

A Tale of Two Villages: Debordering and Rebordering in the Bordered Community Scenic Area

Xingyu Huang
Temple University

Honggang Xu
Sun Yat-sen University

Xiang (Robert) Li
Temple University

Follow this and additional works at: <https://scholarworks.umass.edu/ttra>

Huang, Xingyu; Xu, Honggang; and Li, Xiang (Robert), "A Tale of Two Villages: Debordering and Rebordering in the Bordered Community Scenic Area" (2020). *Travel and Tourism Research Association: Advancing Tourism Research Globally*. 43.

https://scholarworks.umass.edu/ttra/2020/research_papers/43

This Event is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Travel and Tourism Research Association: Advancing Tourism Research Globally by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.

A Tale of Two Villages: Debordering and Rebordering in the Bordered Community Scenic Area

Abstract

Border is part of the entrenched history and reality of tourist mobility. This study takes the concept of border as the theoretical basis to analyze how local borders are produced, developed and transformed in tourism communities. Taking China's Hongcun Village, a bordered UNESCO World Cultural Heritage Site, and its neighboring community Jicun as the study cases, the authors conducted interviews and observation to explore how local borders are developed. The results show that local borders can be understood from five perspectives in Hongcun Scenic Area: administrative, physical, social-economic, functional and psychological. They are not fixed but interacting with each other and constantly changing. This paper contributes to the literature as it reveals that local borders are always driven by external forces and actors, strongly supported by the market economy. And it conceptualizes borders as processes including bordering, debordering and rebordering, which provides a dynamic perspective to understand tourism impacts.