

GE2215: TOURISM, DEVELOPMENT AND SOCIETY

Effective Term

Semester A 2023/24

Part I Course Overview

Course Title

Tourism, development and society

Subject Code

GE - Gateway Education

Course Number

2215

Academic Unit

Public and International Affairs (PIA)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

GE Area (Primary)

Area 2 - Study of Societies, Social and Business Organisations

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify major socio-economic and cultural impacts in relation to tourism development.	30	x	x	
2	Examine various typologies of tourism and host-guest interactions in the global tourism landscape	20		x	x
3	Apply critical analyses on tourism policies and development	30		x	
4	Critically reflect on personal experiences regarding inter-cultural interactions in tourism activities	10		x	x
5	Relate tourism development to the construction of global citizenship and better societies.	10	x	x	

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 real-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.

Teaching and Learning Activities (TLAs)

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

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Active participation in class discussion and debates	1, 2, 3, 4, 5	10	
2	On-line discussions [what makes me travel]	4, 5	20	
3	Field trip journal	3, 4, 5	30	
4	Tourism case study	1, 2, 3, 5	40	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Active participation in class discussion and debates

Criterion

Activeness

Excellent (A+, A, A-)

Evidence of active participation and excellent understanding of various impacts of tourism development.

Good (B+, B, B-)

Evidence of sufficient participation and understanding of various impacts of tourism development.

Fair (C+, C, C-)

Limited participation and understanding of class materials

Marginal (D)

Little effort in demonstrating participation marginal understanding of class materials

Failure (F)

No effort in demonstrating participation and understanding of class materials

Assessment Task

On-line discussions [what makes me travel]

Criterion

Active posting

Excellent (A+, A, A-)

Evidence of active posting and critical understanding of tourism

Good (B+, B, B-)

Evidence of sufficient posting and understanding of tourism

Fair (C+, C, C-)

Limited posting and understanding of class materials

Marginal (D)

Few posting and limited understanding of class materials

Failure (F)

Few posting and no understanding of class materials

Assessment Task

Field trip journal

Criterion

Outstanding writing

Excellent (A+, A, A-)

Evidence of critical understanding of tourism development.

Good (B+, B, B-)

Evidence of sufficient understanding of tourism development.

Fair (C+, C, C-)

Limited understanding of tourism development.

Marginal (D)

Little understanding of tourism development.

Failure (F)

Cannot demonstrate understanding of class materials and tourism development

Assessment Task

Tourism case study

Criterion

Outstanding research writing

Excellent (A+, A, A-)

Evidence of excellent research effort and critical understanding of tourism development.

Good (B+, B, B-)

Evidence of sufficient research effort and understanding of tourism development.

Fair (C+, C, C-)

Limited research effort and understanding of tourism development.

Marginal (D)

Little research effort and understanding of tourism development.

Failure (F)

Cannot demonstrate any research effort and understanding of tourism development

Part III Other Information

Keyword Syllabus

- 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

Reading List

Compulsory Readings

Title	
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 & 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> . Wallingford: 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. Anthropology of Tourism: Forging New Ground for Ecotourism and Other Alternatives. <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.

Additional Readings

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

Annex (for GE courses only)

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:

Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)

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

B. 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.

Selected Assessment Task

Tourism case study