Faculty of Commerce and Economics
School of Marketing

GENC6003
Tourism: The Global Future

COURSE OUTLINE
SESSION 1 2006
Dear Students,

Welcome to your studies in GENC6003 Tourism: The Global Future. I hope that you will enjoy the course, which this year includes fundamentals of tourism, and am confident you will build a firm foundation of tourism knowledge. My hope is that you will enjoy the participatory approach in class and happily meet the various challenges you will experience along the way. Over time – I anticipate and indeed encourage students’ increased contribution. We are together embarking on a great learning journey!

To maximise your benefit from the course experience, it is essential that you understand the course requirements, content, teaching methods, assessment tasks, texts, readings and general expectations. It is a good idea also to read the course outline carefully before the first session. It is designed to equip you with as much information as possible from the start of your course, so that you will know what to expect and also what UNSW expects of you to fulfil course requirements satisfactorily. If you have any questions, please feel free to contact me.

I look forward to our journey into Tourism: The Global Future.

Nina Mistilis
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1. COURSE STAFF

Course coordinator
Dr Nina Mistilis
John Goodsell Building Room 243
Phone 9385 2639 Email n.mistilis@unsw.edu.au
Consultation: Thursday 1530-1730 hours
Other times by appointment

Other academic staff
Professor Larry Dwyer
John Goodsell Building
Room 233
Phone: 93852636
Email: l.dwyer@unsw.edu.au
Consultation: by appointment

Coordinator:
Dr Nina Mistilis is a senior lecturer in the tourism and hospitality management unit, School of Marketing. She began her tourism academic career in early 1996 and in 2001 she took up her current position at the University of New South Wales. Prior to that she worked in a major global banking corporation for five years until 1993, then as manager policy at the Tourism Task Force and as a consultant. She is a foundation board member and vice president of the Australasian chapter of the International Federation of Information Technology and Tourism (IFITT). She has a Bachelor of Arts with honours in politics from Macquarie University and a Doctorate of Philosophy in Political Science from the Institute of Advanced Studies, Australian National University. She now publishes in tourism (earlier in politics) and her current tourism research interests are information and communication technology, policy and planning, including knowledge management for tourism crises and disasters; urban transport and the MICE (meetings, incentives, conventions and exhibitions) industry. She returned last year after undertaking the Special Studies Program for six months in the United States at the George Washington University and the University of Hawaii.

Other academic staff
Professor Larry Dwyer is the Qantas Professor of Travel and Tourism Economics at the University of New South Wales. He publishes widely in the areas of tourism economics and tourism management with over 100 publications in international journals, government reports, chapters in books and monographs. Two articles, co-authored with Peter Forsyth, have been selected for inclusion in the International Library of Critical Writings in Economics. His present research interest involves computable general equilibrium modelling of domestic and inbound tourism. He maintains strong links with tourism at international, national, state and local levels. He has worked with the World Tourism Organisation in tourism strategy development in India, and the National Centre for Development Studies in researching the economic impacts of tourism in the Pacific. He has also served as contracted consultant to the Commonwealth Department of Tourism advising on the economic impacts of government policies on tourism. A recent research consultancy for the federal government involved development of a framework for measuring destination competitiveness. He has recently provided expert advice to the Tourism TaskForce in its submission to the federal government’s Ten Year Plan for tourism. Larry is an invited academic member of the London based World Travel and Tourism Corporation Tax Force Panel, an executive committee member of the USA based Business Enterprises for Sustainable Development (BEST) and a member of the Steering Committee, CRC for Sustainable Tourism Sub-program 3.3 (Tourism Economics and Policy). He is on the Editorial Board of five international tourism journals.
Ray Spurr is Senior Research Fellow for the Sustainable Tourism Cooperative Research Centre (STCRC)’s Sustainable Destinations Program. He is located in the School of Marketing at UNSW where he was previously Director of the Centre for Tourism Policy Studies (1996-2003) and Head of the Tourism and Hospitality Management Unit (2002-03). Ray was First Assistant Secretary of the Commonwealth Department of Tourism from 1988 to 1996 and a member of the Australian diplomatic service serving as Australian Ambassador to Syria and the Lebanon in 1987-88. His current appointments include Policy Adviser Asia-Pacific to the World Travel and Tourism Council (WTTC) and member of the Council of Leaders of the World Tourism Organisation (WTO). His research interests are the economic impacts of tourism, tourism public policy and tourism marketing. He is a member of the STCRC’s Economic Modelling Team leading its Computable General Equilibrium Tourism Modelling research project.

1.1 Communication with Staff

Course coordinator
Dr Nina Mistilis
John Goodsell Building Room 243
Phone 9385 2639 Email n.mistilis@unsw.edu.au
Consultation: Thursday 1200-1400 hours 1630-1730 hours
Other times by appointment

Other academic staff
Professor Larry Dwyer
John Goodsell Building
Room 233
Phone: 93852636
Email: l.dwyer@unsw.edu.au
Consultation: by appointment

Mr Ray Spurr
John Goodsell Building
Room 229
Phone: 93851600
Email: r.spurr@unsw.edu.au
Consultation: by appointment

2. INFORMATION ABOUT THE COURSE
2.1 Teaching times and Locations
The course has a two-hour lecture and a one-hour tutorial each week; there is no tutorial in week one:
Lecture Friday 1000-1200 HRS MATC

2.2 Units of Credit
The UOC value for the course is six units of credit

2.3 Parallel teaching in the course
n/a

2.4 Relationship of this course to other course offerings
The course forms a part of the general education program

2.5 Approach to learning and teaching
There is a mix of teaching strategies which together aim to develop skills (personal and academic) and knowledge associated with the objectives of the course. The delivery is student centred with readings and other preparation for class each week.

3. COURSE AIMS AND OUTCOMES

3.1 Course Aims

The course aims to survey theory and practice in tourism, an umbrella concept or term covering some specific industry sectors. The course introduces students to key concepts associated with global tourism and the factors that shape it, including the recognised critical need for a sustainable tourism approach. The areas of study in the course are grouped into five topics – introduction, the structure of tourism, tourist market behaviour, impacts and development. Tourism is an uncharted, growing industry sector, challenging to develop in the marketplace and is important on a global scale. Although tourism is forecast to increase globally, especially in the Asia Pacific region, so too is competition, both amongst destinations and amongst businesses within a particular tourism sector. Tourism is a demanding academic discipline due to its recent development and consequent gaps in its literature. The course aims to contribute by providing students with skills and foundation knowledge necessary for understanding tourism in the context of the challenges in this exciting, rapidly expanding industry.

3.2 Student Learning Outcomes

Upon successful completion, the student should be able:

2.1 to demonstrate enhanced skills in information literacy, in critical analysis and in written communication;

2.2 to demonstrate a firm foundation of knowledge in tourism, which enables application and problem solving; and

2.3 to apply conceptual frameworks and theories to identify and analyse a range of tourism issues.

3.3 Teaching Strategies

Lectures are generally interactive with students encouraged to participate by sharing a tourism experience which highlights some important point, by commenting on any concept of interest or concern, or by querying any contention in an informed or logical manner. Expert academic visitors also give lectures from time to time.

The course outline is available on the course website which is accessible through http://vista.elearning.unsw.edu.au or through the School of Marketing website. The lecture notes for week one will be handed out in the lecture; for all other weeks they will be placed on the UNSW Web by close of business (COB) each Tuesday. Additional reference material on the topics may be may be advised or handed out to students during the semester. Students should print the lecture notes out and bring them to the lecture. Students are advised to prepare for each topic by completing the readings and tasks listed for the week and to participate fully in informed discussion during class.

The teaching rationale is that students should take control of their academic and personal development. This in turn leads to increased confidence in their learning ability, critical analysis, information literacy and problem solving, now whilst at university. It also prepares students for leadership and their future management roles in the workforce.

4. STUDENT RESPONSIBILITIES AND CONDUCT

For information on your responsibilities regarding workload, general conduct and behaviour, and keeping informed, please refer to the School of Marketing’s website.

4.1 Workload
It is expected that you will spend at least **eight hours** per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

4.2 Attendance
Your regular and punctual attendance at lectures and the field trip is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.

4.3 General Conduct and Behaviour
You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct, which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: [www.my.unsw.edu.au](http://www.my.unsw.edu.au)

4.4 Keeping informed
You should take note of all announcements made in lectures or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information.

5. LEARNING ASSESSMENT

5.1 Formal Requirements
In order to pass this course, you must:
- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

5.2 Assessment Details
There are five assessments in total, detailed below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment</th>
<th>due</th>
<th>weight (%)</th>
<th>learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assessment one midterm test</td>
<td>lecture wk 7</td>
<td>25</td>
<td>2.1, 2.2</td>
</tr>
<tr>
<td>2</td>
<td>Assessment two field trip report</td>
<td>0930 Friday wk 9</td>
<td>40</td>
<td>2.1, 2.2</td>
</tr>
<tr>
<td>3</td>
<td>Assessment three exam</td>
<td>exam period</td>
<td>35</td>
<td>2.1, 2.2, 2.3</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

1. Assessment one – mid term test held during class time - 25%

**Topic:**
All topics weeks 1-6; format:
Short answer – choose three questions out of four 15% (5 + 5 + 5)
Short essay style - choose one question out of two - 10%

**Length:**
one hour and a half long

**Date :**
The test held in the lecture time in class week 7

The questions will test application of knowledge and critical analysis.
ii. Field Trip Assignment Due Week 9, 0930 hrs Friday – 40% -

Topic: sustainable tourism destinations
Length: 2000 words
Date Due: report due Week 9, 0930 hrs Friday
Background readings: Hayllar & Griffin (2005); Litvin (2005) (study kit)

This assignment can be done individually or with one other student, in which case it must be 3000 words. The purpose is to expose you to aspects of the tourism structure and operation at the destination level. See Appendix for marking criteria.

TOPIC: managing the tourist experience in an historic precinct

Activities:
1. Peruse & collect information at the Rocks Sydney Tourist Centre (STC), George Street
   - What kind of trips and experiences are promoted here for the Rocks?
   - How does the Rocks precinct experience fit in with them?
   - What industry sectors are represented?
   - Are they adequate to meet the needs of tourists who are visiting the Rocks/Sydney?

2. Explore the Aboriginal & Tribal Art Centre George Street and note its components.
   - Try to understand its positioning,
   - Try to identify how the Gallery relates to the tourist experience in the Rocks precinct

3. With 2 other students, walk around the Rocks precinct.
   - note the number and type of different of tourism related businesses in at least three industry sectors
   - choose one business from each of these industry sectors that earn significant revenue from tourists.
   - Describe each business briefly, including its industry sector.
   - Speak to the business managers, introducing yourselves as UNSW students and find out the following:
     - % of their overall business is derived from tourists
     - the category of tourists that use/visit their establishment (eg domestic/international, day-trippers/overnight visitors)
     - what tourists experience they aim to provide
     - what tourists want to experience/enjoy/buy in their product or service

4. Interview two separate tourists; find out the following information
   - gender
   - country/suburb of residence
   - age group
   - main reason for coming to the Rocks
   - where obtained tourist information, how useful it was
   - number of tourists in travel party
   - what their experience has been like – eg what they have enjoyed, what they did not like
   - would they return to Sydney/Rocks
   - how it could be improved (if at all)

5. What kind of environment do you think the planners have tried to create for tourism in the Rocks precinct? Have they been successful?

6. Finally write summary of one page max of the report about the tourism and also about managing the tourist experience in an historic precinct. Include also a sentence or two of what have you learned from the assignment

As a guide to writing your report, ensure that it includes at least four recent (last six years) journal articles as references and a heading for an executive summary, introduction, each activity and the conclusion. See the FCE EDU (education
development unit) site for the resource ‘Writing a report’, for assistance in explaining
the process. This is also loaded in course site under ‘Other stuff’ folder:

What is a report?

How do reports differ from essays?

Are reports written for university courses the same as professional reports?

What is the structure of a report?

What format should be used for the report?

What are appropriate headings and subheadings?

What makes a good report? A good report:

__makes the purpose of the report very clear in the introduction
__does not assume in the introduction a prior reading of the executive summary
__presents information that is both sufficient and accurate
__explains clearly the methodology or theoretical framework used to analyse the
information
__uses the theoretical framework well in order to illuminate the findings
__uses qualifying expressions in the discussion of the findings
__has headings and subheadings that are clear and parallel in format
__uses a format that is appropriate to the report type
__summarises all sections of the report in the executive summary
__states recommended actions in clear concise statements and justifies these in relation
to the findings of the report
__uses language appropriate to the assumed relationship between the writer and the
reader

Where can I get more detailed information about writing reports?

If students need more help with the assessment, other than that given in class, they
should contact library or FCEEDU staff.

iii. Assessment three final examination – 35% - held during UNSW exam period – three
hours

An examination will be held in the exam period; it will be a combination of short answer and
essay questions based on the lectures, readings and other material distributed during the course.
All topics of week 8-14; the format will examine application of knowledge and critical analysis.

5.3 Assignment Submission Procedure

The drop box is on level three of the Goodsell Building, at the entrance hallway to the School
of Marketing.

5.4 Late Submission

Information about late submission of assignments, including penalties, is available on the
School of Marketing’s website
http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheri
tableArea&maxWnd=_Current_Policies

Due times and dates for submission of assignments is strict and failing to meet the deadline –
even by a few minutes – will be penalized. Any special consideration for delayed submission
due to illness or misadventure, must be flagged to the course coordinator before the due date. In
all such circumstances the student must see the Faculty counsellor and due process initiated.
5.5 Special Consideration and Supplementary examinations

Details relating to procedures for special consideration and supplementary exams can be found at:

http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=_Current_SpecialConsideration

NOTE: You only have 3 days from the due date of the assessment/exam in which to lodge a special consideration form.

5.6 Assignment Format

Assignments should be typed with wide margins and single line spacing, 11 or 12’ font and include a title page with course name, student name and id and assignment title as well as headings as appropriate. The disclaimer form must be signed and included (Appendix).

6. ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see: http://www.lc.unsw.edu.au/plagiarism/index.html

Plagiarism is the presentation of the thoughts or work of another as one’s own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement;
- paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:

www.lc.unsw.edu.au/plagiarism
The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

7. STUDENT RESOURCES

7.1 Course Resources

Texts (available for purchase in the UNSW bookshop)


Mistilis, N. (2006) GENC6003 Study Kit

**Study Kit contents:**

Mistilis, N. (2006) GENC6003:


These readings below are accessible online but are not in study kit, due to copyright:


Australia Now. Year Book Australia. Tourism. The economic contribution of tourism

Newspapers and magazines:
The Age
Asian Wall Street Journal
The Australian
Australian Financial Review
The Bulletin
Business Review Weekly
The Economist
Far Eastern Economic Review
Sydney Morning Herald
Time magazine

Other reference material held in library
Mak, James. (2003) Tourism and the economy. Honolulu, HI : University of Hawaii Press,
SREF338.479105/23

Recommended Internet sites
World Tourism Organisation (WTO) nb Australia is a member
http://www.world-tourism.org/

World Travel and Tourism Council (WTTC)
http://www.wttc.org

Australian Office of National Tourism

Pacific Asia Travel Association (PATA) nb – UNSW is a member
http://www.pata.org

Australian Bureau of Statistics

Australian Tourist Commission
http://www.atc.net.au

Travel and Tourism Intelligence
http://www.t-ti.com/index.htm

Tourism related journals (* journals held in the UNSW library)

*Annals of Tourism Research S338.479105/3
*Australian Journal of Hospitality Management S657.9494005/1
*Bureau of Tourism Research Publications SQ647.9494005/2
*Cornell hotel and restaurant administration quarterly SQ647.9405/5
*Events Management S647.9405/4
*Hospitality research journal: the professional journal of the Council on Hotel, Restaurant, and Institutional Education SQ647.9405/7
*Hospitality & tourism educator / Council on Hotel, Restaurant & Institutional Education

Information Technology & Tourism
International Journal of Tourism Research
*International journal of hospitality management SEJ647.9405/3
*International Journal of Contemporary Hospitality Management SQ647.9406805/1

Journal of Convention and Exhibition Management
*Journal of sustainable tourism S338.479105/15
*Journal of Leisure Research S790.07205/2
*Journal of Tourism Studies S338.479105/2
*Journal of Travel & Tourism Marketing S338.479105/24
7.2 Other Resources, Support and Information

Information about other services available for students. This can be detailed either on a School website and referred to in the course outline or provided as in the example below.

The University and the Faculty provide a wide range of support services for students, including:

- **Learning and study support**
  - FCE Education Development Unit (http://education.fce.unsw.edu.au)
  - UNSW Learning Centre (http://www.lc.unsw.edu.au)
  - EdTec – WebCT information (http://www.edtec.unsw.edu.au)

- **Counselling support** - http://www.counselling.unsw.edu.au

- **Library training and support services** - http://info.library.unsw.edu.au

- **Disability Support Services** – Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Coordinator or the Equity Officer (http://www.equity.unsw.edu.au/disabil.html). Early notification is essential to enable any necessary adjustments to be made.

In addition, it is important that all students are familiar with University policies and procedures in relation to such issues as:

- **Examination procedures** and advice concerning illness or misadventure

- **Occupational Health and Safety** policies and student responsibilities;

8. CONTINUAL COURSE IMPROVEMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process (http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm) is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students.
### 9. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>WEEK BEG.</th>
<th>WK NO.</th>
<th>CONTENT</th>
<th>READINGS</th>
<th>LECTURER</th>
</tr>
</thead>
<tbody>
<tr>
<td>27-Feb</td>
<td>1</td>
<td>Welcome to the course and topic overview; Profile of students; class occupational health and safely</td>
<td>TEXT CH 1</td>
<td>DR MISTILIS</td>
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<tr>
<td></td>
<td></td>
<td>TOPIC I: INTRODUCTION</td>
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<td></td>
<td></td>
<td>1. course outline</td>
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<td>2. the field of academic tourism studies</td>
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<td>3. what is tourism? definitions</td>
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<td></td>
<td></td>
<td>The history of tourism</td>
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<td>TOPIC II: THE STRUCTURE TOURISM</td>
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<td></td>
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<td>Tourism models</td>
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<tr>
<td>13-Mar</td>
<td>3</td>
<td>Tourism industry sectors</td>
<td>TEXT CH7</td>
<td>DR MISTILIS</td>
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<tr>
<td>27-Mar</td>
<td>5</td>
<td>TOPIC III: THE TOURISTS</td>
<td>TEXT CH3</td>
<td>DR MISTILIS</td>
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<tr>
<td></td>
<td></td>
<td>How Tourists Behave</td>
<td></td>
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<tr>
<td>3-Apr</td>
<td>6</td>
<td>Feedback – further fieldtrip discussion; TOPIC IV: TOURISM IMPACTS</td>
<td>TEXT CH9</td>
<td>DR MISTILIS</td>
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<tr>
<td></td>
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<td>SOCIAL IMPACTS OF TOURISM: Costs and benefits</td>
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<tr>
<td>10-Apr</td>
<td>7</td>
<td>MID TERM TEST</td>
<td>All notes, readings</td>
<td>DR MISTILIS</td>
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<tr>
<td><strong>MID TERM BREAK</strong></td>
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<tr>
<td>24-Apr</td>
<td>8</td>
<td>ENVIRONMENTAL IMPACTS OF TOURISM: Costs and benefits</td>
<td>TEXT CH10</td>
<td>DR MISTILIS</td>
</tr>
<tr>
<td>1-May</td>
<td>9</td>
<td>ECONOMIC IMPACTS OF TOURISM: Costs and benefits</td>
<td>TEXT CH8</td>
<td>PROF LARRY DWYER</td>
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<tr>
<td>8-May</td>
<td>10</td>
<td>TOPIC V: TOURISM DEVELOPMENT</td>
<td>TEXT CH 11</td>
<td>DR MISTILIS</td>
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<tr>
<td></td>
<td></td>
<td>Tourism Policy and Planning: Conflict and Cooperation</td>
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<tr>
<td>15-May</td>
<td>11</td>
<td>Feedback –fieldtrip Rocks assignment results and discussion; Urban Tourism development: the New Core City Business</td>
<td>TEXT CH 13</td>
<td>DR MISTILIS</td>
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<td>22-May</td>
<td>12</td>
<td>Special interest tourism development – rural and peripheral</td>
<td>TEXT CH 12</td>
<td>DR MISTILIS</td>
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<tr>
<td>WEEK BEG.</td>
<td>WK NO.</td>
<td>CONTENT</td>
<td>READINGS</td>
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<tr>
<td>29-May</td>
<td>13</td>
<td>Government and tourism</td>
<td>TEXT CH 5, 6</td>
<td>RAY SPURR</td>
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<tr>
<td>6-Jun</td>
<td>14</td>
<td>The future of tourism and sustainable tourism (ST) destinations <em>Overview of course topics; exam discussion</em></td>
<td>TEXT CH11 Dwyer (2003)</td>
<td>DR MISTILIS</td>
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APPENDIX A
GENC6003.S05-2 TOURISM THE GLOBAL FUTURE: THE ROCKS ASSIGNMENT
TOPIC: managing the tourist experience in an historic precinct

Objectives of the excursion
- To experience, observe and consider various aspects of tourism in one destination – The Rocks historic precinct
- To be introduced to, and interact with, various providers and enhancers of the tourism experience
- To increase understanding of tourists and the structure of tourism
- To understand the challenges for management to deliver a competitive destination tourism product in the precinct within a framework of sustainable tourism development

Learning outcomes - Did you:
- better understand the inter-relatedness of organizations in tourism
- recognize the interplay of forces that make the tourist experience in one destination and
- appreciate the nature and extent of management necessary to ensure the Rocks precinct is a memorable and competitive tourist experience within a framework of sustainable tourism development

Activities:

1. Peruse & collect information at the Rocks Sydney Tourist Centre (STC), George Street
   - What kind of trips and experiences are promoted here for the Rocks?
   - How does the Rocks precinct experience fit in with them?
   - What industry sectors are represented?
   - Are they adequate to meet the needs of tourists who are visiting the Rocks/Sydney?

2. Explore the Aboriginal & Tribal Art Centre George Street and note its components.
   - Try to understand its positioning,
   - Try to identify how the Gallery relates to the tourist experience in the Rocks precinct

3. With 2 other students, walk around the Rocks precinct.
   - note the number and type of different tourism related businesses in at least three industry sectors
   - choose one business from each of these industry sectors that earn significant revenue from tourists.
   - Describe each business briefly, including its industry sector.
   - Speak to the business managers, introducing yourselves as UNSW students and find out the following:
     - % of their overall business is derived from tourists
     - the category of tourists that use/visit their establishment (eg domestic/international, day-trippers/overnight visitors)
     - what tourists experience they aim to provide
     - what tourists want to experience/enjoy/buy in their product or service

4. Interview two separate tourists; find out the following information
   - gender
   - country/suburb of residence
   - age group
   - main reason for coming to the Rocks
   - where obtained tourist information, how useful it was
   - number of tourists in travel party
   - what their experience has been like – eg what they have enjoyed, what they did not like
   - would they return to Sydney/Rocks
   - how it could be improved (if at all)

5. What kind of environment do you think the planners have tried to create for tourism in the Rocks precinct? Have they been successful?

6. Finally write summary of one page max of what have you learned from the assignment about the tourism and also about managing the tourist experience in an historic precinct.
APPENDIX B
GENC6003.S06-2 TOURISM THE GLOBAL FUTURE: THE ROCKS ASSIGNMENT 40%

TOPIC: managing the tourist experience in an historic precinct

Activities:

1. Peruse & collect information at the Rocks Sydney Tourist Centre (STC), George Street
   - What kind of trips and experiences are promoted here for the Rocks?
   - How does the Rocks precinct experience fit in with them?
   - What industry sectors are represented?
   - Are they adequate to meet the needs of tourists who are visiting the Rocks/Sydney?

2. Explore the Aboriginal & Tribal Art Centre George Street and note its components.
   - Try to understand its positioning,
   - Try to identify how the Gallery relates to the tourist experience in the Rocks precinct

3. With 2 other students, walk around the Rocks precinct.
   - note the number and type of different of tourism related businesses in at least three industry sectors
   - choose one business from each of these industry sectors that earn significant revenue from tourists.
   - Describe each business briefly, including its industry sector.
   - Speak to the business managers, introducing yourselves as UNSW students and find out the following:
     - % of their overall business is derived from tourists
     - the category of tourists that use/visit their establishment (eg domestic/international, day-trippers/overnight visitors)
     - what tourists experience they aim to provide
     - what tourists want to experience/enjoy/buy in their product or service

4. Interview two separate tourists; find out the following information
   - gender
   - country/suburb of residence
   - age group
   - main reason for coming to the Rocks
   - where obtained tourist information, how useful it was
   - number of tourists in travel party
   - what their experience has been like – eg what they have enjoyed, what they did not like
   - would they return to Sydney/Rocks
   - how it could be improved (if at all)

5. What kind of environment do you think the planners have tried to create for tourism in the Rocks precinct? Have they been successful?

6. Finally write summary of one page max of the report about the tourism and also about managing the tourist experience in an historic precinct. Include also a sentence or two of what have you learned from the assignment

Grading criteria:

<table>
<thead>
<tr>
<th>Question 1 below is worth five; each section 2-6 is worth seven marks</th>
<th>mark</th>
<th>comments</th>
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<tbody>
<tr>
<td>1. Presentation style (including proper sentence structure, grammar, spelling, &amp; format); executive summary</td>
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<td>2. Question 1, 2</td>
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<td>4. Question 4</td>
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<td>5. Question 5, 6</td>
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<td>6. Value, cohesiveness of report</td>
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TOTAL

ASSESSOR: Nina Mistilis
ASSIGNMENT COVER SHEET

Student Number: ______________  Name: _______________________

Course:  GENC6003
Lecturer:  DR NINA MISTILIS
Tutorial: ______________________
Day: ________ Time: ______
Assignment: _____________________________________________________
_________________________________________________________________

Date due:  ____________________
Date Submitted: ____________

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- Reproduce this assessment item and provide a copy to another member of the University; and/or

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I certify that I have read and understood the University Rules in respect of Student Academic Misconduct.

Signed: ………………………………………………… Date: ……/……/……