

## 1. BASIC INFORMATION

Course	Theory and history of tourism and leisure
Degree program	Tourism & Leisure Management
School	Social Sciences
Year	First
ECTS	6
Credit type	Basic
Language(s)	English
Delivery mode	Presential
Semester	First
Academic year	2025-2026
Coordinating professor	Issa Torres Martínez

## 2. PRESENTATION

Tourism is one of the world's largest industries and a growing and powerful sector, not only in economic spheres. Tourism has linkages between social, political, cultural and environmental dimensions at the global scale. Therefore, this activity causes impacts, both positive and negative, to the local communities, natural resources, cultural heritage and economy. Identifying and understanding these impacts is crucial for sustainable tourism management.

While tourism, as we know it today, has experienced exponential growth in the last decades; the history of travel and leisure dates back to many centuries, even to pre-modern times. People have historically travelled for trade, for migration, or for expeditions in search of new territories and adventures. However, leisure started to be a main motivation for travelling in the last few centuries and it increased significantly thanks to the progress brought by industrialisation. Further advances in social conditions and new technologies have shaped the current tourism industry, bringing mass tourism to many destinations.

The aim of this course is to have an introduction to the tourism industry and to critically explore the evolution of leisure and tourism from a historical perspective. Additionally, it aims to

understand the impacts of the sector from a holistic view, considering all its dimensions and the agents and stakeholders involved in its management.

These issues will be explored through the use of reading and audio-visual materials, case studies, field visits and practical exercises. Students will be encouraged to take a pro-active learning approach by further researching issues, actively engaging in class discussions, conducting individual and team work, and presenting results.

### **3. COMPETENCIES AND LEARNING OUTCOMES**

#### **Core Competencies:**

- CB1: Students have demonstrated knowledge and understanding in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.
- CB3: Students have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgements that include reflection on relevant social, scientific or ethical issues.

#### **Cross-curricular competencies:**

- CT03: Teamwork: Ability to integrate and collaborate actively with other people, areas and/or organisations to achieve common goals.
- CT04: Written communication / Oral communication: The ability to transmit and receive data, ideas, opinions and attitudes to achieve understanding and action, oral communication being through words and gestures and written communication being through writing and/or graphic aids.

#### **Specific Competencies:**

- CE1: Ability to describe, from a historical point of view, the tourism and leisure activity of a specific territory from the labour, economic, social, cultural, political and environmental dimension.

- CE2: Ability to analyse the impact of tourism in a given place, from an economic and social point of view.

#### **Learning outcomes:**

- LO1: Use the terminology and language most commonly used in the field of tourism and leisure.
- LO2: Recognise each of the dimensions of tourism (labour, economic, social, cultural, political and environmental)
- LO3: Identify the main actors and institutions that most influence the functioning of tourism markets.
- LO4: Analyse the historical, dynamic and evolving nature of tourism and the new leisure society.
- LO5: Understand the positive and negative impacts that tourism activity has historically generated in sending and receiving countries on visitors and residents.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB1, CB3, CT04	LO1: Use the terminology and language most commonly used in the field of tourism and leisure.
CB1, CB3, CT04	LO2: Recognise each of the dimensions of tourism (labour, economic, social, cultural, political and environmental)
CB1, CB3	LO3: Identify the main actors and institutions that most influence the functioning of tourism markets.
CB1, CB3, CT03, CT04, CE1,	LO4: Analyse the historical, dynamic and evolving nature of tourism and the new leisure society.
CB1, CB3, CT04, CE2	LO5: Understand the positive and negative impacts that tourism activity has historically generated in sending and receiving countries on visitors and residents.

## **4. CONTENT**

These will be the contents of the course:

- Introduction to tourism: conceptualisation and fundamentals of tourism and leisure.
- Introduction to the history of travellers and tourism: from classical antiquity to the revolutions of the 19th century.
- The culture of leisure.
- Tourism through its agents: visitors, producers, governments.
- Mass tourism.
- The impacts of tourism.

## 5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Lectures
- Case method
- Cooperative learning
- Problem-based learning

## 6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

**Campus-based mode:**

Learning activity	Number of hours
Tutoring	11 h
Lectures	16 h
Asynchronous lectures	14 h
Independent work	50 h
Oral presentations	5 h
Case analysis and problem solving	25 h
Group participatory activities	25 h
Knowledge tests	4 h
<b>TOTAL</b>	<b>150 h</b>

## 7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Assessment system	Weight
Knowledge test	40%
Case analysis and problem-solving	20%
Written report	15%
Oral presentation	20%

Performance observation	5%
<b>TOTAL</b>	<b>100%</b>

When you access the course on *Canvas*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

### 7.1. First exam period

To pass the subject in the first exam period, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary for you to obtain a grade of least 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

Grade related to class attendance and participation will not be solely achieved by attending class regularly, but by also actively participating in group discussions, pre-reading materials requested and taking a pro-active approach to staying informed about the topic of the course (e.g. searching relevant news to share and discuss with classmates).

### 7.2. Second exam period

To pass the subject in the second exam period, you must obtain a grade of at least 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary for you to obtain a grade greater than or equal to 5.0 in the final exam so that it can be averaged with the rest of the activities.

Uncompleted activities from the ordinary examination must be submitted after receiving the corresponding corrections from the teacher, or those that were not submitted.

In this exam period, those activities that involve group work, active participation in class or in the forum cannot be recovered. Therefore, the following evaluation will be applied:

Assessment system	Weight
Individual essay and presentation	40%
Final test	60%
<b>TOTAL</b>	<b>100%</b>

## 8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Knowledge test	January 2026
Case analysis and problem-solving	November 2025
Written report	December 2025
Oral presentation	December 2025
Performance observation	Permanently

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## 9. BIBLIOGRAPHY

The majority of readings will be in the form of books, published conference papers, and case study materials. The following list presents essential reading related to topics covered, as well as recommended relevant textbooks and articles.

### Essential reading:

Gosch, S.S. and Stearns, P.N. (2008) *Premodern travel in world history*. 1<sup>st</sup> Edition. Routledge. ISBN13: 978-0-415-22941-8

Inkson, C. and Minnaert, L. (2018) *Tourism Management: An Introduction*. 2<sup>nd</sup> Edition. SAGE Publications Ltd. ISBN-13: 978-1848608702

Mason, P. (2015) *Tourism impacts, planning and management*. 3<sup>rd</sup> edition. Routledge. ISBN-13: 978-1138016293

Page, S. (2025) *Tourism Management*, 7<sup>th</sup> edition. Routledge 978-1032902753

Page, S. J. and Connell, J. (2014) *Tourism: a modern synthesis*, 4<sup>th</sup> edition. Cengage learning EMEA. ISBN-13: 978-1408088432

Towner, J. (1985) The Grand Tour: A Key Phase in the History of Tourism. *Annals of Tourism Research* 12(3):297-333. [https://doi.org/10.1016/0160-7383\(85\)90002-7](https://doi.org/10.1016/0160-7383(85)90002-7)

Towner, J. & Wall, G. (1991) History and tourism. *Annals of Tourism Research*. 18. 71-84. [https://doi.org/10.1016/0160-7383\(91\)90040-I](https://doi.org/10.1016/0160-7383(91)90040-I)

Zuelow, E. (2015) *A History of Modern Tourism*. Red Globe Press. ISBN-13: 978-0230369658

### Recommended reading:

Fletcher, J., Fyall, A. R., Gilbert, D., Wanhill, S. (2017) *Tourism Principles and Practice*, 6<sup>th</sup> edition. Pearson. ISBN-13: 978-1292172354

Gyr, Ueli (2010) The History of Tourism: Structures on the Path to Modernity. *European History Online* (EGO). Institute of European History (IEG), Mainz 2010-12-03. URL: <http://www.ieg-ego.eu/gyru-2010-en>

Hartmann, Rudi; Lennon, John; Reynolds, Daniel P., Rice, Alan; Rosenbaum, Adam T. & Stone, Philip R. (2018) The history of dark tourism, *Journal of Tourism History*, 10:3, 269-295 <https://doi.org/10.1080/1755182X.2018.1545394>

Leibetseder, Mathis (2013) Educational Journey, Grand Tour. *European History Online* (EGO), Leibniz Institute of European History (IEG), Mainz 2013-11-11. URL: <http://www.ieg-ego.eu/leibetsederm-2013-en>

Mac Cannell, Dean (1989): *The Tourist: A New Theory of the Leisure Class*. New York. Schocken. ISBN-13: 978-0520280007

Urry, John (1990): *The Tourist Gaze: Leisure and Travel in Contemporary Societies*, London, Sage. ISBN-13: 978-0803981829

Walton, John K. (2009) Prospects in tourism history: Evolution, state of play and future developments. *Tourism Management* 2009 30(6):783-793. <https://doi.org/10.1016/j.tourman.2009.05.010>

### Websites:

UNWTO History <https://www.unwto.org/history>

UNWTO E-library <https://www.e-unwto.org>

### Useful Journals:

Annals of Tourism Research  
Current Issues in Tourism  
Journal of Sustainable Tourism  
Journal of Tourism History  
Tourism Geographies  
Tourism Management

## 10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main

actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa.uev@universidadeuropea.es](mailto:orientacioneducativa.uev@universidadeuropea.es)

## **11. ONLINE SURVEYS**

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.