

2019 Fall

## **Geog 4/548 Tourism and Development**

Instructor: Dr. Xiaobo Su

Lecture: 8:30-9:50am, T/R, 189 PLC

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My office hours: 12:30-2:30 pm Thursdays or by appointment



Welcome to 'Incredible India';  
Welcome to 'Perfect Turkey';  
Welcome to 'Magic Disneyland';

### **Welcome to the world of tourism**

“A day of travel will bring a basketful of learning.” (Vietnamese proverb)

“In order to attain wisdom, it is not enough merely to read books; you must travel more than 10,000 miles.” (Chinese proverb)

“In the middle ages people were tourists because of their religion, whereas now they are tourists because tourism is their religion” (Robert Runcie, former Archbishop of Canterbury)

“Travel, for those with their eyes and ears open, is a great university on the go. The classes and lectures are in the world’s museums, galleries, cathedrals, and great buildings. They are also held in all the deep forests, alpine meadows, great deserts, and sweeping shorelines of this planet. Best of all, you are your own professor.” Lewis N. Clark.

“Should we have stayed at home and thought of here? Where should we be today? Is it right to be watching strangers in a play in this strangest of theatres?” (Elizabeth Bishop, poet, 1956)

## **Course Description**

The tourism industry is one of the largest industries and currently, it generates various impacts. The World Tourism Organization (<http://www.world-tourism.org/facts/menu.html>), for instance, calculated that tourism represented around 35% of the world's exports of service in 2003 and international tourism receipts reached US\$733 billion in 2006. Tourism has many myths. It has been regarded as a passage to development, a means of neo-colonialism, a gateway to self-enrichment, and so on. In an era of intense globalization, tourism is everywhere and travel becomes a necessity. Tourism itself speeds up the pace of globalization because it brings gigantic cross-national flows of people, information, capital and ideas to every corner of our world and ties discrete places together through these flows. Why do people want to travel? What impacts does tourism cause to destinations? How does tourism relate to globalization? How are different places sold in the tourism market and what power relations surround this process of place selling? This course will address these questions and many others. Whether you are interested in tourism as a career, or trying to understand yourself as a traveler, or looking for tourism-related knowledge, the course will give you some useful implications.

This course will introduce the basic tourism-related concepts and practices associated with planning, development, and impacts from a geographic perspective. Overall, it is to help students to develop a sense of “thinking geographically”, in particular relation to tourism’s growing penetration into our everyday life as well as its increasing importance to be a development tool in many countries. This course will thus explore the complex nature of tourism, focusing on globalization/localization, the socio-spatial outcomes of tourism production and consumption, ecotourism and environmental sustainability. This course strongly encourages students to travel mentally in tourism literature and movies, and foster some creative thinking about the tourism industry in the local community (Eugene and Oregon). Specifically, it guides students to explore questions of social justice, ethics, and sustainability concerning tourism development.

On completion of this course, you need demonstrate that you are able to

1. understand the scope and complexity of the global tourism industry through a geographic perspective;
2. identify the environmental, economic, socio-cultural, and political impacts of tourism at the local, national and global scales.
3. analyze critically tourism literature
4. de-code and interpret promotion materials such as maps, brochures, and videos

## **Methods of Instruction**

The course will consist primarily of lectures, discussions and case analysis, based on both the assigned readings, movies and other materials. Therefore it is imperative that you come to class regularly to demonstrate your contribution to the class. In addition, guest lectures, videos and group debates will be used to foster interactive learning. You need to read assigned reading material carefully before you attend the lectures.

## Course Grading

For undergraduates the requirements of the course are four in-class quiz (each worth 2% of the grade), class participation (12%), a short presentation about personal travel experience (5% of the grade), a three-page literature analysis of a movie or a book whose key topic is about travel (15% of the grade), one final exam (35% of the grade), and a four-page paper on one debate theme (25% of the grade).

<b>Attendance and Discussion</b>	<b>15%</b>
In-class quiz	4x2%=8%
Class attendance and participation	7%
<b>Practical Assignments</b>	<b>15%</b>
Tourism promotion video	10%
Short presentation	5%
<b>Written Assignments</b>	<b>35%</b>
Travel literature analysis	15%
Analytic essay	20%
<b>Final Exam</b>	<b>35%</b>

For graduate students the requirements are four in-class quiz (each worth 2% of the grade), class participation (12%) one short presentation about research paper during Week 10 lecture (5% of the grade), a four-page essay of a movie or a book whose key topic is about travel (10% of the grade), an academic literature review (10%), one final exam (35% of the grade) and a substantial research paper (25% of the grade).

<b>Attendance and Discussion</b>	<b>15%</b>
In-class quiz	4x2%=8%
Class attendance and participation	7%
<b>Practical Assignments</b>	<b>15%</b>
Tourism promotion video	10%
Short presentation	5%
<b>Written Assignments</b>	<b>35%</b>
Travel literature analysis	10%
Academic literature review	5%
Research paper	20%
<b>Final Exam</b>	<b>35%</b>

Grades for the course will be based on the following grading scale. A 94-100; A- 90-93.9; B+ 85-89.9; B 80-84.9; B- 75-79.9; C+ 70-74.9; C 65-69.9; C-60-64.9; D 55-59.9; F less than 55

### **Presentation (5%)**

Undergraduate students are asked to do a 10-minute presentation to share your travel experience with others. The presentation can cover either domestic trip or international trip. **The number of your PPT slides is no more than 10.** Normally, it includes three parts:

- 1) Why you want to visit that place(s);
- 2) How you get there; most interesting attractions and your opinion of local cultural and natural landscapes; and
- 3) What you learn from this trip.

Graduates students need to present their research paper during Week 10 lectures in order to share research findings. Each graduate student has 10 minutes for presentation and 5 minutes for Q&A.

### **Tourism promotion video (10%)—Due: Week 8-2**

All students need to make a tourism promotion video with a length of 60 to 90 seconds. The background videos will be available in Canvas. They are all about Eugene, Cascade, and Coast. Students are encouraged to use Adobe Premiere to do the assignment. If you don't have this software in your own computer, you can find it in all UO Libraries computers

### **Academic literature review—Due: Week 4-2 (for graduate only)**

Graduates are asked to submit an academic literature review by the end of Week 4-2 lecture. The review is mainly about the readings I assign. It is about four-page long.

### **Travel literature analysis (15% for undergraduates and 10% for graduates)-Due: Week 6-2**

Choose a 'travel book' or 'travel movie' which you like reading or watching. You need write a short essay (American Heritage Dictionary explains essay as 'A short literary composition on a single subject, usually presenting the personal view of the author') about an aspect of the book/movie that has to do with travel/tourism. For instance, how do travelers/tourists 'understand' the people then encounter and make sense of places? How do tourists interpret their journey and what special meaning do their experiences engender? What motive(s) tourists to travel and why do they choose the destination? What is the relationship between tourists and local residents? How do local residents 'understand' tourists? You need not restrict yourself to these questions. The main purpose is to enjoy the book/movie and make some reflection on it. Keep in mind that this is a research essay, not a book review. It should not completely summarize the book/movie, but provide your reflections and analysis on tourism/travel-related issues arising from the book/movie. You can get extra bonus points if incorporating some concepts and theories into your reflections. Here are some examples of travel books/movies:

Travel books:

1. Robert Louis Stevenson: Travels with a donkey in the Cevennes
2. Sonia Melchett: Passionate Quest
3. Vicki Mahaffey: States of desire: Wilde, Yeats, Joyce, and the Irish experiment
4. Jamaica Kincaid: A Small Place (KNIGHT F2035 .K56)
5. Alison Lurie: The Last Resort

Travel movies:

1. Life and debt

2. Cannibal tours
3. The beach
4. The Three Burials Of Melquiades Estrada
5. The Darjeeling limited
6. The Motorcycle Diaries

You are not confined to these examples and can choose whatever you like. Postgraduate students need look at some academic reference to know theoretical and analytic tools to facilitate your reflections:

1. Andrew Hadfield (1998) Literature, travel, and colonial writing in the English Renaissance, 1545-1625
2. James Duncan and Derek Gregory (1999) Writes of Passage: Reading Travel Writing

The travelling analysis essay is due at **Week 6-2 lecture**. Length should be **four** double-spaced pages (around 1400-1500 words) for undergraduates and five pages (around 1600 words) for graduates.

### **Research paper—Due: Week 10-2**

For undergraduate students, a five-page research paper on one debate theme. It accounts for 20% of the grade. Please remember that a research paper is “the culmination and final product of an involved process of research, critical thinking, source evaluation, organization, and composition” (<http://owl.english.purdue.edu/owl/resource/658/02/>). In this paper, students can choose, but are not confined to, any one of the following debatable topics:

1. Eugene should be developed primarily for tourists (place selling)
2. Tourism is an appropriate tool for economic development in developing countries (tourism and economic development)
3. Tourism can strengthen local culture in the places where indigenous groups inhabit (tourism impacts)
4. Oregon should develop its beaches to attract visitors (ecotourism)
5. The United States should remove its travel ban on its citizens to Cuba (Tourism and global economy)
6. Tourism can contribute to the preservation of heritage sites (heritage tourism)
7. National monuments can invoke a patriotic sentiment among tourists (tourism and nationalism)

For postgraduate students, a substantial research paper is required. Accounting for 25% of the grade, this paper should explore how tourism development shapes the world. It is around 15 pages. Graduate students are asked to present their research paper during Week 10 lectures in order to share research findings.

### **Final exam (35%)**

The final exam will be administered through two essay-based questions. It is an **open book exam**.

## **Assignment submission requirement**

Please note that **assignments must be turned in online**. Since you have ample warning of due dates, no extensions will be granted unless the circumstances are exceptional. Late submission is strongly discouraged.

## **Attendance and Discussion**

Regular attendance is an important way to show your respect to the class. You are required to finish the following steps: do the reading material, take notes, attend lectures with notes, participate in class discussion, and raise questions. If you have to be absent or leave early for some special reason, please inform the instructor in advance. Class participation is a crucial part of your final grade. You are strongly encouraged to share your thoughts with your classmates and make regular contributions to the learning process. Any question relevant to Geog 4/548 is welcome.

There will be four in-class quizzes. They are randomly assigned. Each quiz includes two questions: one on lecture contents and one on reading material. If you miss one quiz without any advanced notice, you will lose the quiz points and get a penalty of 2 points out of your class attendance and participation. If you inform me of your absence in advance, you can avoid extra penalty. Quiz makeup is allowed under two circumstances: (1) inform me of absence in advance; and (2) absence as a result of strong and urgent reasons (critical medical condition, professional sports activities, and so on).

## **Ethics of the Learning Environment**

Everyone should respect the classroom as a place of learning. Showing respect for your classmates and paying your attention to other peers' opinions, especially during the discussion of sensitive or controversial topics, are absolutely essential to a good learning experience. Furthermore, I strongly urge you to appreciate and comprehend the ways by which people in our class hold diverse backgrounds and experience.

Students enrolling in the class assume the obligation of conducting themselves in a manner compatible with the University's function as an excellent education institution. All activities of dishonesty, cheating, plagiarism or others violating academic integrity will not be tolerated (see reference to [http://studentlife.uoregon.edu/programs/student\\_judi\\_affairs/index.htm](http://studentlife.uoregon.edu/programs/student_judi_affairs/index.htm)). Any suspected misconduct will be reported to the Director of Student Judicial Affairs. If the office confirms the student to be guilty of a violation, it may lead to a grade of F or a denial of a grade for the course, or subject to further disciplinary actions. If you need disability accommodations for this class, please inform the professor the first week of class.

**Schedule**  
**(Reading material is open to modification)**

**Week 1 Introduction**

Week1-1 Course Introduction: Tourism and Tourists

WeeK1-2 Geography of tourism: An historical overview

- Britton, S. (1991) 'Tourism, capital and place: towards a critical geography of tourism', *Environment and Planning D: Society and Space*, 9(4), 451-478.
- C. Michael Hall and Stephen J. Page (2006) *The geography of tourism and recreation: environment, place and space*, pp. 1-40. (MAP LIB. G155.A1 H343)

**Week 2 Tourism and Economy**

Week2-1 The Globalization of Tourism

- Hjalager, A. M. (2007) 'Stages in the economic globalization of tourism', *Annals of Tourism Research*, 34(2), 437-457.
- UNWTO Tourism Highlights in 2018

Week2-2 The Political Economy of Tourism

- C. Echtner and P. Prasad (2003) 'The Context of Third World tourism marketing' *Annals of Tourism Research* 30 (3), pp.660-682.
- Milne, S., and Ateljevic, I. (2001) 'Tourism, economic development and the global-local nexus: theory embracing complexity', *Tourism Geographies*, 3(4), 369-393.

**Week 3 Understanding Tourists**

Week 3-1 Tourist Gaze

- John Urry (1990) *The Tourist Gaze*, Chapter 1

Week 3-2 Tourism as Performance

- Edensor, T. (2000) 'Staging tourism: tourists as performers', *Annals of Tourism Research*, 27(2), 322-344.

**Week 4 Tourism in Practice**

Week 4-1 Tourism Planning [67 pages]

- Rich Harrill & Thomas D. Potts (2003) 'Tourism Planning in Historic Districts: Attitudes Toward Tourism Development in Charleston', *Journal of the American Planning Association*, 69:3, 233-244

- Andriotis, K. (2001) 'Tourism Planning and Development in Crete: Recent Tourism Policies and their Efficacy', *Journal of Sustainable Tourism*, 9(4), pp.298-316.
- Burns, P. M. (2004) 'Tourism planning: A third way?' *Annals of Tourism Research*, 31(1), 24-43. [for graduates only]

Week4-2 Tourism Promotion [39 pages]

- Ateljevic, I., and Doorne, S. (2002) 'Representing New Zealand: Tourism Imagery and Ideology', *Annals of Tourism Research*, 29(3), 648-667.
- Morgan, N. and A. Pritchard (1998) *Tourism Promotion and Power: Creating Images, Creating Identities*. Chichester: John Wiley & Sons. Chapter 1 introduction; Chapter 2 Reading the image; [for graduates only]

**DUE: Academic literature review (for graduate only)**

**Week5 Tourism and Culture**

Week5-1 Tourism and Cultural commodification [31 pages]

- Su, X. (2011) 'Commodification and the selling of ethnic music to tourists', *Geoforum*, 42:496-505.
- Kirtsoglou, E., and Theodossopoulos, D. (2004) 'They are Taking Our Culture Away': Tourism and Culture Commodification in the Garifuna Community of Roatan', *Critique of Anthropology*, 24(2), 135-157.

Week5-2 Touristic Culture: McDonaldization and Postmodernism [40 pages]

- *Touring Cultures: Transformations of Travel and Theory* Ed. By Chris Rojek and John Urry (1997), chapter 15.
- Ritzer, D. G. (2004) *The McDonaldization of Society*. London: Pine Forge Press, chapter 1. [for graduates only]

**Week 6 The Politics of Tourism**

Week6-1 Tourism and Nationalism [40 pages]

- Light, D. (2007) 'Dracula tourism in Romania Cultural identity and the state', *Annals of Tourism Research*, 34(3), 746-765.
- Anderson, B. (1983) *Imagined communities: reflections on the origin and spread of nationalism*. London: Verso. Chapter 1.
- Pretes, M. (2003) 'Tourism and nationalism', *Annals of Tourism Research*, 30(1), 125-142. [for graduates only]

Week6-2 Tourism and Political Struggle [39 pages]

- Sönmez, S. F. (1998) 'Tourism, terrorism, and political instability', *Annals of Tourism Research*, 25(2), 436-456.

- Bhattarai, K., Conway, D., and Shrestha, N. (2005) 'Tourism, Terrorism And Turmoil In Nepal', *Annals of Tourism Research*, 32(3), 669-688. [for graduates only]

**DUE: Traveling literature analysis**

**Week7 Tourism and Environment**

Week7-1 Ecotourism and Sustainability [30 pages]

- A. Lanza, A. Markandya, and F. Pigliaru (2005) The Economics of Tourism and Sustainable Development. G155.A1 E2835 2005, Chapter 1.
- Orams, M. B. (1995) 'Towards a more desirable form of ecotourism', *Tourism Management*, 16(1), 3-8.

Week7-2 Tourism and Environmental Protection [43 pages]

- C. Michael Hall and Stephen Boyd (2005) Nature-based tourism in peripheral areas: development or disaster? Chapter 1.
- Newsome, D., Moore, S. A., and Dowling, R. K. (2001) Natural Area Tourism: Ecology, Impacts and Management. Clevedon, Buffalo: Channel View Publications, pp. 1-25, [for graduates only]

**Week8 Tourism and Urban Restructuring**

Week 8-1 Urban Heritage Tourism [44 pages]

- Lugosi, P., Bell, D., and Lugosi, K. (2010) 'Hospitality, Culture and Regeneration: Urban decay, entrepreneurship and the "ruin" bars of Budapest', *Urban Studies*, 47. 3079-3101.
- Edwards, D., Griffin, T., and Hayllar, B. (2008) 'Urban Tourism Research Developing an Agenda', *Annals of Tourism Research*, 35(4), 1032-1052.

Week 8-2 Tourism and Urban Regeneration [25 pages]

- Su, X. (2010) Urban conservation in Lijiang, China: Power Structure and Funding Systems, *Cities*, 27: 164-171.
- Herrera, L. M. G., Smith, N., and Vera, M. (2007) 'Gentrification, Displacement, and Tourism in Santa Cruz De Tenerife', *Urban Geography*, 28(3), 276-298. [for graduates only]

**Due: Tourism Promotion Video**

**Week9 Tourism and Community Development**

Week9-1 Responsibility and tourism-driven development [27 pages]

- Ballard, R. (2012). Geographies of development: Without the poor. *Progress in Human Geography*, 36(5), 563-572.

Higgins-Desbiolles, F. (2006). More than an "industry": The forgotten power of tourism as a social force. *Tourism Management*, 27(6), 1192-1208.

Week9-2 No Class (Thanksgiving Holiday)

### **Week10 New Tourism**

Week10-1 Backpacking [39 pages]

- Teo, P., and Leong, S. (2006) 'A Postcolonial Analysis of Backpacking', *Annals of Tourism Research*, 33(1), 109-131.
- Muzaini, H. (2006) 'Backpacking Southeast Asia: Strategies of "looking local"', *Annals of Tourism Research*, 33(1), 144-161.

Week10-2 Sports Tourism

**DUE: Research Paper**