Chapter 4

Tourism, Knowledge and the Curriculum

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Introduction

The aim of this chapter is to offer a critical analysis of the tourism curriculum. It initially discusses definitions of curriculum by reference to a number of studies on the subject and introduces the idea that any curriculum involves framing in curriculum space. Hence, the notions of choice and contestability are introduced.

Since a curriculum involves choice of what knowledge is to be included and knowledge itself represents a particular way of looking at a target phenomenon it is important next to understand the relationship between tourism knowledge and the curriculum.

Having done this some basic principles of curriculum design are considered before introducing and evaluating a number of curriculum proposals that have been proffered for tourism. Finally, a number of theorists are assembled to offer a more deep critique of curriculum emphasising the role of ideology in their construction.

The issue that arises throughout the chapter is that of the schisms that exist in each of the areas of tourism, knowledge and the curriculum. On the one hand, tourism, knowledge and the curriculum may be bounded by a business and vocationalist view of things. On the other, tourism education may be seen as a quest for understanding and acting in a more widely drawn complex world of tourism.

Curriculum

A simple definition of the curriculum can be found in Taylor and Richards (1985) who define the curriculum as that which is taught. More complex definitions include that used by Kerr (1968) which embraces a much wider experience capturing all the learning which is guided by an institution. There is also a literature which unearths a hidden side to the curriculum (Snyder, 1971; Combleth, 1984; Graves, 1983). Here, the spotlight falls not just on the explicit aims and objectives of the curriculum, but also on the implicit values
Tourism Knowledge and the Curriculum


The concept of curriculum has been a key element in the education of students for many years. The term curriculum refers to the planned learning experiences that are provided for students in a particular educational setting. These experiences are designed to achieve specific educational goals and objectives. The curriculum is a dynamic and ever-evolving process, as educational needs and societal demands change over time.

The concept of curriculum is closely related to the concept of learning. Learning is the process by which individuals acquire knowledge, skills, and attitudes. The curriculum provides the framework for learning, as it specifies the content and methods of instruction that are used to facilitate the learning process. The curriculum is developed by educators, who work to ensure that it meets the needs of students and prepares them for success in their future endeavors.

In conclusion, the concept of curriculum is a critical component of the educational process. It provides a structure for learning, and helps to ensure that students receive a comprehensive and well-rounded education. As educators continue to refine and improve their curricula, they will continue to play a vital role in shaping the minds and futures of the next generation of citizens.
order to better understand the phenomenon of tourism. So what is the relationship between tourism as a phenomenon, tourism knowledge and the tourism curriculum?

Tourism as a phenomenon is that part of the external world where humans go about the business of being tourists and that part of the external world which is affected by tourism. It is large, messy, complex and dynamic. It encompasses a range of possible practices and outcomes. It is not the same world as the study of tourism. The latter consists of a tourism research community and a symbolic record of tourism knowledge. It is an attempt by humans to capture, to represent, to describe, to explain and to predict the phenomenon of tourism. The study of tourism uncovers new ways of seeing tourism, maps out new concepts, elaborates new theories and builds up a body of knowledge. Tourism knowledge is however essentially much less than the activity that it describes. It is essentially in the business of making generalisations about the phenomenal world of tourism and the packaging of theories.

Tourism knowledge can therefore offer only an incomplete account of tourism. Indeed, there may well be interesting aspects of tourism which are not as yet revealed or discovered by the study of tourism. The relationship between the study of tourism and the phenomenon of tourism also points up the important issue of the knowledge gaze. Our knowledge gaze determines what parts of the phenomenon of tourism are studied in tourism studies and how these parts are known and conceptualised.

Moving to education we should avoid the temptation to elide the terms curriculum and knowledge. They only coincide in limited cases — mainly in traditional universities, and for traditional courses where curriculum would appear to be a redundant term. The undergraduate programme here represents a process of induction of students into a particular discipline.

But for tourism higher education, any move to define the curriculum in terms of induction into a discipline, or body of knowledge is a problematic one. Tourism studies may be conceived of as being pre-paradigmatic (Kuhn, 1970). It has not yet settled into “normal tourism”. The pattern of research activity and puzzle solving is not settled nor is the direction for future activities agreed by those operating in the field. Because tourism studies is in a pre-paradigmatic state, there exists a variety of different knowledge systems in operation.
Figure 2: Tourism, knowledge and the curriculum.

A concept of tourism knowledge is problematic, the curriculum cannot be reduced to an inference into a discipline. A knowledge choice has to be made.

Since education is a process of knowledge acquisition, the curriculum has to be considered as a problem in itself. The tourism knowledge is a broader concept that includes the acquisition of knowledge in tourism-related fields. The curriculum is a structured and organized way of delivering knowledge to students, while tourism knowledge refers to the practical and theoretical understanding of tourism and its various aspects. The tourism curriculum should be developed based on the needs of the tourism industry and the students' future roles in the field.

The concept of tourism knowledge is important in the context of tourism education, as it helps to identify the areas of focus and the skills that are required to succeed in the tourism industry. The tourism curriculum should include both theoretical and practical knowledge, as well as skills such as problem-solving, critical thinking, and communication.

However, the concept of tourism knowledge is not only about knowledge acquisition, but also about the process of learning. The curriculum should facilitate the development of critical thinking and problem-solving skills, as well as the ability to apply theoretical knowledge to practical situations. The curriculum should also encourage students to be active learners, to take an active role in their own learning process.

In conclusion, the concept of tourism knowledge is a broad and complex one, and the curriculum needs to be designed to facilitate the acquisition of knowledge in a variety of areas, while also fostering critical thinking and problem-solving skills.
Having explored the concept of the curriculum and mapped its relationships with tourism and knowledge the latter concepts are now examined more fully.

Tribe (1999, p. 80) defines tourism as:

The sum of the phenomena and relationships arising from the interaction in generating and host regions, of tourists, business suppliers, economies, governments, communities and environments.

His definition reveals the key dimensions of a comprehensive tourism world namely:

- those related to the tourist (including motivation, experience, demand, choice, satisfaction and interaction);
- those related to business (including profit, marketing, human resourcing and corporate planning of transport, hospitality and recreation organisations);
- those relating to the host community (including perceptions, economic, social and cultural impacts);
- those relating to the host environment (including ecological and aesthetic impacts);
- those relating to host governments (including measurement of tourism, policy and planning);
- those relating to the generating country (including economic, environmental, aesthetic and socio-cultural effects) (Tribe, 1999, p. 80).

In offering this definition, Tribe seeks to allow the concept of tourism room to celebrate its full complexity. That is not only tourism that represents consumer and business activities but also tourism that reflects environmental, aesthetic, ethical and cultural issues. Crudely speaking then, the phenomenon of tourism can be roughly split between the business of tourism and non-business aspects.

Turning to tourism knowledge, Tribe (1997) suggests that knowledge about tourism is organised through the established disciplines (e.g. economics, anthropology), through interdisciplinary approaches (e.g. environmental studies, marketing) and through extra-disciplinary approaches (e.g. customer service). Tribe further postulated that a coalition of approaches (mainly interdisciplinary and extra-disciplinary) under the banner of tourism business studies had established a substantial inroad and major presence in the study of tourism. However, things have changed somewhat since Tribe’s 1997 analysis. First there has been an extraordinary burst of research activity and articles relating to sustainable tourism. Second a new wave of tourism research is gathering momentum concentrating on “studies” rather than “business”. The increasing interest in such approaches is signalled by new journal titles such as *Tourist Studies* and the *Journal of Tourism and Cultural Change* and new approaches include those using interpretivist and critical methodologies by researchers working in for example gender studies and cultural theory.

Figure 3 aligns these different levels of the tourism phenomenon, tourism knowledge, and the tourism curriculum one above the other, dividing each level into two key constituent domains. The diagram illustrates a fundamental rift evident between two camps. On the one side is the view of tourism as a business phenomenon to be investigated through business knowledge and giving rise to curricula for vocational ends. On the other,
Approaches to Curriculum Design for Tourism

The key areas of study in this course are introduction to the sociology and end appeal.

On the other hand, University B demonstrates a curriculum that encompasses a more holistic approach:

- tourism industry;
- vocational aims.

In the context of different universities, University A demonstrates a curriculum with follow-up examples showing how the different approaches to tourism education are illustrated. Those ideas of liberal and vocational education are taken up later in this chapter, but the knowledge approaches outlined in the following cases are illustrated by a range of tourism is an unstructured phenomenon, to be investigated by a range of

Conduct market research/consultation;
Establish framework

A number of writers including Tyler (1949), Feart et al (1975), Rowntree (1967), and

Maunder and Wilson (1984) propose models for curriculum design. Each of these formats

The diagram also demonstrates the levels of phenomenon knowledge and context.

Within: Tourism, Travel and Tourism, the Global Culture, and tourism, individual experiences of tourism reinforce and curriculum reinforcement and is reinforced by

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Maunder and Wilson: Travel, Whining and Maxin's Representations: Discussion

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Vocational aims:

Knowledge

Vocational

Figure 3: Tourism, knowledge and the curriculum.
- Define aims and objectives;
- Establish modular structure including progression between levels and compulsory/elective elements;
- Choose modules;
- Establish learning outcomes for modules;
- Determine assessment strategy;
- Determine teaching and learning strategy;
- Develop a system for validation, evaluation, review and improvement.

In terms of evaluation issues that should be addressed are for example

- does the curriculum deliver its stated aims?
- is it coherent (i.e. does it avoid duplication, does it have a framework that connects the various modules, do the parts add up to a meaningful whole?)
- does it offer breadth (i.e. does it avoid over narrow specialisation?)
- is it balanced (i.e. does it include functional and critical elements?)
- integration (i.e. are there attempts to integrate themes across modules and to bring together theory and practice?)
- progression (i.e. do modules lead on to each other in a sequential way and does the intellectual content demonstrate a progression in difficulty over the length of the course?)

An early contribution to the debate about what should constitute the tourism curriculum was initiated by the UK National Liaison Group for Higher Education in Tourism (NLG) (Holloway, 1995). The NLG aim was to seek “some consensus on the body of knowledge which would be acceptable to both academics and practitioners in the tourism industry” (Holloway, 1995, p. 2). This consensus was sought at a national conference attended by academics and industrialists that was held in London in December 1994. However, the conference was not provided with a tabula rasa, but rather with a set of “seven ‘areas of knowledge’ on which the committee members of the NLG were agreed” (Holloway, 1995, p. 2).

Reference to an earlier review by the UK Council for National Academic Awards (CNAA, 1993, p. 32) enables the genealogy of the NLG project to be traced and there can be found seven similar subject areas. The CNAA review is more explicit on how these seven areas have been identified. They are based upon Airey and Middleton’s (1984) review of the curriculum of tourism courses, which was based on Burkart and Medlik’s (1981) ’Body of Knowledge’, and, “information supplied by academic institutions for this review” (CNAA, 1993, p. 32).

The NLG core comprised:

- The meaning and nature of tourism;
- The structure of the industry;
- The dimensions of tourism and issues of measurement;
- The significance and impacts of tourism;
- The marketing of tourism;
- Tourism planning and development;
- Policy and management in tourism.
The NGC core is still essentially dominated by vocational thinking—a curriculum for the industry's and a graduate's view of tourism.

It is notable that the NGC curriculum included ethics and social responsibility, but like the PGD, the course of study was geared to the tourism sector and business worlds. The key elements for the tourism curriculum focused on the academic and business worlds. The core elements for the tourism curriculum were created by a combination of survey and fieldwork with experts in the industry, and by a combination of tourism and fieldwork with experts in the tourism sector.

The NGC core addressed key aspects of a vocational tourism curriculum, but it was

The focus on tourism was its lack of attention to ethical concepts of tourism.

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The main weaknesses can also be examined: The exercise is a-theoretical. The theory and methodology of curriculum design are not foregrounded. Benchmarking may be interpreted as a definitive and comprehensive curriculum statement. Some departments may attempt to teach it as is. The full richness of curriculum space may become obscured. Benchmarking may impose closure where the freedom to construct a curriculum in any part of curriculum space is lost. It may cause a homogenisation of the tourism degree product and a curbing of the curriculum dynamism of this sector. It may herald a move towards a safe middle ground and institutional aims and objectives for QAA subject review may show this. They may represent the start of a more comprehensive project, where incrementally the detail is filled in and the curriculum becomes tightly specified. They may constrain curriculum development: Would tourism higher education have developed if benchmarking had existed 20 years ago?

Critical Models of the Curriculum

This section illustrates how different writers have surfaced a number of taken for granted issues that are not always obvious when discussing the curriculum. The ideas contained in this section are summarised in Table 1 and may help curriculum authors to ask more critical questions about their proposals.

For example, Scrimshaw's (1983) framework effectively divides curriculum space into eight underlying ideologies. An ideology (Barnett, 2003) is a coherent set of ideas. Ideologies can involve closure and blindness when they are deeply embedded and saturate our ways of thinking so that we are not aware of their operation but rather see the ideas expressed within them as common sense. Scrimshaw identified the ideologies of progressivism, romanticism, humanism, academicism, traditionalism, vocationalism, technicism and reconstructionism. His purpose was to reveal ideologies implicit in curricula. In situating curricula in relation to ideological typologies, he provided an insight into the full extent of curriculum space and what may be missed by an over narrow framing. For example, a technicist and vocationalist curriculum may preclude humanist or progressivist aspects.

Silver and Brennan (1988) analyse the vocational curriculum as a continuum along a vocational-liberal axis. A vocational curriculum is a curriculum for employment. It is a curriculum to equip students to engage in the vocational world and to participate in it. A liberal curriculum is a curriculum for thinking and reflection. Indeed in some cases it consciously seeks refuge from the world of action in order that its deliberations may proceed without being tainted by the world of the here and now. Youll and Brennan (in Boys et al., 1988, p. 196) utilise an academic-vocational axis where academic programmes induct students into the principles of a discipline, and vocational programmes concentrate on the employability of graduates.

Lawton's (1989, 1996) cultural analysis model constructs the curriculum as a selection from culture. Lawton's work concentrates on the compulsory curriculum and subdivides culture into nine systems — the socio-political system, the economic system, the communications system, the rationality system, the technology system, the morality system, the belief system, the aesthetic system and the maturation system. Lawton's analysis exposes the cultural features common to all societies. His view was that the compulsory curriculum should ensure that these aspects of culture are transmitted. Lawton's nine cultural systems
<table>
<thead>
<tr>
<th>Framework</th>
<th>Purpose</th>
<th>Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scrivens (1983)</td>
<td>To describe the ideologies implicit in curricula</td>
<td>Progressivism, Romanticism, Humanism, Academism, Traditionalism, Vocationalism, Technician, Reconstructionism</td>
</tr>
<tr>
<td>Silver and Brennan (1985)</td>
<td>To describe the nature of vocational education</td>
<td>Liberal, Vocational</td>
</tr>
<tr>
<td>Lawton (1989)</td>
<td>To describe the essentials of culture for transmission by the compulsory curriculum</td>
<td>Socio-political system, Economic system, Communication system, Rationality system, Technology system, Morality system, Aesthetic system, Maturation system</td>
</tr>
<tr>
<td>Squires (1990)</td>
<td>To describe the undergraduate curriculum</td>
<td>Knowledge, Culture, Student development</td>
</tr>
<tr>
<td>Goodlad (1994)</td>
<td>To prescribe the essential elements of a curriculum for the nourishment of persons</td>
<td>Theory, Practice, Society, Individual</td>
</tr>
<tr>
<td>Tribe (2002)</td>
<td>To prescribe the essential elements of a curriculum for good thought and action in a tourism world which is a conjunction of the liberal and the vocational (Philosophic Practitioner)</td>
<td>Reflection, Action</td>
</tr>
</tbody>
</table>

Squires notes the need for some kind of frame of reference for thinking about the curriculum, and that what is and should be taught is 'mode and substance'. This is reflected in the work of many researchers, including Squires (1990, p. 29) and others, who have highlighted the importance of creating a broad and balanced curriculum that includes both vocational and liberal elements. The table above provides a comparison of different frameworks that highlight the various components of a curriculum and how they can be integrated or focused on different aspects of teaching and learning.
around three dimensions of the curriculum. These dimensions are first the curriculum as knowledge, second the curriculum and culture and third, the curriculum and student development. Squires also offers a useful way of looking at knowledge using the terms ‘object’, ‘mode’ and ‘stance’ (1990, p. 53). Squires uses the term ‘object’ to describe “what the course is about” (1990, p. 52). Here, the classification is in terms of subjects and groups of subjects. Squires uses the term ‘mode’ to grapple with what he calls “the problem of philosophy” (1990, p. 56). He distinguishes between normal, reflexive and philosophical approaches to any discipline which is the object of the curriculum. This dimension examines the degree of critical engagement that a student makes with the discipline. It encompasses at one end a passive learning of the facts of a discipline and at the other end, a critical appraisal of knowledge creation in the discipline. Squires also uses the term ‘stance’ which is used to “distinguish broadly between the intention of knowing and the intention of doing” (1990, p. 54).

Goodlad (1995) constructs a model to enable him “to propose a position concerning the nourishment of persons” (1995, p. 1). For him, curriculum space is conceptualised in four possible dimensions under the headings of theory, practice, society and the individual. These he describes as “the institutional correlates of the social, personal, intellectual and practical dimensions of the person” (1995, p. 21). His argument exposes what he terms heresies which arise when there is imbalance between these dimensions. It is the development of students that is the curriculum imperative for Goodlad.

Stenhouse (1975) advocated a process approach whereby the curriculum evolves from negotiations between lecturers, students and their environment. This approach did not specify any particular components of curriculum space. Rather it saw education as a relatively unconstrained, negotiated journey through curriculum space, without any compulsory elements.

Most recently, Tribe (2002) — largely as a response to the a-theoretical approaches of previous curriculum proposals in tourism — developed principles for the ordering of the curriculum for tourism higher education. The framework proposed comprises four key domains of vocational action, vocational reflection, liberal reflection and liberal action as illustrated in Figure 4. His framework enables the problems of curricula that are over-focused in one

![Figure 4: A Curriculum for the Philosphic Practitioner.](image-url)
be a concerted consensus. However, these two ideas together mean that any curriculum will
exist on the continuum. Bringing these two ideas together means that any curriculum will
embrace both sides of the continuum and therefore, both ends of the spectrum. Perhaps, the

Conclusion


Finally, a number of theorists have provided pointers for critiquing the curriculum. These include the significance of the transmission of culture: knowing and doing; student development: social development; criticality: philosophy and the influence of ideology on the curriculum. Ideology offers a way of identifying ways in which the curriculum may be skewed by sets of ideas which are deeply embedded in our ways of thinking so that they are taken for granted. The critical insights here demonstrate that ideologies come in many guises, but the main battle lines may be summarised as follows. On the one hand, Tapper and Salter (1978) warn us of the dangers of vocationalist courses and Apple (1990) alerts us to the risk of technicism where higher education becomes narrowly obsessed with the demands of employability and technique, respectively. In doing so, the critical and transformative possibilities of higher education are lost. But on the other, Birch (1988) warns us of the threats of liberalist curricula and Goodlad (1995) describes the perils of academicism. Here, thinking becomes an end in itself so that any notion of having to work or act in the real world is lost to debilitating ivory tower mentality.

Of course there is nothing necessarily wrong about designing courses which are mainly vocational or mainly liberal. But decisions to frame courses in a narrow part of curriculum space need to be made conscious of the situatedness of course designers in particular ideological streams and mindful of the consequences of narrow specialisation.

References


Course on four-year curriculum management: A meeting approach

Chapter 2

The course

I. Introductions

2. Literature review

The four-year curriculum

In four-year courses, the curriculum is designed to provide a comprehensive education for students. The curriculum typically includes a wide range of courses, from foundational subjects to specialized topics. The goal is to prepare students for their future careers and provide them with the knowledge and skills necessary for success.

The course on four-year curriculum management is designed to help students navigate this complex process. It provides guidance on how to structure the curriculum, select courses, and integrate different areas of study. The course also includes case studies and practical examples to help students understand and apply the concepts.

II. The course curriculum

A. Course overview

The course curriculum is divided into several modules, each focusing on a specific aspect of curriculum management. These modules cover topics such as curriculum design, assessment, and evaluation. Each module includes readings, lectures, and assignments to help students develop a deep understanding of the subject.

B. Case studies

The course includes several case studies that provide practical examples of curriculum management in real-world settings. These case studies allow students to apply the concepts they have learned and gain valuable experience.

C. Group projects

Students are also encouraged to work in groups on projects that require them to apply the concepts they have learned. These projects help students develop collaboration and communication skills.

III. Conclusion

In conclusion, the course on four-year curriculum management is an important tool for students who want to develop a comprehensive education. By learning about curriculum design, assessment, and evaluation, students can better understand how to structure their own curricula and create a learning environment that meets their needs.

John Tribe