

Behavioral Science Program Re-Design Proposal
Richard Bordner, Anth-Geog.
Bryan Man, Soc.
Behavioral Science Program
5.2.14

**ACTIONS REQUESTED OF ACADEMIC COUNCIL:
APPROVE THE FOLLOWING TWO NEW COURSES:**

AN 341 (Anthropology of Digital Realities, Virtual Worlds)(3 cr.)

GE 324 (Geography of Tourism)(3 cr.)

[Course numbers provisional based on UH Manoa courses]

Cost Impacts= 0%

Replacing existing classes taught every spring semester:

AN 210 (Archaeological Methods and Analysis (3 cr.)

AN 360 Native American Societies (3 cr.)

FYI to Academic Council:

Additional Documentation:

Appendix I: Full syllabi of new courses (AN 341, GE 324)

Appendix II: Catalog description changes to major

Appendix III: Collapse of Traditional Higher Education white paper

Appendix IV: Behavioral Science 2014 Program Redesign and Rationale

OVERALL CHANGES IN BEHAVIORAL SCIENCES MAJOR:

CHANGE in Degree Track Name:

2015-2016 Behavioral Sciences Program:

Degree Track Name Change from Sociology to: Sociology and Social Policy

DROP degree tracks:

1) Cultural Diversity (31 hours)

2) Option: Hawaiian Studies emphasis within Cultural Diversity (34 hours)

DROP the following courses:

AN 210 Archaeological Methods and Analysis (3)

AN 360 Native American Societies (3)

REPLACE with the following NEW courses:

AN 341 Anthropology of Digital Realities, Virtual Worlds (3 cr.)

GE 324 Geography of Tourism (3 cr.)

[Course numbers provisional based on UH Manoa courses]

PROCEDURAL change to program structure:

Encourage students to add courses taken at other universities as a way to personalize program content to match the goals and needs of the individual student.

DESCRIPTIVE changes:

Existing courses will have content and descriptions modified to reflect the change in emphasis (though most already do so) to a more applied approach tied to social change, social dynamics and social policy.

TECHNICAL changes and additional assessment measure [see attached white paper Collapse of Traditional Higher Education] :

Move all existing upper division Behavioral Science courses onto one of the existing “Open Course” platforms (possibly EDEX or OCWC) to track interest and consumption of our course content to a global audience. Tracking the viewing and download metrics is an additional measure of course interest and perceived value. Having our courses placed in the same system as some of the top-ranked universities in the world will also demonstrate our competitive quality and relevance to potential students.

New Course(s) Justification:

Both of the new courses are part of our plan to move course and program content into more contemporary issues central to the Behavioral Sciences disciplines and to the Hawai'i and Oceanic community in general. Full draft syllabi have been attached as Appendix I.

AN 341 Anthropology of Digital Realities, Virtual Worlds (3 cr.)

As can be seen in the syllabus below, this is a survey class of probably the biggest new area of discussion both within the various behavioral sciences disciplines and also in the general public, the social impacts of digital media in the 21st century. Course content and themes are based in part on some excellent recent research, especially David Miller's work on Facebook on Trinidadian society (Miller 2011 Tales from Facebook) and also on my own research the virtual world “Second Life”. One challenge for the course is the variable level of competency in various digital media that students will bring to the class, which will make for a very dynamic enhanced learning experience for everyone. This course is seen as providing a strong intellectual basis to further research and application of digital media for students irregardless of major.

Course Learning Outcomes:

The student will demonstrate

- 1) knowledge of the social impact of digital media in contemporary societies;
- 2) how social values and relationships define and shape digital media usage;
- 3) an understanding of the social dynamics, perception and decision-making within digital media;
- 4) knowledge of the varied format of social communities that are developing in digital media.

These learning outcomes will be measured through the 3 in-class written discussions, the in-class topic presentation and the final synthetic paper.

This course will be placed into one of the “Open Course” platforms as soon as possible, where viewing and download traffic by the interested public will also be tracked, to become another measure of course interest and relevance.

GE 324 Geography of Tourism (3 cr.)

As can be seen in any issue of Pacific Business News or in public relations releases by the Hawaii Tourism Authority, tourism is the dominant economic 'engine' in Hawaii. What is often not realized is that it is one of the largest economic enterprises worldwide with an entire United Nations agency tasked with further development of tourism worldwide (UNWTO). We should have developed this class a number of years ago, but as tourism has gained in complexity both in the Pacific and specifically in Hawaii this course is now a necessity. We will cover both the social history of tourism, contemporary tourist issues and also future tourism trends. This course will be of value to students in a number of different majors.

Course Learning Outcomes:

The student will demonstrate

- 1) knowledge of the contemporary social and economic impact of tourism globally and locally;
- 2) the complex relationship between tourism and cultural-ethnic identity;
- 3) the processes by which tourism stereotypes are projected, consumed and processed;
- 4) the diverse types of tourism in the Asia-Pacific region today;
- 5) an understanding of the social dynamics present in global tourism;
- 6) knowledge of the motivations and attitudes of individuals from cultural and ethnic backgrounds other than your own as experienced through the gaze of the tourist.

These learning outcomes will be measured through the 3 in-class written discussions, the in-class topic presentation and the final synthetic paper.

This course will be placed into one of the "Open Course" platforms as soon as possible, where viewing and download traffic by the interested public will also be tracked, to become another measure of course interest and relevance.

APPENDIX I

DRAFT AN 341 COURSE SYLLABUS

Chaminade University

Spring 2015

AN 341

VIRTUAL WORLDS, DIGITAL REALITIES: THE SOCIAL IMPACTS OF THE DIGITAL REVOLUTION

Inst: Richard Bordner

Off: Upper (*mauka*) Beh. Science Bldg. #114, MWF 11:30-2, TR 11:30-12:20 or by app't.
Ph: 739-4644 (wk) e-mail= rbordner@chaminade.edu or bordnerr001@hawaii.rr.com

Website: www.socialresearchsystems.com.

Google Group membership is required for all course members.

Required Texts:

Ivory, James D. 2012. Virtual Lives. Santa Barbara: ABC-CLIO.

Meadows, Mark S. 2008. I, Avatar: The Culture and Consequences of Having a Second Life. Berkeley: New Riders.

Miller, Daniel 2011. Tales from Facebook. Cambridge: Polity Press.

Course Description:

Individually these games, apps, programs and devices modify social behavior. Collectively they have made dramatic changes in collective behavior, social expressions of the self and self-identity. Yet the changes have been so diverse and rapid that social sciences are just now starting to examine some of the consequences of these new technologies. We will look at the current discussions in anthropology, sociology, communications and geography and use theoretical constructs to make predictive models for the near future.

The course will examine many of the key technologies that as of 2015 have changed social interaction and personal identity, along with several that appear poised to make dramatic social change in the next 5 years. We will move through different areas of digital reality, initially examining communication technologies in a chronological order including smartphones and tablets. The second theme will be that of social media, looking at both the apps that mediate social interaction and the diverse ways these have

been modified by users. Third we will examine computer-based structured social environments such as World of Warcraft, Everquest and Eve Online. Lastly we will consider current and near-future unstructured virtual worlds such as Second Life, Blue Mars and High Fidelity. A central theme throughout the course will be the ways in which digital media have been modified by cultural norms in different societies.

Course Student Learning Outcomes

Course Learning Outcomes:

The student will demonstrate

- 1) knowledge of the social impact of digital media in contemporary societies;
- 2) how social values and relationships define and shape digital media usage;
- 3) an understanding of the social dynamics, perception and decision-making within digital media;
- 4) knowledge of the varied format of social communities that are developing in digital media.

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 several programs must load on your computer (Second Life, Google Earth) so you must have Administrator privileges on your machine.
- You will have to open a Second Life account if you don't have one already
- You must open a gmail account [linked to the Google Map/Google Earth material]
- You must have a Twitter account
- You must have a Facebook account

Course Grading:

Course grades are based on the following:

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%		

Stage 1: The Rise of the Digital Universe—a quick Wikipedia-style history lesson

Method and Theory in Behavioral Sciences and the Digital Universe

Possible topics: Text virtual worlds; AOL; promise of computing in education...

Stage 2: Cell phones

The impacts of persistent communication

Possible topics: Cross-cultural phone etiquette (HK vs. Japan vs. US); texting social expression and emoticons....

Stage 3: The iPhone--Smart phones and the 'App'

Possible topics: Farmworld and social apps; privacy—the camera and photo forwarding; the phone as electronic companion....

Stage 4: Phone-based social media

Facebook; Twitter; Vine; QQ....

Possible topics: Use of social media for political-social change (Weibo in PRC); online datamining; social media and ethnic identity...

Stage 5: The iPad—the tablet

The portable internet device—the role of WiFi in cultural geography

Possible topics: Social interaction tablet etiquette; Minecraft and other virtual worlds; Apps and 'passive' computing; tablets and tourism....

Stage 6: The Internet

Impacts on purchasing (Amazon-Ebay); Social networking (e-mail; skype); Perception of others (online dating); Social dynamics (reviews-likes-Yelp)

Possible topics: The internet as a vehicle for self-expression and self-identity (Youtube); Internet as collective instrument; Catfishing; identity theft; data mining....

Stage 7: Virtual Worlds

Part 1: MMORGS-Planned Worlds: Myst; Everquest; World of Warcraft; Eve...

Part 2: Customer-Designed Virtual Social Worlds: Second Life; Blue Mars....

Part 3: The near future and potential social change: Google Glass; High Fidelity

AN 341 SELECT BIBLIOGRAPHY

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- Bainbridge, William S. 9.2009. "Cognitive Expansion Technologies", in Journal of Evolution & Technology vol. 19/1, 9/08 (8-16).
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- Hendry, Joy 2000. The Orient Strikes Back: A Global View of Cultural Display. Oxford: Berg.
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Second Life Specific:

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DRAFT GE 324 SYLLABUS

Chaminade University

Spring 2015

GE 324 GEOGRAPHY OF TOURISM

Inst: Richard Bordner

Off: Upper (*mauka*) Beh. Science Bldg. #114, MWF 11:30-2, TR 11:30-12:20 or by app't.
Ph: 739-4644 (wk) e-mail= rbordner@chaminade.edu or bordnerr001@hawaii.rr.com

Website: www.socialresearchsystems.com.

Google Group membership is required for all course members.

Required Texts:

Inglis, Fred 2000. The Delicious History of The Holiday. London: Routledge.

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

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

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 21st 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.

Course Student Learning Outcomes

Course Learning Outcomes:

The student will demonstrate

- 1) knowledge of the contemporary social and economic impact of tourism globally and locally;
- 2) the complex relationship between tourism and cultural-ethnic identity;
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- 4) the diverse types of tourism in the Asia-Pacific region today;
- 5) an understanding of the social dynamics present in global tourism;
- 6) knowledge of 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.

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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%		

Module 1: Introduction // Defining Tourism and the different types of Tourists // A Social History of Tourism

Module 2: Geographical, economic and political factors in tourism

Module 3: The centrality of perception and stereotyping in tourism

Module 4: Tourists and tourist behavior

Module 5: Environmental and infrastructure impacts of tourism

Module 6: Social impacts of tourism

Module 7: Ecotourism

Module 8: Hawaii Tourism

Module 9: Chinese Tourism

Module 10: Exotic and specialty markets-Macau, Las Vegas and the Disneys

Module 11: Part-Time Resident tourism and Resettlement-Trump Tower, Kula and the Costa del Sol

GE 324: Geography of Tourism Partial Bibliography

General Tourism:

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APPENDIX II [changes from old catalog underlined-only sections subject to change have been included]

CATALOG Description for the 2015-16 Catalog:

BEHAVIORAL SCIENCES PROGRAM

In the Division of Behavioral Sciences

Dr. Robert Santee, Dean

Faculty: Dr. Richard Bordner and Dr. Bryan Man

We live in a time of change. Social networks, organizations, corporations all appear to change constantly. Societies and groups find themselves trying to both hold onto traditional values and norms while adapting to the changing world around them. The Behavioral Sciences Program is centered on the examination of societies, ethnic groups and organizations. Exposing students to the disciplines of anthropology, geography and sociology gives them the intellectual tools to understand the dynamics of social change and how to effectively implement social policy. Subject matter ranging from cross-cultural interaction, social and individual identity, diasporic ethnic groups, issues of gender, age, and socio-cultural status are all included in the major. The program emphasizes flexibility and encourages students to bring in course material from other institutions to individually tailor their program to fit their intellectual and career goals.

Integration with the Marianist Mission

The primary goal of the Behavioral Sciences Program is to provide students with the tools they need to provide leadership roles and the ability to become agents of social policy in a complex diverse world. This explicitly ties into the Marianist mission by educating students from a point of view which celebrates diversity and the openness of mind, which is critical to making a difference in the modern world and developing the true servant-leader as an agent of social change.

The Program works toward this goal by two specific techniques:

1) The material covered in anthropology, geography and sociology, both in readings and discussions, explicitly reflects the Marianist and Chaminade University goal of building collaborative learning communities from students of diverse backgrounds since the material is by definition cross-cultural and focuses on the diversity in human societies;

2) By virtue of being a multi-disciplinary program and thus explicitly incorporating the viewpoints and perspectives of varying disciplines, we provide an intellectual model of cross-discipline understanding and synthesis for our students to follow, based on our role as mentors and role models in praxis both within and outside the classroom (in service-learning, community service projects and faculty research projects for example).

Consistent with the Marianist education goal to foster community-based relationships and the application of service, the Behavioral Sciences Program requires a senior research project. For many of our majors this consists of a structured internship project (frequently within social services agencies and schools). This achieves several goals simultaneously:

- a) It sensitizes our students to the reality that the culturally diverse world outside the university is the real basis and goal of their education, and forces them to relate and apply the course material in the design and implementation of social policy;
- b) The senior research is based explicitly on student-generated research, based on their personal interests and career goals. It requires that they develop the research questions (hypothesis), collect the field data and analyze the results within the intellectual framework of their research questions. This exposes them to real-world issues of self-discipline, data collection, ethics, and focusing on goals;
- c) The Behavioral Sciences faculty provide a role model for our students with our involvement in community activities and social policy that take advantage of our training and expertise. This models for the students the importance of praxis, of professional involvement in service, and the relationship of academic professionals and the larger community within the context of servant-leadership.

Behavioral Sciences Program Outcomes

Upon completion of the program in Behavioral Sciences, the student will demonstrate command of the following program outcomes:

1. Will clearly and effectively articulate the role of theory in cross-cultural studies from anthropology and sociology;
2. Will demonstrate an understanding of the reciprocal relationships between the individual and the group (ethnic or society);
3. Will demonstrate the use of appropriate methodology and data analysis from anthropology and sociology in social research;
4. Will demonstrate an understanding of anthropological and sociological concepts and appropriate use of the discipline terminology;
5. Will demonstrate the understanding of basic knowledge, questions and issues in substantive areas of sociology and anthropology.

Degree Requirements

Pre-major requirements: AN200 [Cultural Anthro.] and SO 200 [Intro. Sociology] 6 credits

Foundation courses: SO 302 [Theory] 3 credits, SO 317 [Methods] 3 credits.

Social Policy (25 hours):

The following courses are required:

English 102 and COM 101 are prerequisites for all upper division courses

Social Problems [3 cr]: SO 308 [Social Problems]

Social Issues [6 cr]: SO 407 [Society Mental Disorders], or SO 491 [Juvenile Delinquency **Add AN 341 [Digital Realities]; GE 324 [Geog. Of Tourism]**

Social Structure [6 cr]: AN 340 [Peoples of Hawai'i], **Add AN 350 (Pacific); AN 357 (East Asian)**, SO 401 [Race Ethnic Relations], or SO 360 [Sociology Gender]

Cross-Cultural Interaction [3 cr]: SO 331 [Asian-Americans]

Social Institutions [3 cr]: SO 311 [Marriage & Family] or SO 412 [Sociology of Sports]

Pre-Professional Course [3 cr]: SO 327 Career Development]. Prerequisite: SO 200 [Introduction]

Senior Thesis [4 cr]: SO 494 [Research] and SO 498 [Writing]

Specialty courses from other universities may be substituted for major requirements on approval of advisor. The Pre-Professional (SO 327) and Senior Thesis (SO 494-498) must be completed in-program.

AN 327 Virtual Worlds, Digital Realities (3)

The digital realities we exist in today have made dramatic changes in collective behavior, social expressions of the self and self-identity. Yet the changes have been so diverse and rapid that social sciences are just now starting to examine some of the consequences of these new technologies. This course looks at the current discussions in anthropology, sociology, communications and geography and use theoretical constructs to make predictive models for the near future. We will examine some of the key technologies that by 2015 have changed social interaction and personal identity, along with several that appear poised to make dramatic change in the next 5 years. A central theme throughout the course will be the ways in which these media have been modified by cultural norms in different societies. This course meets the following program student learning outcomes: 1) the role of theory in cross-cultural studies from anthropology and sociology; 2) demonstrate an understanding of the reciprocal relationships between the individual and the group (ethnic or society); 3) demonstrate the use of appropriate methodology and data analysis from anthropology and sociology in social research; 4) demonstrate an understanding of anthropological 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. Course offered annually in the Spring semester.

GE 321: Geography of Tourism (3)

Tourism has grown into one of the major economic and social activities within the last 100 years. Tourism is one of the major economic engines of the first part of the 21st century. 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 traditional short-term tourism and recent shifts to part-time resident tourism in Hawai'i. This course meets the following 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. Course offered annually in the Spring semester.