# **DEGREES OF CHANGE: ACTIVATING PHILOSOPHIC PRACTITIONERS**

**AN IMPLEMENTATION GUIDE**

# **INTRODUCTION**

Tribe’s (2002a) concept of the Philosophic Practitioner signalled an important new direction for the tourism higher education curriculum. Yet it lacked detail about implementation, a shortcoming which is addressed in our 2021 article. The plan for implementing Degrees of Change is organised around four learning aims where students should be able to …

1. Understand the making and the taking of the Tourism World
2. Rethink the Tourism World
3. Critically envision a better world
4. Participate in remaking the Tourism World.

# **UNDERSTANDING The making and the taking of the tourism world**

# **Rationale**

It is apparent that the tourism world has rarely been made according to an overall plan or design and nor is its construction or operation interest-free. Yet having inherited the tourism world in a particular form means that we are apt to be world-takers, accepting its current form as natural, normal, and inevitable. We teach tourism students about, for example, marketing, sustainability, strategy, and attractions but not how the tourism world has been made.

**Learning Objectives**

Students should be able to …

* analyse the making of the tourism world using a critical political economy of tourism perspective.
* understand how the tourism world is shaped by a combination of competition and sometimes antagonism between the forcesof capital, labour, nature, and government and how the relative importance and power of each of these varies through time and place.
* understand the concept of the diverse economy to reveal a bigger range of economic activities including unpaid labour, cooperatives, voluntary organisations, barter, not-for-profit enterprises, and fair-trade alliances.
* understand the role of governance and that whilst the tourism world is primarily shaped by markets and profits, capitalism is constrained by rules, regulations, and protocols. These may include planning regulations, labour laws and taxation regimes of governments, corporate social responsibility activities of business and interventions from civil society.

**Questions for students**

* How has the tourism world been made?
* Tourism makes and is made by the world: Discuss
* Use a political economy perspective to explain how the main built features of a specific destination have been made and any consequences that arise from this.
* What role does governance have in the making of the tourism world?

**Reading**

* Bianchi, R. (2018). The political economy of tourism development: a critical review. *Annals of Tourism Research*, *70*, 88-102.
* Cole, A., & Ferrarese, E.  (2018). How capitalism forms our lives, *Journal for Cultural Research*, *22*(2), 105-112.
* Gibson-Graham, J. K*.* (2008). Diverse economies: performative practices for other worlds. *Progress in human geography*, *32*(5), 613-632.
* Giddens, A. (2003). *Runaway world: how globalization is reshaping our lives.* New York: Taylor & Francis.

# **Rethinking the tourism world**

# **Rationale**

Uncritical education prepares students to fit in and become a productive and compliant member of society. By contrast critical tourism pedagogy releases students from the passive learning of knowledge. It invites teachers and learners to actively challenge knowledge to discover the power relations, interests, and beneficiaries of such knowledge, which significant truths are omitted in the curriculum and what values are implicit in such knowledge.

**Learning Objectives**

Students should be able to …

* participate in critical pedagogy and deploy critical theory
* engage in ideology critique, to understand and uncover the existence and effects of ideology.
* examine the meaning of power, where it lies in any tourism arrangement and the workings and effects of that power.
* critique models of technical rationality so that the purpose of tourism is given due consideration alongside the efficiency of tourism.

**Questions for students**

* When I think about the condition of tourism, I think things are getting …
* What encounters have made me change my thinking about tourism?
* How does a critical lens change our understanding of tourism?
* Has my education challenged me to think differently about tourism?

**Reading**

* Belhassen, Y., & Caton, K. (2011). On the need for critical pedagogy in tourism education. *Tourism Management,* 32(6), 1389-1396.
* Boluk, K., & Carnicelli, S. (2019). Tourism for the emancipation of the oppressed: towards a critical tourism education drawing on Freirean philosophy. *Annals of Tourism Research*, *76*, 168-179.
* Caton, K. (2014). Underdisciplinarity: Where are the humanities in tourism education? *Journal of Hospitality, Leisure, Sport & Tourism Education,* 15, 24-33.
* Tribe, J. (2008). Tourism: A critical business. *Journal of Travel Research,* 46(3), 245-255.
1. **CRITICAL ENVISIONING**

**Rationale**

As bel hooks (2014, p. 207) noted “the academy is not paradise. But learning is a place where paradise can be created. The classroom, with all its limitations, remains a location of possibility … to move beyond boundaries, to transgress.” So Degrees of Change should encourage students to offer a critical vision of the good life for tourism.

**Learning Objectives**

Students should be able to …

* articulate visons of beautiful tourism based on issues of aesthetics
* articulate key issues for a sustainable vision of tourism
* apply theories of ethics to sketch out their manifestos for good, virtuous, and just tourism.
* apply “hopeful tourism” as a way of envisioning a better tourism world.

**Questions for students**

* What is your vision for a better tourism world?
* Illustrate the beautiful and the ugly in tourism using photos.
* Rewrite the executive summary of a tourism strategy to transform it into a “just” destination.
* Looking at an aspect of tourism through an ethical lens, what needs urgently changing?

**Reading**

* Edgell, D. (2019). *Managing sustainable tourism: A legacy for the future*. London: Routledge.
* Jamal, T. (2019). *Justice and ethics in tourism*. London: Routledge.
* Kirillova, K., Fu, X., Lehto, X., & Cai, L. (2014). What makes a destination beautiful? Dimensions of tourist aesthetic judgment. *Tourism Management,* 42, 282-293.
* Pritchard, A., Morgan, N., & Ateljevic, I. (2011). Hopeful tourism: A new transformative perspective. *Annals of Tourism Research*, 38(3), 941-963.
1. **REMAKING THE TOURISM WORLD**

**Rationale**

Bel hooks noted the frustrations created if we do not get beyond rethinking the world. “When we only name the problem, when we state complaint without constructive flows or resolution we take away hope” (2003, p. xiv). Here is where students are schooled in change-making.

**Learning Objectives**

Students should be able to

* reflect on their own personal values, their tourism activities, the ethical issues related to these activities and set out personal pledges.
* engage in social media activism.
* engage in other campaigns for change. For example, boycotts, petitions, direct engagement, artivism, and community projects.
* participate in pressure group activity.

**Additional support**

* The world changing workshop: Just as design students can develop their skills in a studio and pilots learn to fly in simulators, so tourism students can develop change-making skills in a workshop.
* Internships for change: These would modify internship programmes by adding “developing practical skills and knowledge for improving tourism” to their aims and extend traditional placements to include those organisations whose missions are focussed on societal improvement.

**Questions for students**

* How can you help improve the tourism world?
* What steps can you personally take to be a good tourist?
* Identify and critique a campaign for change in tourism.
* What opportunities exist for you to engage in tourism activism?

**Reading**

* Carnicelli, S., & Boluk, K. (2017). The promotion of social justice: Service learning for transformative education. *Journal of Hospitality, Leisure, Sport & Tourism Education,* 21, 126-134.
* Gretzel, U. (2018). Social media activism in tourism. *Journal of Hospitality & Tourism*. 15(2), 1-14.
* Klein, R., & Sitter, K. (2016). Troubled seas: The politics of activism related to the cruise industry. *Tourism in Marine Environments,* 11(2-3), 146-158.
* McGehee, N., Kline, C., & Knollenberg, W. (2014). Social movements and tourism-related local action. *Annals of Tourism Research*, 48, 140-155.
1. **OTHER REFERENCES**
* Edelheim, J., Joppe, M., & Flaherty, J. (2021). *Teaching tourism: Innovative, values-based learning experiences for transformational practices.* Cheltenham: Edward Elgar.
* Hayes, S. (2020). Socialising students for Philosophic Practice? An analysis of learning outcomes in tourism taught master's programmes. *Journal of Hospitality, Leisure, Sport & Tourism Education*.
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* hooks, b. (2014). *Teaching to transgress*. London: Routledge.
* Tribe, J. (2002a). The philosophic practitioner. *Annals of Tourism Research*, 29(2), 338-357.

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