

UGED2892 Philosophy of Travel
旅行哲學

Course Outline

Course overview:

This course examines the philosophical reflection on travel in both Chinese and Western culture. It will provide students with a good understanding of the multifaceted relationships between travel and human existence from an interdisciplinary perspective. What make us go? How the travel or tourist experiences have been constructed? Topics to be discussed include: different forms of travel throughout history; mobility and the dynamics of space and time; the death of distance and the end of travel; nomad philosophy and the meaning of travel in the transmodern world.

本課程從跨學科與跨文化的角度探索旅行的哲學議題，例如，為甚麼要去旅行？旅行與觀光的經驗怎樣建構？本課程會討論歷史上各種不同的旅行模式；移動與時間空間互動的關係；距離之死與旅行的終結；游牧主義與跨現代社會中旅行的意義。

Learning outcomes:

Upon completion of the course, students should be able to:

- (1) identify the impact of travel on individual life and the society at large;
- (2) critically analyse and evaluate how travel and tourism shape the making of modern world;
- (3) conceptualize various structures and forms of travel throughout history;
- (4) give insights on the implication of travel and tourism for the betterment of humankind and civilization;
- (5) cultivate intellectual interests in thinking about the relationship between travel and human value.

Learning Activities:

In this course, you are expected to

- read and think about the assigned readings;
- develop the skills mentioned in the course outcomes through philosophical discussion and writing (short reports and term paper);
- attend *all* lectures and participate in discussion.

Activities and workload:

In-class (mandatory):

- Lecture: 3 hours each week.

Weekly Course Schedule and reading assignment:

Week/Date	Topic	Required readings ¹ /other requirements
1.	Introduction	
2.	Chinese Traditional Concept of Travel	
3.	Western Traditional Concept of Travel	Berger, Arthur Asa. (2004) "Travelers and Tourists" in <i>Deconstructing Travel. Cultural Perspective On Tourism</i> . Walnut Creek: Altamira Press. pp.1-22.
4.	Travel and Religion	Bradley, Ian C. (2009) <i>Pilgrimage: A Spiritual and Cultural Journey</i> . Oxford: Lion. pp.53-67.
5.	Leisure and Holiday	
6.	Imagination	De Botton, Alain. (2003). "Motives". <i>The Art of Travel</i> . London: Penguin Books. pp.67-125.
7.	Strangeness	
8.	Distance: Time and Space	Schivelbusch, Wolfgang. (1986). <i>The Railway Journey. The Industrialization of Time and Space in the 19th Century</i> . Berkeley and Los Angeles: The University of California Press. pp.33-44.
9.	Landscape	
10.	Authenticity	Ryan, Chris. (ed.) (2002) <i>The Tourist Experience</i> . London: Continuum. pp.47-63.
11.	Getting Lost	
12.	Philosophy of Hospitality	
13.	Human Existence and the Meaning of Travel	Ateljevic, Irena. (2009). "Transmodernity: Remaking Our (Tourism) World?" in <i>Philosophical Issues in Tourism</i> . John Tribe (ed.) Bristol: Channel View. 278- 300.

Required readings and other recommended readings/ learning resources:

Required readings:

1. Bauman, Zygmunt. (2011). *Globalization. The Human Consequence*. Cambridge: Polity Press.
2. Hadjicostis, Nicos. (2016). *Destination Earth: A New Philosophy of Travel by a World-Traveler*. New York: Bamboo Leaf Press.
3. Urry, John & Jonas Larsen (2011). *The Tourist Gazes 3.0*. London, Newbury Park: Sage Publications.
4. Leed, Eric J. (1991). *The Mind of Traveler. From Gilgamesh to Global Tourism*. USA: BasicBook.
5. Tribe, John. (ed.) (2009). *Philosophical Issues in Tourism*. Bristol: Channel View.

Recommended readings:

1. Goeldner, Charles R., J. R. Brent Rickie & Robert W. McIntosh. (ed.) (1999). *Tourism: Principles, Practices, Philosophies*. New York: Wiley.
2. Grosfoguel, R., Saldivar, J.D. & Torres, N.M. (eds.) (2007) *Unsettling Postcoloniality: Coloniality, Transmodernity and Border Thinking*. Durham, NC: Duke University Press.
3. Mack, Arien. (ed.) (1993). *Home: A Place in the World*. New York: New York University Press.
4. Pritchett, V.S. (1989). *At Home and Abroad: Travel Essays*. San Francisco: North Point Press.
5. Stagl, Justin. (1995). *A History of Curiosity: The Theory of Travel, 1550-1880*. Chur, Switzerland:

Harwood Academic Publisher.

6. Suvantola, Jaako. (2002). *Tourist's Experience of Place*. Aldershot, Hampshire; Burlington, Vt: Ashgate.
7. Williams, Carol Traynor. (1998) *Travel Culture: Essays on What Makes Us Go*. Westport, Conn.: Praeger.
8. 彭修良、高玉《旅遊美學》，台北：五南出版公司，1995。
9. 商友敬《山情水韻：中國遊覽文化》，上海：上海古籍出版社，1991。
10. 王淑良《中國旅遊史》，北京：旅遊教育出版社，2007年。

Assessment scheme:

Assessment component	Description	Weight (%)
1. Two Short Quizzes	200 words	20%
2. One short report	1,200 – 1,600 words	40%
3. Take-home examination	3 essay type questions: 1 compulsory question and 2 selective questions	40%

Grading Descriptors for Reports and Essays

	Argument	Theory Analysis	Writing Style
[Excellent] A (85-92) or [Very Good] A- (80-84)	<ul style="list-style-type: none"> • You provide a detailed and specific thesis statement that clearly describes the main claims(s) you will be arguing for and indicates what you plan to say adds something to the discussion, rather than mostly repeating the material we have read. • You defend your claims in a well-developed way by giving and explaining your reasons for your position. • You identify likely objections, present them charitably and respond to them effectively. • You carefully explain the theoretical and/or practical implications of your argument. 	<ul style="list-style-type: none"> • You provide an accurate account of the relevant parts of the theory. • You illuminate the relationship between the theory's conclusion(s) and its arguments. • You quote relevant key passages with proper citations. • You define key terms, and explain their role and how they relate to each other. • You discuss what the thinker would probably have said about an issue by drawing on what he/she did say about other related matter. 	<ul style="list-style-type: none"> • You choose your words carefully. The language is precise rather than vague, natural rather than awkward, straightforward rather than ostentatious. • Each piece of the essay is presented in a way that makes it clear to the readers how it is relevant to your thesis. • Where appropriate, you use real or hypothetical examples to help illustrate abstract points.
[Good] B+ (76-79) B (72-75) B- (68-71)	<ul style="list-style-type: none"> • Thesis statement is clear, but general and unambitious. • The reasons given to support, claims are occasionally weak or too brief. Some claims in 	<ul style="list-style-type: none"> • There are minor inaccuracies in the account of the theory. Some small points are overlooked. • The theory's arguments for its conclusion(s) are described, but the 	<ul style="list-style-type: none"> • The language is generally clear, but occasionally lacks precision or naturalness or desirable simplicity. • The relevance of small parts of the essay is not

	<p>need of defence are merely asserted.</p> <ul style="list-style-type: none"> Some key objections are not considered, or the response is weak or too brief. Theoretical and/ or practical implications are not explained, or the explanation is vague and imprecise. 	<p>relationship between them is not explained, or the explanation is vague and imprecise.</p> <ul style="list-style-type: none"> Use of quotations is sometimes missing or erratic or without proper citations. Some key concepts are not defined, or are defined carelessly. 	<p>made clear.</p> <ul style="list-style-type: none"> Illustrative examples are used rarely or not at all.
<p>[Fair] C+ (64-67) C (60-63) C- (56-59)</p>	<ul style="list-style-type: none"> Thesis statement is absent or insignificant or confused. The reasons given to support claims are usually weak or too brief. Many claims in need of defence are merely asserted. Objections are not considered, or they are only a straw-man version, or the response is ineffective. Implications are not identified, or they are asserted without explanation. The argument is likely to contain contradictions. 	<ul style="list-style-type: none"> There are significant inaccuracies in the account of the theory. Some major points are overlooked. The theory's conclusion(s) are described without reference to its arguments. Use of quotations is missing or erratic or without proper citations. Key concepts are not defined, or are defined incorrectly. 	<ul style="list-style-type: none"> The language is often unclear, due to being vague or awkward or ostentatious. The relevance of significant parts of the essay is not made clear. Illustrative examples are used incorrectly or not at all.
<p>[Pass] D+ (53-55) or D (50-52)</p>	<ul style="list-style-type: none"> You demonstrate an awareness of what an argument is, and try to make one. 	<ul style="list-style-type: none"> You grasp at least the main features of some of the theory's most important points. 	<ul style="list-style-type: none"> The language is intelligible more often than not.
<p>[Fail] F (0-49)</p>	<ul style="list-style-type: none"> You show little awareness of what an argument is, fails to make an argument, and shows almost no effort to make one. 	<ul style="list-style-type: none"> You fail to grasp any of the major features of the theory. You have a fundamentally flawed and distorted understanding of the major points of the theory. On the whole, you demonstrate almost no effort in representing the theory accurately. 	<ul style="list-style-type: none"> The language is more unintelligible than not and the meaning of the language is very hard to discern. The essay is thoroughly unorganized.

Contact details

Lecturer	
Name:	Wong Kim Fan
Email:	kimfanwong@cuhk.edu.hk

Details of course website

We use Blackboard Learn for this course. Lecture notes and information on tutorial assignments and examinations will be posted on the website.

Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>

With each assignment, students will be required to submit a signed [declaration](#) that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.