

## GE 380: GEOGRAPHY OF TOURISM

Inst.: Richard Bordner

Off. Hrs.: Beh. Sciences Bldg #114, MWF 11:30-2, TR 11:30-12:30 or by app't.

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**Required Texts:**

Hendry, Joy 2000. The Orient Strikes Back: A Global View of Cultural Display. Oxford: Berg.

Mak, James 2008. Developing a Dream Destination: Tourism and Tourism Planning in Hawai'i. Honolulu: Univ. of Hawai'i Press.

**Recommended Text:**

O'Reilly, Karen 2000. The British on the Costa del Sol: Transnational Identities and Local Communities. London: Routledge.

**Google Group membership is required for all course members**

**Course Description:**

Tourism has grown into one of the major economic and social activities within the last 100 years. The United Nations WTO defines tourism as "the activities of persons traveling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business and other purposes."(UNWTO 1995:10). Tourism is one of the major economic engines in the first part of the 21<sup>st</sup> century. For example, here in Hawai'i more than 8.2 million tourists visited Hawai'i in 2013, spending approximately \$14.5 billion dollars (US). This averaged out to over 204,000 tourists per day, or put another way, 1 out of 8 people in Hawai'i on any day will be a tourist (HTA 2014). Despite this scale of impacts, tourism has only recently been seriously studied by academics. Tourism geography examines the complex relationship between the stereotype of the tourist destination(s), the tourist as consumer and the impacts of tourism both physically and socially. Given Hawaii's reputation as a prime tourist destination, a portion of the course will be an examination of tourism in Hawaii both with the traditional short-term tourist and the recent phenomena of the 'part-time resident' tourist.

Sources: Hawaii Tourism Authority 2014. 2013 Annual Report. Honolulu: HTA  
[<http://www.hawaiitourismauthority.org/research/>]

United Nations World Tourism Organization 1995. Technical Manual No. 2: Collection of Tourism Expenditure Statistics. ? : UNWTO.

## **BS-DIV Student Learning Outcomes**

### **Behavioral Science**

1. Ability to apply the scientific method to the study of human behavior in various contexts
2. An understanding of human behavior, both societal and universal relative to various contexts
3. An understanding of human behavior relative to adapting to various changing contexts

**Course Objectives:** This course meets the following Behavioral Science program student learning outcomes:

- 1) the role of theory in cross-cultural studies from anthropology, geography and sociology;
- 3) demonstrate the use of appropriate methodology and data analysis from anthropology, geography and sociology in social research;
- 4) demonstrate an understanding of anthropological, geographical and sociological concepts and appropriate use of the discipline terminology;
- 5) demonstrate the understanding of basic knowledge, questions and issues in substantive areas of sociology and anthropology.

This course has the following general objectives:

- 1) Increase your awareness of the importance of contemporary tourism socially, economically and politically;
- 2) Gain some understanding of how tourism stereotypes are projected, consumed and processed;
- 3) Gain understanding of the complex impact that tourism has on cultural and ethnic identity;
- 4) Gain knowledge in both some different regional tourism markets and also the diverse types of tourism in the Asia-Pacific region today;
- 5) To directly address the Program goal of providing students with the tools they need to provide leadership roles and competency in a complex multicultural world, through understanding the social dynamics present in global tourism;
- 6) To directly address the Marianist goals of building collaborative learning communities and also integrating diverse viewpoints and values, through broadening your horizons as to the motivations and attitudes of individuals from cultural and ethnic backgrounds other than your own as experienced through the gaze of the tourist.

This course is grounded in the Marianist Values of Chaminade University, where we strive to incorporate into these classes:

- 1) Educate in formation of faith
- 2) Provide an integral quality education
- 3) Educate in family spirit
- 4) Educate for service, justice and peace
- 5) Educate for adaptation and change

## Course Requirements:

Your grade in this course will be based on the following. Each of the items/activities listed below will be described to you in writing or orally in class. The dates of each activity (or its parts) are indicated on the Schedule portion of this syllabus.

- Issue Analysis and Evaluation Portfolios (3)
- Issue Presentation and Discussion (You lead discussion)
- Final synthesis paper based on semester readings and discussions

## Skill Competencies you must have to take the course:

- Access to a computer (NOT a tablet or smartphone) Note that you must be able to access Google Earth on your computer.
- You must join the course Google Group to receive course materials

## Course Grading:

**Issue Analysis and Evaluation Portfolios:** For **Three** of the ‘stage’ issues (of your choice) that we cover in class, you will be required to turn in a written explanation of the: 1) Causes, 2) Consequences and 3) Trend Analysis of the near future on that issue. Each portfolio will be due two weeks (to the day) after we finish that issue. There is a 1 page minimum length requirement. Late papers will not be accepted. Plagiarism within your portfolios will result in you receiving an F for the course. The portfolios count for 25% of the course grade.

**Issue Presentation and Discussion Leading:** You will lead one or two guided discussions (depending on the size of the class). In this course we read a number of contemporary articles about each of the issues. You will lead a discussion about one or two of the assigned readings on that issue. You will choose which issue(s) you want to lead early in the semester. You will also have to choose one or two article(s) that the rest of the class will read. You must explain why you chose that article. You must have the article approved by me. **You MUST get the article to me so I can scan or copy it for the rest of the class ONE WEEK prior to the day you lead discussion or you will receive an F for your discussion.** The presentation(s) count for 40% of the course grade.

**Final Synthesis paper:** The paper must be a minimum of 10 pages (text, double-spaced), with 3 major references other than class materials (3 internet sources= 1 source); **or** 2) work on your own research project approved by the instructor at the beginning of the semester. The synthesis paper is worth 25% of your course grade.

**Class Participation/Attendance:** CUH requires attendance. In this class you will either be leading a class or participating while your colleagues do so, so you must be present in class and participate. You are expected to engage and contribute to the discussions and ask questions. Feel free to think out loud, voice an opinion (and then retract it) and engage in useful dialog. I reserve the right to ask individuals to limit their comments so that they don’t dominate the discussion, and if you are completely silent I will solicit opinions from you. Attendance and participation is worth 10% of your grade.

**Mobile Rules:** Due to a recent problem with cell phones, the following rules are in place: 1) cell phones are off unless you have an emergency—let me know at the beginning of class; 2) text messaging is totally unacceptable in class—if you are caught, you are out of class for that day and listed as not attending.

Portfolio (3).....	40%	A= 90-100	D= 60-69
Presentation (1-2).....	25%	B= 80-89	F= -60
Synthesis Paper.....	25%	C= 70-79	
Part/Attend.....	10%		

Chaminade University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade University. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, I must report the matter to the Title IX Coordinator. **Should you want to report to a confidential source you may contact the following:**

Dr. June Yasuhara, Counseling Center 808.735.4845

Jan. 12-23: Module 1: Introduction // Defining Tourism and the different types of Tourists // A Social-Behavioral History of Tourism

**Ass: Mak Ch. 1; Hendry Intro-Ch. 1-2**

Jan. 26-Feb. 6: Module 2: Geographical, economic and political factors in tourism

**Ass: Mak Ch. 2; Hendry Ch. 3-5**

Feb. 9-13: Module 3: The centrality of perception and stereotyping in tourism

**Ass: Mak Ch. 5**

Feb. 16-27: Module 4: Tourists and tourist behavior

**Ass: Hendry Ch. 6-8**

March 2-6: Module 5: Environmental and infrastructure impacts of tourism

March 9-13: Module 6: Social impacts of tourism

March 16-20: Module 7: Ecotourism

March 23-27: Spring Break

March 30-Apr. 10: Module 8: Hawaii Tourism

**Ass: Mak Ch. 3, 6-9**

Apr. 13-17: Module 9: Asian Tourism

Apr. 20-24: Module 10: Exotic and specialty markets-Macau, Las Vegas and the Disneys

Apr. 27-May 1: Module 11: Part-Time Resident tourism and Resettlement-Trump Tower, Kula and the Costa del Sol

**May 6: Final Synthesis Paper Due 3pm (my office) [hard copy]**