The Hong Kong Polytechnic University

Subject Description

Subject Code	HTM3251
Subject Title	Tourism and Chinese Culture 旅遊與中國文化
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	This subject takes a cultural studies perspective and aims at introducing students to issues relating to the exploitation of culture and heritage for tourism and recreation. The causes and consequences of tourism in globalization and culture change are discussed with references to and implications for traditional Chinese culture. The subject will take both macro and micro perspectives. The macro perspective addresses the broad contexts of cultural tourism and tourism culture within which cultural consumption occurs in a leisure-oriented society. This encompasses commoditization in the cultural industries, authenticity in tourist experience, and tourism as experiential learning. The micro perspective deals with the phenomena and diversities of cultural tourism experience. With instances from China tourism and/or Chinese culture, this section will focus on the spectrum of cultural tourism attractions in respect to the planning, marketing and management in cultural tourism product development.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a) Identify the contexts and constituents of tourism and its consequences for cultural change in China b) Differentiate cultural tourism and tourism culture c) Analyze and compare the phenomena and diversities of cultural tourism experiences and attractions in China

	d) Integrate and apply knowledge and skills to evaluate and plan for cultural tourism development in the Chinese context
Subject Synopsis/ Indicative Syllabus	With references to and instances from Chinese culture, key topics to be addressed in this subject include: 1) Subject overview and introduction: Tourism, culture and Chinese culture in the global-local nexus 2) Authenticity and commoditization in cultural tourism 3) Cultural tourism and tourism culture 4) Tourism as learning through cross-cultural encounters 5) A phenomenology of tourist experiences 6) A study tour to a cultural tourism site/attraction 7) Sites and sights: A semiotic approach to cultural tourism attractions 8) Ethnic (aboriginal/indigenous) tourism: The performance of culture 9) Culinary tourism: The taste of culture 10) Museumization: The presentation of culture for tourism 11) Mediatized tourism: The representation of culture 12) Arts and crafts: Tourist souvenirs 13) Subject review and conclusion: Tourism and culture change
Teaching/Learning Methodology	The subject will adopt an integrated approach to provide students with knowledge and skills to analyze, evaluate and plan for the integration of culture and tourism in a China context. The subject will be facilitated in English through the following teaching and learning methodologies: 1) Interactive lectures will be used to explore and discuss issues relating to tourism and Chinese culture from cultural studies perspectives. (Learning Outcomes 1-3) 2) Problem-based seminars and discussions will be used to help students understand the dimensions and perspectives on the interplay of culture and tourism; and discuss on cultural tourism issues through interactions and exchanges with their peers. (Learning Outcomes 1-4)

	3) One field trip to a cultural tourism site is planned, halfway through the subject, to bring the subject study to a practical/actual context. Participants will be divided into groups and be given different assignments for group projects. Participant observations and data collection via photography and field notes will be required for the completion of group projects. (Learning Outcomes 1-4)					

3) One field trip to a cultural tourism site is planned, halfway through the subject, to bring the subject study to a practical/actual context. Participants will be divided into groups and be given different assignments for group projects. Participant observations and data collection via photography and field notes will be required for the completion of group projects. (Learning Outcomes 1-4)

4) Group projects (oral presentation, and written report) are used to help students apply theories and concepts to cultural tourism practices in the attraction or destination they have visited. Consisting of oral presentations and written reports, the group projects are intended for the integration of knowledge and application of theory to practice. Specifically, oral presentations are given by student groups to share and exchange their research about issues identified during the field trip, with an intent to develop their communication and presentation skills, whereas written reports are designed to examine the students' analytical and communication skills pertinent to the subject under study. (Learning Outcomes 1-4)

5) Documentaries and promotional videos will be used to facilitate teaching and learning. (Learning Outcomes 3-4)

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d		
	Review or critique essay	20%	✓	✓	✓	✓		
	Problem-based seminars and discussions	20%	✓	✓	✓	✓		
	Group project presentations	20%	✓	✓	✓	✓		
	Group project reports	20%	✓	✓	✓	✓		
	Attendance & class participation	20%	✓	✓	✓	✓		

	Total	100%	

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

This subject will follow **100% continuous assessment**. With respect to the subject learning outcomes, the literature-based review and critique is designed to mainly fulfill the knowledge, comprehension, and competence outcomes. The problem-based seminars and discussions are to mainly fulfill the knowledge synthesis, integration, critical thinking, and problem-solving outcomes. The group project (in the forms of presentations and written reports) is intended to achieve the outcomes of synthesis and integration, critical thinking, knowledge application, and competence in academic communication.

Student Study Effort Expected	Class contact:	
	▪ Interactive lectures, in-class seminars and discussions	39 Hrs.
	▪ Group presentations (30 minutes per group, to be embedded in lecture and seminar hours)	
	Other student study effort:	
	▪ Subject reading	30 Hrs.
	▪ Assignments	30 Hrs.
	▪ Research outside class	20 Hrs.
	▪ Total student study effort	119 Hrs.
Reading List and References	**Textbooks** No textbooks are required, but a subject reading package will be developed and assigned to students on a weekly basis. While some assigned readings are in Chinese, most will be in English. **Supplementary references** 1. Gardiner, S., Vada, S., Yang, E. C. L., Khoo, C., & Le, T. H. (2022). Recreating history: The evolving negotiation of staged authenticity in	

tourism experiences. *Tourism Management*, *91*, 104515.

2. Hsu, C. H., & Huang, S. S. (2016). Reconfiguring Chinese cultural values and their tourism implications. *Tourism Management*, *54*, 230-242.

3. Lor, J. J., Kwa, S., & Donaldson, J. A. (2019). Making ethnic tourism good for the poor. *Annals of Tourism Research*, *76*, 140-152.

4. Shakeela, A., & Weaver, D. (2016). The exploratory social-mediatized gaze: Reactions of virtual tourists to an inflammatory YouTube incident. *Journal of Travel Research*, *55*(1), 113-124.

5. Xue, L., Kerstetter, D., & Hunt, C. (2017). Tourism development and changing rural identity in China. *Annals of Tourism Research*, *66*, 170-182.

6. Yang, L., & Wall, G. (2009). Ethnic tourism: A framework and an application. *Tourism Management*, *30*(4), 559-570.

7. Ye, S., Xiao, H., & Zhou, L. (2018). Commodification and perceived authenticity in commercial homes. *Annals of Tourism Research*, *71*, 39-53.

Suggested references for reading package

1. 李伟 (编)（2006），《旅游文化学》。北京：科学出版社。

2. 余秋雨 (2008)，《文化苦旅》。台北：爾雅出版社。

3. 张朝枝（2008），《旅游与遗产保护：基于案例的理论研究》。天津：南开大学出版社。

4. Bruner, E. (1994). Abraham Lincoln as authentic reproduction: A critique of postmodernism. *American Anthropologist,* 96(2), 397-415.

5. Cohen, E. (1979). A phenomenology of tourist experiences. *Sociology, 13*, 179–201.

6. Dann, G., & Cohen, E. (1991). Sociology and tourism. *Annals of Tourism Research*, *18*, 155-169.

7. Jafari, J. (1987). Tourism models: The socio-cultural aspects. *Tourism Management, 8,* 151-159.

8. Lowenthal, D. (1985). *The past is a foreign country*. Cambridge: Cambridge University Press.

9. MacCannell, D. (1973). Staged authenticity: Arrangements of social space in tourist settings. *American Journal of Sociology, 79*, 589–603.

10. MacCannell, D. (1976). *The tourist: A new theory of the leisure class*.

New York: Schocken Books.

11. McKercher B., & du Cros, H. (2002). *Cultural tourism: The partnership between tourism and cultural heritage management*. Binghamton NY: Haworth Press.

12. Nash, D., & Smith, V. (1991). Anthropology and tourism. *Annals of Tourism Research*, *18*, 12-25.

13. Tribe, J. (2008). The art of tourism. *Annals of Tourism Research, 35*, 924-944.

14. Urry, J. (1990). *The tourist gaze: Leisure and travel in contemporary societies*. London: Sage.

15. Yan, G., & Santos, C. (2009). "CHINA, FOREVER": Tourism discourse and self-orientalism. *Annals of Tourism Research, 36*, 295-315.