., Cheung, S. & Yang, H. eds., 2001. <i>Tourism, Anthropology and China</i> . Bangkok: White Lotus.
22.	Urry, J., 1990. <i>The Tourist Gaze: Leisure and Travel in Contemporary Societies</i> . London: Sage Publications.
23.	Winter, T., Teo, P. & Chang, T. C. eds., 2009. <i>Asia on Tour: Exploring the Rise of Asian Tourism</i> . London: Routledge.
24.	Young, M., 1999. The relationship between tourist motivations and the interpretation of place meanings. <i>Tourism Geographies</i> , 1(4), pp. 387-405.

## 2.2 Additional Readings

*(Additional references for students to learn to expand their knowledge about the subject.)*

### Online Resources

1.	Hong Kong Tourism Board. Available at: <a href="http://www.parnter.hktb.com">www.parnter.hktb.com</a>
2.	International Forum on Chinese Outbound Tourism. Available at: <a href="http://www.outbound-tourism.cn/english/last2.asp">http://www.outbound-tourism.cn/english/last2.asp</a>
3.	UNESCO. Available at: <a href="http://portal.unesco.org/en/ev.php">http://portal.unesco.org/en/ev.php</a>
4.	PATA. Available at: <a href="http://www.pata.org/patasite/index.php?id=1804">http://www.pata.org/patasite/index.php?id=1804</a>
5.	World Tourism Organization. Available at: <a href="http://www.unwto.org/index.php">http://www.unwto.org/index.php</a>

Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

<b>GE PILO</b>	<b>Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)</b>
PILO 1: Demonstrate the capacity for self-directed learning	4
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	3
PILO 3: Demonstrate critical thinking skills	3
PILO 4: Interpret information and numerical data	1
PILO 5: Produce structured, well-organised and fluent text	5
PILO 6: Demonstrate effective oral communication skills	4
PILO 7: Demonstrate an ability to work effectively in a team	5
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	1
PILO 9: Value ethical and socially responsible actions	4
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	4

*GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: [http://www.cityu.edu.hk/edge/ge/faculty/curricular\\_mapping.htm](http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm).)*

- A. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

<b>Selected Assessment Task</b>
Tourism case study