



EST 1892

**London
South Bank
University**

Tourism in the Global South

UEL_5_TGS

**School of Law and Social
Sciences**

become what you want to be

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Module Details

Module Title:	Tourism in the Global South
Module Level:	5
Module Reference Number:	UEL_5_TGS
Credit Value:	20 CAT points
Student Study Hours:	164
Contact Hours:	36
Pre-requisite Learning (If applicable):	N/A
Co-requisite Modules (If applicable):	N/A
Course(s):	BA (Hons) Tourism and Hospitality Management
Level and Semester	Level V Semester 2
Module Coordinator:	Alexis Preyre
Module Leader Contact Details (Tel, Email, Room)	Preyrea2@lsbu.ac.uk BR165
Subject Area:	Tourism and Hospitality
Summary of Assessment Method:	100% Coursework
External Examiner appointed for module:	Keith Donne

1. SHORT DESCRIPTION

To introduce the student to the framework for analysing tourism development in developing countries, the key players, components and considerations involved in the development process.

2. AIMS OF THE MODULE

The module aims:

- To provide students with an understanding of the principals involved in the process of international tourism development in different economic, social and cultural environments around the world.
- To explain key geo-political and socio-cultural problems faced by developing countries and discuss possible ways to mitigate some of them
- To study and evaluate the importance of market demand analysis, forecasting and economic feasibility assessment in the development of international tourism products-activities.
- To introduce agencies of development, the policy implications in tourism development
- To examine the different types of tourism found in developing countries and the impact on local communities

3. [LEARNING OUTCOMES](#)

3.1 Knowledge and Understanding:

LO1: Analyse current trends and events in developing a new destination or developing new tourism products.

LO2: Illustrate the theories and principles from economics, political science, international relations and other social sciences to provide an understanding of issues associated with tourism development and the implications of this for the host community.

3.2. Intellectual and Research Skills:

LO3: Appreciate the key policy determinants that may be inherent in the approach that governments may adopt to promote the role of tourism in the development within the context of overall socio-economic objectives.

LO4: Articulate the tourism development process as undertaken by national and international agents in the public and private sector.

3.3 Transferable Skills and Personal Attributes:

LO5: Manage one's own roles and responsibilities in developing individual and group work.

4. [ASSESSMENT OF THE MODULE](#)

The module is assessed entirely by one coursework worth 100% of the module.

Coursework 1, worth 100% of the module is a 3500-word discursive essay on why destinations in the global South struggle to gain benefits tourism promise.

ASSESSMENT METHOD

Formative Assessment:

Feedback from Tutor about research undertaken on destination planning philosophies in seminar sessions. This will cover **LO1, LO3** and **LO4**.

Summative Assessment:

The module is assessed 100% by coursework:
The coursework will cover **LO1, LO2, LO3, LO4** and **LO5**.

Students are required to:

Coursework one is a discursive essay critically analysing one of the questions below:

Students must pick one of the essay questions below and prepare a 3500-word essay to be submitted through Turn-it-in (to check for plagiarism) and, consequently, submitted through the coursework submission link on Moodle.

1. To what extent can tourism development be a viable option in post conflict reconstruction?

This question requires you to evaluate at least 2 different post conflict destinations and analyse the tourism development process. In doing so, highlight the benefits and the poignant issues. Based on the preceding analysis provide recommendations as to how tourism development could be used for reconstruction in post conflict destinations.

2. Highlight the benefits of dark tourism to a country in the global south. Explain the ethical concerns in using dark tourism for a country. Identify what motivates tourists to visit dark tourism destinations.

This question requires you to identify the benefits of dark tourism to a country of your choosing in the global south. You should define what dark tourism is and critique the ethical concerns with using it, citing relevant examples to justify your viewpoint. You must also consider the motivations of tourists that visit dark tourism destinations outlining what concerns you think are relevant to the development of this type of tourism in your chosen destination.

3. Outline how tourism assists in sustainable development citing examples from the Global South. Explain the conflicts between sustainable development in the tourism industry and sustainability and how these conflicts can be resolved.

This question requires you to evaluate how tourism is used as a developing agent in the Global South. In doing so you must review the academic arguments of what the implications of sustainable development are. You must identify what conflicts exist in this discourse and how they might be overcome.

Each of the three questions above provide students with the ability to choose one topic that is of interest to them within the field of tourism. When answering the essay question students would be well served to include a variety of references to support their essay answer. References can be from valid and factual websites, company websites, Government websites, and of course, trade magazines, academic books or journal articles.

- A minimum of 25 references, either factual and/or academic are required in support of this essay in order to pass the assessment.

Date and place to be handed in: 18/05/20, Coursework must first be submitted electronically through the module site

Feedback to Student: 15 working days after submission date

Assessment Criteria – a full description of each criteria can be found at the end of this module guide

Research

Subject Knowledge

Practical Competence

Critical Analysis

Communication and Presentation

Academic Integrity

We are using a marking scheme whereby you are marked on a scale of fail which is poor to 1st which is excellent for each criterion, rather than allocating a set amount of marks to each criterion. An overall impression of the work's quality can therefore be formed, rather than marking to a rather dry and mechanical percentage basis. You will still be awarded an overall percentage mark. Detailed assessment criteria (and feedback sheets) can be found in section 9 of this module guide.

Written work

- Your identification number must be clearly stated at the top of each page of your work.
- Each page must be numbered.
- 1.5-line spacing should be used.
- Where appropriate, a contents page, a list of tables/figures and a list of abbreviations should precede your

work.

- All referencing must adhere to LSBU requirements, following the **Harvard referencing format**.
 - A word count must be stated at the end of your work, before the reference list.
 - Your course, level, and the appropriate module title must be included as “footer” on each page.
 - Appendices should be kept to a minimum and be of direct relevance to the content of your work.
 - All tables and figures must be correctly numbered and labelled.
 - Your assignment / coursework should be submitted via Turnitin
-
- As a guide the percentage / grade equivalence is:

70%+ = First Class

60 – 69 = 2:1

50 – 59 = 2:2

45 – 49 = 3rd

40 – 44 = pass

30 - 40 = marginal fail

<30 = fail

At both under and postgraduate level problems with poor referencing and plagiarism have been increasing over the years largely due to students using internet sources inappropriately. To help improve the quality of your work, especially academic referencing skills, we are using the Turn-it-in service. Through the Moodle site for this module you must upload your assignments for checking by Turnitin. You must attach both the turn it in receipt and originality index to your work.

Turn-it-in is software that checks the text of your assignment against a database of books, journals and web pages, and gives a report on matches it finds in your work against this database. Good scholarship requires that you should draw on others' work but when quoting directly you must use double speech marks or indent larger quotations, putting the source in brackets (including the page number) in the Harvard style (see the LSBU Library leaflet available on the moodle site). When paraphrasing you must also give the source. Turn-it-in generates a report highlighting non-original text and it generates a non-originality index. There is no 'correct' percentage level for the non-originality index as this depends on the nature of your work and the way you use your sources.

Include after the title page of your essay, report, etc your Originality Index read out downloaded from Turnitin. Having submitted your work into Turn-it-in you should then REVIEW your work again, taking into account the full Turn-it-in read-out and detailed highlighting of text that it provides. Turn-it-in is there to aid your scholarship, it is not there just to enable you to reduce your Originality index.

Please Note:

Turn-it-in is not a coursework submission tool. Having reviewed your work after Turn-it-in has reported back to you, you **MUST** then submit your work electronically via moodle. If you submit only through Turn- it-in your work may not be marked and you will be in danger of receiving a mark of ZERO.

5. [FEEDBACK](#)

Students can normally expect to receive written feedback 15 working days after the deadline submission. This will be emailed to you via the moodle site. All marks given are provisional and are subject to change. These provisional marks need to go through a moderation process and the marks need to be approved by the exam board. Once this has taken place you will be able to see the final mark through the MY LSBU link.

Please note that coursework cannot be submitted by email, fax or post or to individual Tutors.

Feedback from Students

The Module Evaluation Questionnaires indicated that 57% found the quality of the lecture good/very good and that 55% found the seminars good/very good, thus there will be more student input and discussion in the seminars this academic year. 65% of the participants found the moodle site good/very good and more effort will be put into communicating and using e resources in the new semester.

6. [INTRODUCTION TO STUDYING THE MODULE](#)

6.1 Overview of the Main Content

Tourism Globalisation and Development

- Concepts of tourism and their relation to international development. The role of tourism as an academic contributor to development studies. Globalisation and the political economy of tourism development.

International Tourism Development Policies

- Case study approach to tourism planning, the policy making process, the role and socio-economic and cultural objectives of government in tourism policy formulation. Alternative forms of tourism. Sustainability and sustainable communities development.

International Tourism Development Entrepreneurs, Organisations and Agencies

- The function of the public and private sector, international national and regional organisations involved in tourism development. The role of developers and investors and private sector financing.

Tourism Development Issues

- The role of international tourism in local communities. Ethics and development. The political ecology of tourism. Managing destinations in crisis.

6.2 Overview of Types of Classes

The module will be taught by a series of lectures and workshops. Lectures will identify the key themes of organisational analysis and behaviour. The workshops are designed as practical sessions for students to apply some of the key concepts developed in lectures and derived from students reading. Some of the workshops will involve students working in groups to develop material for group presentations.

6.3 Importance of Student Self-Managed Learning Time

Self-managed study is crucial to this module. The lectures give you the basic theoretical background and will introduce key concepts. It is advised to read from the extensive book list provided and to search for journal articles that will enhance your level of understanding in the field of managing tourism and hospitality organisations.

6.4 Employability

Students will learn about motivation and management techniques relevant to the tourism, hospitality and events industries, as well as have experience of working with others in delivering workshops and presentations. Tourism, hospitality and events organisations will require suitably trained and aware staff. This module prepares students for working effectively within their chosen profession.

7. THE PROGRAMME OF TEACHING

WEEK ONE

The Role of Tourism in Development

Introduction and Overview

Mowforth, M. and Munt, I. (2003) *Tourism and Sustainability* 2nd ed. London: Routledge. Chapters 1 and 2.

WEEK TWO

Sustainable Tourism Development.

Mowforth, M. and Munt, I. (2008) *Tourism and Sustainability* 3rd ed. London: Routledge

Sinha, P.C. (2003) *International Tourism and Sustainable Development*. New Delhi: Anmol Publications Cole, S.

(2012) A Political Ecology of Water Equity and Tourism. *Annals of Tourism Research* 39(2): pp. 1221-1241.

WEEK THREE

Tourist behaviour abroad and mass tourism (including drink and party tourism) Cheong, S.

and Miller, S. (2000) Power and Tourism: A Foucauldian Observation. *Annals of Tourism*

Research 27 (2): pp. 371–390

Reisinger, Y. (2009) *International Tourism – Cultures and Behaviour*, Oxford: Butterworth Heinemann

WEEK FOUR

TOURISM AND POST CONFLICT RECONSTRUCTION.

Smith, D. (2004). Towards a strategic framework for peacebuilding: Getting their act together. Royal Norwegian Ministry of Foreign Affairs: Evaluation Report 1/2004.

Ball, N. (2001). “The Challenge of Rebuilding War-Torn Societies“, in C.A. Crocker, F.O. Hampson and P. Aall, eds., *Turbulent Peace: The challenges of managing international conflict*. Washington, DC, United States Institute of Peace: 721-722.

WEEK FIVE

Peace through tourism concept.

Litvin, S. (1998), ‘Tourism: The World's Peace Industry?’, *Journal of Travel Research*, 37(1), pp. 63-66

Kelly, I. (2006a), Introduction to Peace through Tourism, IIPT Occasional Paper No.1, viewed 20 February, 2007, <http://www.iipt.org/educators/OccPap01.pdf>

WEEK SIX

Dark tourism.

Stone, P. (2006) A dark tourism spectrum: Towards a typology of death and macabre related tourist sites, attractions and exhibitions. *Tourism: An Interdisciplinary International Journal* 54 (2), 145–160.

Stoune P. & Sharpley R. (2009) „The Darker side of Travel“, Short Run Press Ltd., pp. 186 - 206, , Bristol: Great Britain

WEEK SEVEN

Volunteer Tourism

Andereck, K. and McGhee, N. G. (2009) Volunteer tourism and the “voluntoured”: the case of Tijuana, Mexico.

Journal of Sustainable Tourism, 17 (1): pp. 39 - 51

WEEK EIGHT

Slum tourism/ pro poor tourism

Baptista, J.A. 2012: 'Tourism of poverty: The value of being poor in the nongovernmental order', *Slum tourism: Poverty, power and ethics*, Routledge, 2012.

WEEK NINE

Tourism in South America

Guilherme Santana, (2000) "An overview of contemporary tourism development in Brazil", *International Journal of Contemporary Hospitality Management*, Vol. 12 Issue: 7, pp.424-430.

WEEK TEN

Tourism in South East Asia

Aishath Shakeela, Lisa Ruhanen, Noreen Breakey (2015). "Chapter 5 Women's participation in tourism" In *Tourism in the Muslim World*. Published online: 08 Mar 2015; 61-71.

Kar Yee Chong, Ann Selvaranee Balasingam, (2018) "Tourism sustainability: economic benefits and strategies for preservation and conservation of heritage sites in Southeast Asia", *Tourism Review*, <https://doi.org/10.1108/TR-11-2017-0182>

WEEK ELEVEN

Sex Tourism

Oppermann, M. (1999) Sex Tourism, *Annals of Tourism Research* 26 (2): pp. 251 – 266.

Nina Rao, (1999) "Sex tourism in South Asia", *International Journal of Contemporary Hospitality Management*, Vol. 11 Issue: 2/3, pp.96-99

WEEK TWELVE

Assignment Support Week

8. [LEARNING RESOURCES](#)

Core Reading

- Beirman, D. (2010) Crisis Recovery and Risk Management, in J. Liburd and D. Edwards Understanding the Sustainable Development of Tourism. London: Routledge. pp205-224
- Holden, A. (2012) Tourism, Poverty and Development in the Developing World. London: Routledge
- Lovelock, B. and Lovelock, K. (2013) The Ethics of Tourism: Critical and Applied Perspectives. London: Routledge
- Mowforth, M. and Munt, I. (2016) Tourism and Sustainability: Development, Globalisation and the New Tourism in the Third World. 4th ed. London: Routledge
- Telfer, D. and Sharpley, R. (2008), Tourism and Development in the Developing World, London: Routledge

Optional Reading

- Allen, T. and Thomas, A. (2000) Poverty and Development into the 21st Century. Oxford: Oxford University Press
- Atkas G. and Gunlu E. (2005) Crisis Management in Tourist Destinations. In W. F. Theobald (ed.) 'Global Tourism', pp 440-457, Amsterdam: Elsevier.
- Gossling, S. (2003) Tourism and Development in tropical Islands: political ecology perspectives. Cheltenham/. Edward Elgar. CH1, Introduction
- Mitchell, J. and Ashley C. (2009) Tourism and Poverty: Pathways to Prosperity (Tourism Environment and Development), London: Routledge
- Sharpley, R. and Telfer, D. (Eds) (2014), Tourism and Development: Concepts and Issues. Bristol: Channel View Publications
- UNWTO (2011) Policy and Practice for Global Tourism, Madrid: UNWTO

Websites:

- <http://www.unwto.org/>
- <http://www.worldbank.org/projects>
- <http://www.propoortourism.org.uk/index.html>
- <http://www.tourismconcern.org.uk/>

Additional reading materials will be posted every week on Moodle.

London South Bank University, Undergraduate Marking Criteria Level of Achievement Indicators Level 4-6

The weightings for each element within the table may vary between pieces of work. The final mark represents the balance of these elements.

Criteria	Feedforward comments						
	100-80%	79-70%	69-60%	59-50%	49-40%	39-30%	29-0%
Research Systematic identification and use of academic and relevant resources	Extensive independent relevant research evidenced by quality and quantity used. Ability to draw on own research and that of others.	Extensive independent relevant research evidenced by quality and quantity used. Some autonomous research.	Wide range of relevant sources identified and used. Very little guidance needed.	A range of sources identified and used. Limited guidance needed.	Limited research identified and used. Some guidance needed to complete research tasks.	Some evidence of research but insufficient amount. Needs support to develop research skills.	Little or no research presented. Needs significant support to develop research skills.
Subject Knowledge Understanding and application of subject knowledge. Contribution to subject debate.	Shows sustained breadth, accuracy and detail in understanding key aspects of subject. Contributes to subject debate. Awareness of ambiguities and limitations of knowledge.	Shows breadth, accuracy and detail in understanding key aspects of subject. Contributes to subject debate. Some awareness of ambiguities and limitations of knowledge.	Accurate and extensive understanding of key aspects of subject. Evidence of coherent knowledge.	Accurate understanding of key aspects of subject. Evidence of coherent knowledge.	Understanding of key aspects of subject. Some evidence of coherent knowledge.	Some evidence of superficial understanding of subject. Inaccuracies.	Little or no evidence of understanding of subject. Inaccuracies.
Critical Analysis Analysis and interpretation of sources, literature and/or results. Structuring of issues/debates.	Very high-quality analysis developed independently. Sustained evaluation and synthesis of resources. Use of evidence-based arguments. Thoroughly identifies trends, inconsistency, congruence, and states the implications.	Sustained evaluation and synthesis of resources. Use of evidence-based arguments. Thoroughly identifies trends, inconsistency, congruence, and states the implications.	Evaluation and synthesis of resources. Use of evidence-based arguments. Identifies trends, inconsistency, congruence, and states the implications.	Evaluation and synthesis of resources. Use of evidence-based arguments.	Some attempt at evaluation and synthesis of resources. Some use of evidence-based arguments.	Limited evaluation of resources. Limited use of evidence-based arguments	Little or no evaluation of resources. Very little use of evidence-based arguments.
Practical Competence Skills to apply theory to practice or to test theory	Consistently applies comprehensive practical and/or technical skills which reflect the correct application of theory to context.	Applies comprehensive practical and/or technical skills which reflect the correct application of theory to context.	Applies practical and/or technical skills very well and with careful application of theory to context.	Applies practical and/or technical skills correctly and with some application of theory to context with only minimal errors.	Applies a sufficient level of practical and/or technical skills but with some errors. Limited application of theory to context.	Applies some aspects of the practical and/or technical skills but these are incomplete or contain important errors. Very limited application of theory to context.	Limited application of some aspects of the practical and/or technical skills. No application of theory to context.
Communication and Presentation Clear intention in communication. Audience needs are predicted and met. Presentation format is used skilfully. Work is well structured.	Communication is entirely clear, persuasive and compelling with very skilful use of the presentation format. Presentation addresses fully the needs of the audience.	Communication is clear, persuasive and compelling with very skilful use of the presentation format. Presentation addresses fully the needs of the audience.	Communication is clear, mostly persuasive and compelling with skilful use of the presentation format. Presentation addresses the needs of the audience.	Communication is clear, with skilful use of the presentation format. Presentation takes into account the needs of the audience.	Communication is mostly clear and presentation format is adequate. Presentation may sometimes not take into account the needs of the audience.	Communication is unclear because presentation format is not used adequately and/or the needs of the audience are not taken into account.	Communication is very unclear because presentation format is not used adequately, and the needs of the audience are not taken into account.
Academic Integrity¹ Acknowledges and gives credit to the work of others follows the conventions and practices of the discipline including appropriate use of referencing standards for discipline.	Consistent, error free application of relevant referencing conventions with great attention to detail.	Consistent, error free application of relevant referencing conventions.	Consistent application of relevant referencing conventions with few errors.	Application of relevant referencing conventions, with some errors and / or inconsistencies.	Generally correct application of relevant referencing conventions, with some errors and / or inconsistencies.	Limited application of referencing conventions and / or errors.	Very limited or no application of referencing conventions, and/or multiple errors.

