

Geography of Global Tourism

University of Hawai'i at Mānoa
Online Summer 2020: Session #2
6 July – 14 August

Quick Course Info

Course Number GEOG 324 (CRN: 96901)
UH Focus designations WI and E
Instructor Jacob Henry
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Do I need to buy books? No, everything is on Lulima
Meeting Times Online, asynchronous. There is no Zoom component

Total Course Points 100
Grading Scale 90=A, 80=B, 70=C, 60=D, 59=F
Extra credit Yes, 3 points

What You'll Be Doing

See the appendices for directions.

Lulima Discussions & Replies: 400-word, minimum responses to prompts in the Lulima Forum
54 points *Posts due Thursdays & Sundays, comments due Wednesdays*

TripAdvisor Analysis 2,000-word research paper (roughly 8 pages double-spaced)
30 Points *Due August 15*

TripAdvisor Checkpoints Two short check-ins to make sure the project is on track
6 points *#1 due July 23 & #2 due August 5*

Ethical Reflection Paper 800-word personal reflection on tourism ethics
10 Points *Due August 16*

Resubmissions & "Stuff Happens" Cards

I encourage resubmitting assignments. Once you get my feedback, you may submit a new version provided that:

1. The new version is significantly revised (not just changing some grammar or typos).
2. You contacted me to discuss your re-submission plan before you begin re-writing.

The Lulima Posts cannot be re-submitted per se, but if you engage with the questions and critiques raised by myself and your peers, your grade will improve.

You have 3 "**stuff happens (SH)**" cards which allow you to submit something late, no questions asked, no penalty. Please send an email notifying me when you'd like to use one, and when you plan to submit the work. You cannot use a 'SH' card on anything due during the last week of the course since I have a tight deadline to submit grades.

Course Overview

This course splits each of our six weeks into two “Parts.” Roughly, **Part A is from Monday to Thursday and Part B is from Thursday to Sunday.** Count on at least 6 hours of reading each week. All readings are already available and sorted by Week and Part under the Resources tab on Laulima. For your convience, both weekly Laulima Forums open on Monday. Everything is due by 11:59 p.m.

Week	Date	Theme	To-Dos	Due
Week 1	July 6 - 12	Ethical Foundations Cultural Change	Laulima Post #1 Laulima Post #2	July 9 July 12
Week 2	July 13 - 19	Structural Violence Being a Tourist	Last Week's Reply Laulima Post #3 Laulima Post #4	July 15 July 16 July 19
Week 3	July 20 - 26	Environmental Issues Doing Online Research	Last Week's Reply Laulima Post #5 Checkpoint 1	July 22 July 23 July 26
Week 4	July 27 - Aug 2	Geopolitics Hosting Tourists	Last Week's Reply Laulima Post #6 Laulima Post #7	July 29 July 30 Aug 2
Week 5	Aug 3 – 9	Alternative Tourism Education Tourism	Last Week's Reply Checkpoint 2 Laulima Post #8 Laulima Post #9	Aug 5 Aug 5 Aug 6 Aug 9
Week 6	Aug 10 – 14	Writing Week	Last Week's Reply TripAdvisor Analysis Reflection Paper	Aug 12 Aug 15 Aug 16

Course Outline

I suggest that you read the readings in the order I've listed them here.

Week 1: Part A. Ethical Foundations & Tourism

Tourism is an (un)ethical act. While this is certainly not an ethics course, we will be drawing on ethical foundations to study the act of recreational travel. This section's readings provide an ethical grounding for us to draw on for the rest of the term. The Lovelocks provide us with the basics of ethical philosophy. The UNWTO document serves as a global code of ethics for tourism. D'Sa and Higgins-Desbiolles et al. provide critiques of tourism on social justice and environmental justice ethical grounds.

Lovelock, Brent, and Kirsten M. Lovelock. 2013. “**Tourism: ethical concepts and principles**” in *The Ethics of Tourism: Critical and Applied Perspectives*. 17-39. New York: Routledge.

UNWTO. 1999. “**Global Code of Ethics for Tourism.**” Santiago: United Nations.

D'Sa, Eddie. 1999. “**Wanted: Tourists with a Social Conscience.**” *International Journal of Contemporary Hospitality Management* 11 (2/3): 64–68.

Higgins-Desbiolles, Freya, Sandro Carnicelli, Chris Krolkowski, Gayathri Wijesinghe, and Karla Boluk. 2019. “**Degrowing Tourism: Rethinking Tourism.**” *Journal of Sustainable Tourism* 27 (12): 1926–44.

Week 1: Part B. Cultural Change and Tourism

These readings are all fairly early interventions in the tourism literature, but they foreshadowed the findings of later work nicely. Greenwood takes us on quite the journey as he thinks about the implications of the Spanish *Alarde* ritual becoming touristified. At first, he's quite critical of tourism "changing" culture but a few years later, he adds an Epigraph which complicates his thinking. Ed Bruner and Kirshenblatt-Gimblett examine cultural change and cohesion at a colonial safari ranch in Kenya. They argue that tourism is about cultural production with contested meanings. In modern Kenya, both the Maasai herders and the white colonists use tourism to hold onto a caricature of a vanishing way of life. Helu-Thaman takes a much more critical approach, arguing that tourism has permanently and detrimentally changed almost every economic and ecological aspect of Pacific Islands.

Greenwood, Davydd J. 1989. "Culture by the Pound: An Anthropological Perspective on Tourism as Cultural Commoditization." In *Hosts and Guests: The Anthropology of Tourism*, edited by Valene L. Smith, 2nd edition, 171–85. Philadelphia: University of Pennsylvania Press.

Bruner, Edward M., and Barbara Kirshenblatt-Gimblett. 1994. "Maasai on the Lawn: Tourist Realism in East Africa." *Cultural Anthropology* 9 (4): 435–70.

Helu-Thaman, Konai. 1993. "Beyond Hula, Hotels, and Handicrafts: A Pacific Islander's Perspective of Tourism Development." *The Contemporary Pacific* 5 (1): 103–11.

Week 2: Part A. Structural Violence in Tourism

These readings all argue that tourism leads to institutional, structural violence. Nash outlines the basics of the 'tourism-as-imperialism' argument. Devine and Ojeda explore themes like enclosure and extraction, erasure from their South American case study sites. Echtner & Prasad deal with a different kind of violence—representational violence. They examine how tourism marketing constructs myths around a "Third World." Holroyd studies how national parks specifically enact violence against local communities in Tanzania.

Nash, Dennison. 1989. "Tourism as a Form of Imperialism." In *Hosts and Guests: The Anthropology of Tourism*, edited by Valene L. Smith, 2nd edition, 37–52. Philadelphia: University of Pennsylvania Press.

Devine, Jennifer, and Diana Ojeda. 2017. "Violence and Dispossession in Tourism Development: A Critical Geographical Approach." *Journal of Sustainable Tourism* 25 (5): 605–17.

Echtner, Charlotte M., and Pushkala Prasad. 2003. "The Context of Third World Tourism Marketing." *Annals of Tourism Research* 30 (3): 660–682.

Holroyd, Megan. 2016. "The Political Ecology of Tourism Development on Mount Kilimanjaro." In *Political Ecology of Tourism*, edited by Mary Mostafanezhad, Roger Norum, Eric J. Shelton, and Anna Thompson-Carr, 250–69. New York: Routledge.

Week 2: Part B. Many Ways of Being a Tourist

This group of readings may not be as technically challenging as others, but they should have you reflecting on your imagined image of a tourist and the ways in which "the tourist" can be complicated. Lindberg re-glorifies touristy characteristics. Carter explains roots tourism, while Ndebele works through the difficult positionality of post-colonial tourism. The Cousins article describes volunteer tourists and Bernstein rounds us off by pointing to tourists who lack the funds to travel onward.

Lindberg, Peter Jon. 2009. "In Defense of Tourism." *Travel & Leisure*, 2009. <http://www.peterjonlindberg.com/in-defense-of-tourists>.

Carter, Perry Labron. 2019. "Looking for Something Real: Affective Encounters." *Annals of Tourism Research* 76: 200–213.

Ndebele, Njabulo S. 1999. **"Game Lodges and Leisure Colonialists."** In *Blank: Architecture, Apartheid and After*, edited by Hilton Judin and Ivan Vladislavic, 99–105. Rotterdam: NAI Publishers.

Cousins, Jenny A., James Evans, and Jon P. Sadler. 2009. **"'I've Paid to Observe Lions, Not Map Roads!' – An Emotional Journey with Conservation Volunteers in South Africa."** *Geoforum* 40 (6): 1069–80.

Bernstein, Joshua D. 2019. **"Begging to Travel: Begpacking in Southeast Asia."** *Annals of Tourism Research* 77: 161–63.

Week 3: Part A. Environmental Issues and Tourism

Tourism is a geographical industry and geography is largely environment. The Vox video describes a very localized environmental issue caused by tourism. The Sonmez and Eijgelaar pieces, on the other hand, describe global implications of tourism. Mostafanezhad and Norum provide us with a theoretical framework to understand tourism within wider ecological change. Lovelock returns to ask whether air travel in particular is immoral, and how to potentially improve it. Dawson and colleagues describe tourists who travel see polar bears, the symbol of climate change, but do little to curtail the carbon footprint of their trip.

Vox. 2018. **What Happens When Nature Goes Viral?** YouTube Video. Vox Media.
<https://www.youtube.com/watch?v=ltjc14Fm-gs>. [4 minutes]

Sonmez, Sevil, et al.,. 2019. **"How Complex Travel, Tourism, and Transportation Networks Influence Infectious Disease Movement in a Borderless World."** In *Handbook of Globalisation and Tourism*, edited by Dallen J Timothy, 76–88. Cheltenham: Edward Elgar.

Eijgelaar, Eke, and Paul Peeters. 2014. **"The Global Footprint of Tourism."** In *The Wiley Blackwell Companion to Tourism*, edited by Alan A. Lew, 454–65. Hoboken: Wiley & Sons.

Mostafanezhad, Mary, and Roger Norum. 2019. **"The Anthropocenic Imaginary: Political Ecologies of Tourism in a Geological Epoch."** *Journal of Sustainable Tourism*, 1–15.

Lovelock, Brent. 2014. **"The Moralization of Flying: Cocktails in Seat 33G, Famine and Pestilence Below."** In *Moral Encounters in Tourism*, edited by Mary Mostafanezhad and Kevin Hannam, 139–53. Burlington: Ashgate.

Dawson, Jackie, Emma J. Stewart, Harvey Lemelin, and Daniel Scott. 2010. **"The Carbon Cost of Polar Bear Viewing Tourism in Churchill, Canada."** *Journal of Sustainable Tourism* 18 (3): 319–336.

Week 3: Part B. Online Research in Tourism Geographies

These readings are key to understanding how to write your final paper. Mkono and Markwell's short paper outlines some basics of netnography. The remaining three papers are examples of how to do netnographic content analysis. Mkono examines narratives about 'traditional' African food restaurants in Zimbabwe. Owens looks at narratives around a statue of Einstein in DC. Finally, Iqani examines narratives about slum tours across three continents. You will need to model your final paper after these examples, so read closely. After reading, be sure to go to the Forum page for Checkpoint 1. You don't need to reply to other students' Checkpoint posts.

Mkono, Muchazondida, and Kevin Markwell. 2014. **"The Application of Netnography in Tourism Studies."** *Annals of Tourism Research* 48: 289–91.

Mkono, Muchazondida. 2011. **"The Othering of Food in Touristic Eatertainment: A Netnography."** *Tourist Studies* 11 (3): 253–70.

Owens, Trevor. 2012. **"Tripadvisor Rates Einstein: Using the Social Web to Unpack the Public Meanings of a Cultural Heritage Site."** *International Journal of Web Based Communities* 8 (1): 40–56.

Iqani, Mehita. 2016. **"Slum Tourism and the Consumption of Poverty in TripAdvisor Reviews: The Cases of Langa, Dharavi and Santa Marta."** In *Consumption, Media and the Global South*, 51–86. New York: Palgrave.

Week 4: Part A. Tourism Geopolitics

Geopolitics are the ways that countries exert power (hard and soft) over one another. Tourism has a lot to do with modern displays of force. Dodds provides an overview of geopolitics to orient us to the term. My and Mostafanezhad's paper thinks about the different ways that volunteer tourism activities are geopolitical. Fregonese and Ramadan's paper explores how hotels become multifaceted geopolitical sites during conflict. Finally, the popular travel blogger Wandering Earl gives us an example of how informal writing about tourism experiences can carry geopolitical messages.

Dodds, Klaus. 2007. "It's Smart to Be Geopolitical" in *Geopolitics: A Very Short Introduction*. Oxford: Oxford University Press.

Henry, Jacob, and Mary Mostafanezhad. 2019. "The Geopolitics of Volunteer Tourism." In *Handbook of Globalisation and Tourism*, edited by Dallen J Timothy, 295–304. Cheltenham: Edward Elgar.

Fregonese, Sara, and Adam Ramadan. 2015. "Hotel Geopolitics: A Research Agenda." *Geopolitics* 20 (4): 793–813.

Wandering Earl. 2017. "The Taliban vs. Andre the Giant." Wandering Earl (blog). June 7, 2017. <https://www.wanderingearl.com/the-taliban-vs-andre-the-giant/>.

Week 4: Part B. Hosting Tourists

A while ago, we looked at who is a tourist. Now, we think about who is a "host." The Adlers describe the transient lifestyles of some of the workers employed in Hawaii resorts, specifically the managers and the temporary hires. Notar gives us an ethnographic study of café owners in China who are just as cosmopolitan as the backpackers who stumble into their establishments. Kincaid provides us with a hosts' hostile take on tourists while Freire-Medeiros' study of slum residents in Brazil finds that most people would like the tourism industry to grow. These readings should complicate our understanding of who is a "host" and what it means to be "local."

Adler, Patricia A., and Peter Adler. 2004. "Transient Lifestyles" in *Paradise Laborers: Hotel Work in the Global Economy*. Ithaca: Cornell University Press.

Notar, Beth E. 2008. "Producing Cosmopolitanism at the Borderlands: Lonely Planeteers and 'Local' Cosmopolitans in Southwest China." *Anthropological Quarterly* 81 (3): 615–50.

Kincaid, Jamaica. 2000. "Part One" of *A Small Place*. 1-19. New York: Farrar, Straus and Giroux.

Freire-Medeiros, Bianca. 2012. "Favela Tourism: Listening to Local Voices." In *Slum Tourism: Poverty, Power and Ethics*, edited by Fabian Frenzel, Ko Koens, and Malte Steinbrink, 175–92. London: Routledge.

Week 5: Part A: New Moral Tourism (Alternative Tourism)

There is a growing sense that leisure-for-leisure-sake is hedonistic at worst and tone-deaf at best. Tourism, the critics claim, should be educational and important, it should accomplish something. Enter what Jim Butcher calls New Moral Tourism. MacCannell gets us up to speed on this debate. Mahrouse describes tours which are supposed to reveal privilege, but often fail to critically engage people. Roberts and Dobrovolyne both provide short examples of supposedly more impactful tourism gone awry. Butcher claims that that this is all self-important nonsense and we should just enjoy traveling without worrying about giving back. The documentary *Gringo Trails* further explores the phenomena of alternative tourism.

MacCannell, Dean. 2011. "Recent Trends in Research and the New Moral Tourism" in *The Ethics of Sightseeing*. 35-40. Berkeley: University of California Press.

Mahrouse, Gada. 2011. "Feel-Good Tourism: An Ethical Option for Socially-Conscious Westerners?" *ACME* 10 (3): 372–91.

Roberts, Maya. 2006. "Duffle Bag Medicine." *JAMA* 295 (13): 1491–92.

Dobrovolny, Michelle. 2012. "Confessions of a Voluntourist." *New Internationalist*, 2012.

Butcher, Jim. 2009. "Against 'Ethical Tourism.'" In *Philosophical Issues in Tourism*, edited by John Tribe, 244–60. Bristol: Channel View Publications.

Vail, Pegi. 2013. *Gringo Trails*. Icarus Films. [60 mins]

Week 5: Part B. New Moral Tourism (Education)

One growing area of New Moral Tourism is institutions of higher education. McGloin and Georgeou study how recruitment methods of university volunteering trips lead to questionable outcomes. Schein critiques the idea of 'culture shock' which is deployed by many university study abroad offices as a social fact. She also takes us down the Peace Corp's questionable history. Crabtree does a study of what happens to a small village which receives an alternative spring break volunteer cohort—it's not great. Finally, Couch and Georgeou argue that university sponsored travel has little impact on students' lives after a few years. These readings hopefully strike close to home for some of you who have personally experienced the things these authors describe.

McGloin, Colleen, and Nichole Georgeou. 2016. "'Looks Good on Your CV': The Sociology of Voluntourism Recruitment in Higher Education." *Journal of Sociology* 52 (2): 403–17.

Schein, Rebecca. 2015. "Educating Americans for 'Overseasmanship': The Peace Corps and the Invention of Culture Shock." *American Quarterly* 67 (4): 1109–36.

Crabtree, Robbin D. 2013. "The Intended and Unintended Consequences of International Service-Learning." *Journal of Higher Education Outreach and Engagement* 17 (2): 43–66.

Couch, Jen, and Nichole Georgeou. 2017. "Do Immersion Tours Have Long-Term Transformative Impacts on Students?" *Journal of Applied Youth Studies* 2 (2): 18–35.

Week 6. Writing Week

There's no reading this week. Focus on composing your TripAdvisor Analysis Paper. Good luck!

To-Do:

TripAdvisor Analysis

Reflection Paper

Extra Credit: Course Review

The Other Stuff

The Syllabus

It is subject to change. If something changes, I'll send you an email.

Emailing

I'm pretty good with email. However, I do get 24 hours to respond, but in most cases, I'll respond much quicker. I am currently based at the University of Namibia, which is 12 hours ahead of Honolulu, so I thank you in advance for your patience with middle-of-the-night emails. Feel free to call me "Jacob" or "Professor Henry" in our emails.

Course Description

The course covers the, "tourist landscape in relation to resources, spatial patterns of supply and demand, impacts of tourism development, and models of tourist space. Flows between major world regions." This is a human geography course. You will

unpack and analyze the social and political characteristics of different types of tourism from around the world.

Ethics Focus

This course has a Contemporary Ethical Issues (E) Focus designation. Contemporary ethical issues are fully integrated into the main course material and will constitute at least 30% of the content. At least 8 hours of class time will be spent discussing ethical issues. Through the use of lectures, discussions and assignments, students will develop basic competency in recognizing and analyzing ethical issues; responsibly deliberating on ethical issues; and making ethically determined judgments.

Plagiarizing

Don't do it. Since we're doing reflection and analysis in this course, there isn't much incentive to plagiarize. The best way to not plagiarize? Cite furiously! It's on you to know what plagiarism is, but I'm always happy to answer questions about it.

Zotero

If aren't using Zotero for citation management, I'd suggest you look into it. It's a free, open access program that many professors use to automate bibliographies and citations. <https://www.zotero.org/>

APPENDIX 1: TRIPADVISOR ANALYSIS

Points: 30
Due: August 15
Length: 2,000 words (in addition to the bibliography)
Submission: Submit as a Word document via the Assignments Tab

In Week 3B, we read academic studies which analyzed the content of comments on the travel ratings website TripAdvisor. Owens analyzed a single site (the Einstein statue), Mkono analyzed multiple restaurants that serve 'traditional food' in the tourist town of Victoria Falls, and Iqani analysed comments about slum tours across three continents. Each of these authors read all the reviewer comments and then sorted the comments into themes. They present their themes with example reviews and discussion on how the reviewers narrated and understood the site(s). The authors go beyond mere description—they aren't just giving quantitative statistics about the comments—rather, they *analyse* how the narrative themes fit into broader tourism geography literature and questions in the field. For this assignment, you will do the same.

You will pick a single site/tour or a logical grouping of sites/tours (like Mkono's restaurants) for your TripAdvisor narrative analysis. You should have **at least 30 substantial TripAdvisor comments to work with**. You will identify **at least three themes** from the comments and then write up a paper which proves (using example reviews) the themes exist and explaining what we can learn/why they are important from a cultural geography perspective. This is not a paper in which you identify themes to "improve marketing" or "user experience." Here, we are interested in understanding power relations, cultural change and interaction, geopolitics, or other social issues discussed the course reading. You should cite relevant course reading in your discussion of the identified themes. You can model your paper on the Week 3B examples, though I don't expect you to have as robust of a literature review as the published articles. Your final paper might look something like this:

- Introduction: Introducing the site & previewing your analysis and main themes. Some review of relevant literature.
- Methods: Describe your process of content analysis.
- Findings: Sorted into the thematic categories, evidence from the data (reviews), and your own summary and discussion of the themes and their relevance to broader questions in tourism geographies.
- Bibliography

This exercise allows you to conduct your own research, not just writing yet another term paper from secondary sources. You are the one conjuring the themes from the reviews and you are the one who must prove that such themes exist and are noteworthy.

For the Checkpoints: Checkpoint #1 is just a short forum post telling the class which TripAdvisor page(s) you will be analyzing. Checkpoint #2 is a short forum post listing and describing the themes you have created.

APPENDIX 2: ETHICAL REFLECTION PAPER

Points: 10
Due: August 16
Length: 800 words, minimum
Submission: Submit via the Assignments Tab

This assignment encourages you to think about the ethical frameworks, ethical and unethical tourism practices, and your own position. Whether you plan to go into the tourism industry or you are just going to be a tourist, how has this course changed your ethical perspectives (if at all)? How might these changed ethical stances impact your actions?

You should critically reflect on one or two topics which we covered in the course that stand out to you. What did you find important? What was surprising new information? How do you understand tourism differently now from when we started? For you personally, what does an ethics of tourism look like?

This paper should definitely include "I statements." It is ultimately your reflection. However, when discussing the ethical frameworks and example issues, it would be helpful to mention which readings you're drawing from.

APPENDIX 3: LAULIMA DISCUSSION BOARD

Points: 9 posts x 6 points = 54 points
Due: Throughout
Length: 400-word posts, and one roughly 100-word reply to a peer
Submission: Submit and comment on the weekly Forum board

Like most online classes, this course requires you to discuss and reflect on the readings on a Forum board. You are also responsible for **commenting on one** post for each topic. If someone comments on your post, you should reply to them as well. Posts are due on Wednesday and Sunday. All weekly comments (both parts A and B) are due by the next Wednesday. You can earn 4 points for the main post and 2 points for the reply.

Your main post should:

- Be at least 400 words
- Engage with the discussion prompt, even if you eventually move away from it
- Make a point, not just a summary
- Have some personality (write in an active voice, not like a textbook. Use humor, show frustration, etc.)
- Utilize all the readings in a thorough way (I'm assessing whether you did the readings)
- Be checked for grammar and spelling and be coherent

Your reply should:

- Be civil, professional, intellectual, especially when you are challenging the original author
- Respond to the content of the main post
- Build on ("yes, and") or disagree with (and explain why) the main post
- Be about 100 words. However, a substantial yet shorter post will earn more points than a long but vacuous one.

More or less the grading criteria:

- A Higher-level, critical thinking, multiple connections to specific concepts in both main post & reply
- B Makes some specific connections to course material, but could go deeper
- C Makes only a minimal amount of connection to course material
- D Post and peer response were made, but little evidence that course material was read
- F No post/ incoherent post / no reply OR wild speculation, little connection to the material

Advice: If someone chooses to comment on your post, take the opportunity to seriously engage with their argument in a reply. Serious, critical engagement here could really improve your grade.