Dear Students,

Welcome to your studies in TAHM2001 Tourism Policy & Planning 1I hope that you will enjoy the course and am confident you will gain a firm foundation of tourism knowledge as a basis for further tourism studies. 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 fulfill course requirements satisfactorily. If you have any questions, please feel free to contact me.

I look forward to our journey into the global perspectives of tourism.

Dr Nina Mistilis
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Staff involved in the course and their contact details</td>
<td>4</td>
</tr>
<tr>
<td>Course convener</td>
<td>4</td>
</tr>
<tr>
<td>Additional lecturers; tutorial / laboratory teaching staff</td>
<td>4</td>
</tr>
<tr>
<td>2. Information about the course</td>
<td>5</td>
</tr>
<tr>
<td>How the course relates to other course offerings in the discipline</td>
<td>5</td>
</tr>
<tr>
<td>The objectives of the course</td>
<td>5</td>
</tr>
<tr>
<td>The teaching strategies that will be used and their rationale</td>
<td>5</td>
</tr>
<tr>
<td>Suggested approaches to learning in the course</td>
<td>6</td>
</tr>
<tr>
<td>Expected learning outcomes, their association with the teaching strategies and with the suggested approaches to learning</td>
<td>6</td>
</tr>
<tr>
<td>3. Assessment in the course</td>
<td>7</td>
</tr>
<tr>
<td>Overall rationale for assessment components and their association with course objectives</td>
<td>7</td>
</tr>
<tr>
<td>Details of each assessment component, the marks assigned to it, the criteria by which marks will be assigned, and the dates of submission</td>
<td>7</td>
</tr>
<tr>
<td>General marking criteria for graduate assessed work and examinations</td>
<td>9</td>
</tr>
<tr>
<td>4. Course schedule or program</td>
<td>10</td>
</tr>
<tr>
<td>A table of weekly class schedule, the name of lecturer and relevant readings</td>
<td>10</td>
</tr>
<tr>
<td>Description of weekly topics</td>
<td>12</td>
</tr>
<tr>
<td>5. Student resources</td>
<td>14</td>
</tr>
<tr>
<td>Textbook details</td>
<td>14</td>
</tr>
<tr>
<td>List of required and suggested additional readings</td>
<td>14</td>
</tr>
<tr>
<td>Recommended Internet sites</td>
<td></td>
</tr>
<tr>
<td>6. Administrative matters</td>
<td>17</td>
</tr>
<tr>
<td>Classes timetable</td>
<td>17</td>
</tr>
<tr>
<td>Workload expectations</td>
<td>17</td>
</tr>
<tr>
<td>Academic honesty (including misconduct, plagiarism)</td>
<td>17</td>
</tr>
<tr>
<td>Procedures for submission of assignments and the School’s policy concerning late submission</td>
<td>17</td>
</tr>
<tr>
<td>Examination procedures and advice concerning illness or misadventure</td>
<td>17</td>
</tr>
<tr>
<td>Student support services</td>
<td>17</td>
</tr>
<tr>
<td>APPENDIX A Assignment one marking guide</td>
<td>19</td>
</tr>
<tr>
<td>APPENDIX B Essay development self guided tour</td>
<td>20</td>
</tr>
<tr>
<td>APPENDIX C Assignment two marking guide</td>
<td>21</td>
</tr>
<tr>
<td>APPENDIX D data tasks</td>
<td>22</td>
</tr>
<tr>
<td>APPENDIX E The excursion</td>
<td>24</td>
</tr>
</tbody>
</table>
1. STAFF INVOLVED IN THE COURSE AND THEIR CONTACT DETAILS

1.1 Course convener

Dr Nina Mistilis  
Telephone: 9385 2639  
Email: n.mistilis@unsw.edu.au  
Room: 243 John Goodsell Building  
Consultation: Monday 1600-1700 hours; Thursday 1200-1300 hours

1.2 Additional lecturers and library staff

<table>
<thead>
<tr>
<th>ACADEMIC STAFF</th>
<th>ACADEMIC STAFF</th>
<th>ACADEMIC STAFF</th>
</tr>
</thead>
</table>
| Professor Larry Dwyer  
John Goodsell Building  
Room 233  
Phone: 93852636  
Email: l.dwyer@unsw.edu.au  
Consultation: by appointment | Dr Roger March  
John Goodsell Building  
Room 309  
Phone: 9385 3605  
Email: r.march@unsw.edu.au  
Consultation: day 00-00 hours;  
day 00-00 hours | Dr Bruno Parolin  
Red Centre  
Room:4045  
Phone: 9385 4399  
Email: b.parolin@unsw.edu.au |
| Ray Spurr  
John Goodsell Building  
Room 229  
Phone: 9385 1600  
Email: r.spurr@unsw.edu.au  
Consultation: by appointment | LIBRARY STAFF | Julie Nolan  
Social Sciences & Humanities  
Library  
Phone: 9385 2659  
Email: j.nolan@unsw.edu.au  
Consultation: library hours or 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) and a member of Council of Australian Tourism and Hospitality Research Conference (CAUTHE). She has a Bachelor of Arts with honors 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 urban transport) and the MICE (meetings, incentives, conventions and exhibitions) industry. She returns this semester after undertaking the Special Studies Program for six months at the George Washington University and at the University of Hawaii.

Other academic staff:  
Dr Tracey Firth has been lecturing in tourism and hospitality since 1999 and has completed a PhD in business strategies of marginal tourism firms in Sydney. Tracey has also acquired valuable industry experience in her role as a hotel management corporate trainee for the Sydney Renaissance Hotel, the owner and operator of an a la carte restaurant in Newtown and a research consultant for several small and large tourism firms. Her research interests lie in the areas of tourism industry structure, business strategy tourism impacts, indigenous tourism and tourist behaviour.

Dr Roger March is a senior lecturer in, and head of the tourism and hospitality management unit, School of Marketing. He has been teaching tourism, marketing and Japanese business related subjects at UNSW since 1990. Before that he lived and worked in Japan for twelve years; he speaks and reads Japanese fluently. He completed a Masters of Commerce (Honours) degree in tourism marketing in 1995 and was awarded his
PhD degree in 2003. Roger has done extensive consulting work on the Asian & Japanese tourism markets; utilizing his Japan background, he also runs negotiation and intercultural communication workshops for Australian and Japanese organizations. His tourism research clients include Qantas Airways, Australian Tourist Commission, Tourism New South Wales, Tourism Queensland and the Australian Tourism Export Council. He is presently engaged in five on-going research projects, ranging from the impact of the Olympics on inbound visitation, unethical practices in the inbound tourism industry, to the competitiveness of countries in the international travel market. Other research interests are cross-national tourism marketing, Asian/Japanese travel industry structures, and cross-cultural marketing issues.

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 modeling 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 was recently appointed as a research fellow in the Cooperative Research Centre for tourism; previously he was the Director of the Centre for Tourism Policy Studies at UNSW and head of the tourism and hospitality management unit. Prior to joining UNSW in 1996 Mr Spurr was First Assistant Secretary of the Commonwealth Department of Tourism. Before that he was a member of the Australian diplomatic service serving as Australian Ambassador to Syria and the Lebanon in 1987/88. He is currently 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 current research interests are the economic impacts of tourism, and tourism public policy and marketing.

2. INFORMATION ABOUT THE COURSE

2.1 How the course relates to other course offerings in the discipline

The course forms an integral part of the core studies in tourism for the year two program core concepts and principles of the Bachelor of Commerce (Tourism Hospitality and Marketing). It is the foundation course on which all other tourism courses are built.

2.2 The objectives of the course

The aim of this course is 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. The areas of study in the course include an overview of tourism, how tourism is organized, organizations in the distribution process, travel behaviour, tourism policy, planning and development and tourism prospects. Tourism is a demanding academic discipline due to its recent development and consequent gaps in its literature.
Tourism has experienced overall rapid growth in the last several decades, becoming important on a global scale; it is also an uncharted, growing industry sector, challenging to develop in the marketplace. 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. Therefore future tourism managers, leaders and decision-makers need a thorough knowledge of its complex nature and characteristics to underpin their competent management. More generally, they need to ensure that their organization can continue to offer a competitive tourism product.

The course aims to contribute to the provision of suitably qualified tourism managers in Australia and internationally, by providing students with the skills and knowledge necessary for sound managerial decision-making in the context of the challenges in this exciting, rapidly expanding industry.

The specific objectives include:

i. Locate relevant and appropriate literature in a variety of sources (such as government reports, refereed journals and newspaper articles),
ii. Understand key core tourism concepts and principles;
iii. Understand the framework of tourist data collection, apply tourism statistics and understand their limitations;
iv. Understand how tourism is organized;
v. Develop a firm foundation of tourism knowledge on which to build in further tourism studies and
vi. Discuss tourism prospects.

2.3 The teaching strategies

Topics are presented in five parts, namely tourism overview, how tourism is organized, organizations in the distribution process, understanding travel behaviour, tourism supply, demand, policy, planning and development and finally tourism prospects. There is a mix of teaching strategies which together aim to develop skills and knowledge associated with the objectives of the course. The delivery is student centred with readings and other preparation for class each week, lecture/presentations by academic and other experts and key industry visitors. The tutorials encourage more relaxed and applied discussion and analysis of the topic through set activities and case studies, thereby facilitating deep learning. 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, whilst at university now and prepares students for management roles in the workforce.

2.4 Approach to learning

The course outline is available on the course website which is accessible through WebCT 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 each Monday. Additional reference material on the topics 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. Occasionally industry visitors will be invited to attend class and give presentations on their perspectives of the topic.

2.5 Expected learning outcomes

After completing this course students should:

i. Have developed their skills, competency and confidence in tourism information literacy;
ii. Have refined their critical thinking and analytical skills regarding core tourism concepts;
iii. Be able to apply conceptual frameworks and theories to analyse a range of tourism issues and
iv. Have developed a firm foundation of tourism knowledge as a basis for further tourism studies.
3. ASSESSMENTS

3.1 Overall rationale for assessment components and their association with course objectives

The assessments collectively aim to develop and test the range of skills and knowledge topics set out in the objectives of the course; a variety of approaches are used, and they attempt to complement other learning approaches in the course, such as readings, lectures, tutorials, tasks and case studies.

3.2 Details of assessment components

i. Journal article review  15
ii. Mid term test  15
iii. Essay  25
iv. End of term exam  35
v. Class participation  10
TOTAL  100

i. Assignment one - Critical review of journal article - 15%

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Article review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length:</td>
<td>750 words</td>
</tr>
<tr>
<td>Date Due:</td>
<td>COB Thursday week 4</td>
</tr>
</tbody>
</table>

This is an individual assignment. The student will write a critical review, approximately 750 words in length, on one recent academic journal article (last three years) related to tourist trips. The journal article must be attached to and submitted with the assignment. Note that non-academic articles will not be accepted or marked. See the FCE EDU (education development unit) site for the resource ‘Writing a critical review’ for assistance in explaining the review process, initially by focusing on these questions:

What is a critical review? What steps should you take in summarising an article? What is involved in commenting critically on an article? What criteria can be used for evaluating an article? What is the structure of a critical review? What makes a good critical review?


Refer to appendix A for marking criteria.

The critique will consist of two parts:

a) concise outline of the essential argument, which the article is putting forward (250 words);
b) critical evaluation of the argument (500 words).

The critical evaluation will assess the contribution of the article to our knowledge of tourism and its relevance to the topic. Criteria of evaluation include:

- Does the article contribute to the literature in tourism management?
- What are the strengths of the article in terms of its contribution to the tourism literature?
- Does the article have any weakness or limitations, which the author has not discussed?
- Has the subject matter been properly addressed?
- Is there a logical structure in which content and argument have been developed?

ii. Assignment two – 15% - mid semester test, held during class; covers all topics in all previous weeks

<table>
<thead>
<tr>
<th>Topic:</th>
<th>test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date/time:</td>
<td>held during the class lecture time, week seven</td>
</tr>
<tr>
<td>Length:</td>
<td>one hour</td>
</tr>
</tbody>
</table>
Assignment three – 25% - essay – week 11

Topic: essay
Date/time: Monday 1000 HRS of week 11
Length: 2,000 words

Answer one of the following essay questions; try to use some Tourism Research data (2003):

a) “The tyranny of distance has affected the development of tourism both to and within in Australia.” Critically analyze this statement.

b) “Social impacts are an important consideration in tourism development”. Critically analyze this statement.

This is an individual assignment. See appendix B for essay writing guide and appendix C for marking criteria. As a guide to writing your essay, ensure that it includes:
– an abstract of about ten lines which summarizes the key points of your argument;
– at least seven journal articles as references;
– an introduction outlining the importance of the topic and your argument;
– a discussion section and
– a summary and conclusion of your argument.

Examination 35%

Exam period at end of semester – all topics after the mid semester test – including guest lecturers, text, readings

Class participation – 10%

Participation is through informed discussion and critical analysis; it is ongoing in all classes. Students must bring to the tutorial each week summary notes of readings and at least one point of interest to share with the class from each reading. These notes may include a point which is difficult to understand, or with which the student has some comment. Students will be expected to draw on them for class discussion. From time to time the tutor may collect these notes which are one indicator of participation.

Students will form groups of about four persons and work within them for the tutorial each week. Students are encouraged to draw on personal tourism experience to illustrate, apply, explore and discuss a point, developing the ability to locate it within some theoretical framework.

iv. Final Examination 35%

Exam period at end of semester – all topics after the test in the second part of the semester – including lectures, guest lecturers, text, readings

Class participation – 10%

Participation through presentations, informed discussion and critical analysis; ongoing in all classes

3.3 General marking criteria for graduate assessed work and examinations

85+ (HD) An outstanding piece of work, showing total mastery of the subject-matter, with a highly developed and mature ability to analyse, synthesise and apply knowledge and concepts. All objectives of the set work are covered, and work is free of errors with a very high level of technical competence. There is evidence of critical reflection; and the work demonstrates some originality of thought, and the ability to tackle questions and issues not previously encountered. Ideas are expressed with fluency.
75-84 (DN) An excellent piece of work, showing a high degree of mastery of the subject-matter, with a well-developed ability to analyse, synthesise and apply knowledge and concepts. All major objectives of the set work are covered, and work is free of all but very minor errors, with a high level of technical competence. There is evidence of critical reflection, and of ability to tackle questions and issues not previously encountered. Ideas are expressed clearly.

65-74 (CR) A good piece of work, showing a sound and thorough grasp of the subject-matter, though possibly lacking in the breadth and depth required for a first-class mark. A good attempt at analysis, synthesis and application of knowledge and concepts, but may be more limited in scope than that required for a mark of 75+. Most objectives of the work set are covered. Work is generally technically competent, but there may be a few gaps leading to some errors. Some evidence of critical reflection, and the ability to make a reasonable attempt at tackling questions and issues not previously encountered. Ideas are expressed with clarity, with some minor exceptions.

50-64 (PS) A fair piece of work, showing grasp of major elements of the subject-matter but possibly with some gaps or areas of confusion. Only the basic requirements of the work set are covered. The attempt at analysis, synthesis and application of knowledge and concepts is superficial, with a heavy reliance on course materials. Work may contain some errors, and technical competence is at a routine level only. Ability to tackle questions and issues not previously encountered is limited. Little critical reflection. Some confusion and immaturity in expression of ideas.

40-49 (FL) A poor piece of work, showing some familiarity with the subject-matter, but with major gaps and serious misconceptions. Only some of the basic requirements of the work set are achieved. Little or no attempt at analysis, synthesis or application of knowledge, and a low level of technical competence with many errors. Difficulty in beginning to address questions and issues not previously encountered. Inability to reflect critically on an argument or viewpoint. Ideas are poorly expressed and structured. The author would apparently find it difficult to study the topic at a higher level.

30-39 (FL) Serious gaps in knowledge of the subject-matter, and many areas of confusion. Few or none of the basic requirements of the work set are achieved, and there is an inability to apply knowledge. Technical competence is poor, with many serious errors. The student finds it impossible to begin to address questions and issues not previously encountered. The level of expression and structure is very inadequate. The author would apparently not be capable of studying the topic at a higher level.

< 30 (FL) A very bad piece of work, showing that the author has failed to engage seriously with any of the subject-matter involved, and/or demonstrates total confusion over the requirements of the work set. It is very unlikely that work of a passing standard would be produced even if the author were given the opportunity to repeat the work.
## 4. COURSE PROGRAM

### 4.1 TABLE OF WEEKLY CLASS 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>28-Feb</td>
<td>1</td>
<td>Welcome to the course and topic overview; Profile of students; <em>nb no tutorial this week</em> PART I – TOURISM OVERVIEW TOPIC: 1. what is tourism? 2. approaches to the study of tourism 3. career opportunities</td>
<td>TEXT CH 1, 3</td>
<td>DR MISTILIS</td>
</tr>
<tr>
<td>7-Mar</td>
<td>2</td>
<td>PART II - HOW TOURISM IS ORGANISED TOPIC: 1. tourism systems/models; 2. tourism statistics 3. Australian tourist data collection - concepts &gt; methodology &gt; questionnaire <em>Discussion of journal article assignment</em> TUTORIAL – prepare 2 tasks In your group present to class these prepared tasks; most innovative correct presentation awarded ‘best effort’. Prepare: Make (and sketch) an Australian daytrip itinerary including the generating region, transit region and destination region for a tourist on a business trip (ie using the format of the geographic model); Refer data Tourism Research Australia (2003)</td>
<td>TEXT CH 12 Hall (2003) pp 15-21; pp 37-40 AUSTRALIAN BUREAU OF STATISTICS (2000a; 2000b); Tourism Research Australia (2003)</td>
<td>DR MISTILIS</td>
</tr>
<tr>
<td>/14-Mar</td>
<td>3</td>
<td>Library use <em>Discussion of writing - journal assignment</em> PART II contd TOPIC Tourism trip pattern structure TUTORIAL Prepare: Make a non Australian itinerary for a couple on a weekend overnight break/holiday In your group: Prepare tasks appendix D Refer data <em>Tourism Research Australia</em> (2003)</td>
<td>JULIE NOLAN</td>
<td>DR PAROLIN</td>
</tr>
</tbody>
</table>

Tourism Research Australia (2003)
<table>
<thead>
<tr>
<th>WEEK BEGIN</th>
<th>WK NO.</th>
<th>CONTENT</th>
<th>READINGS</th>
<th>LECTURER</th>
</tr>
</thead>
</table>
| 21-Mar     | 4     | PART II contd  
TOPIC:  
1. Tourism organisations – world national regional other  
2. Passenger transport  
3. Hospitality and related services  
4. The distribution process  
TUTORIAL  
1. TEXT ch 4 Internet exercise World Tourism Organisation  
2. TEXT ch 4 case 2 'Two city councillors…'  
3. TEXT ch 5 case 1 ‘The Rotary Club Chairman...' | TEXT CH 4-5 | INDUSTRY VISITOR |
| 4-Apr      | 5     | PART II contd  
TOPIC: How tourism is organised in a destination  
FIELD TRIP TO THE SOUTHERN HIGHLANDS  
HALF DAY FIELD TRIP TBA – Monday 4 April; this replaces lecture & tutorial on Thursday 7 April  
Refer appendix E for details | Web material on Southern Highlands tourism | DR MISTILIS AND STUDENT MONITORS |
| 11-Apr     | 6     | PART II UNDERSTANDING TRAVEL BEHAVIOUR  
TOPIC:  
1. Tourist motivations  
2. Measuring and forecasting tourist demand  
TUTORIAL  
1. CH 9 Q3;  
2. CH 13 Q1 – and use Australian data examples; case study 1’Assume that the federal government…’ | TEXT CH 9, 13 Tourism Research Australia (2003) | DR ROGER MARCH |
| 18-Apr     | 7     | MID TERM TEST  
TUTORIAL  
Discussion of writing - essay assignment | | DR MISTILIS |
| 25-Apr     | 8     | Discussion of topic choice - essay assignment- see appendix  
PART IV- TOURISM SUPPLY, DEMAND, POLICY, PLANNING AND DEVELOPMENT  
TOPIC: tourism policy structure content and process  
TUTORIAL  
TEXT CH 15 Q1, 4, 8 | TEXT CH15 Department of Industry, Tourism and Resources, Tourism Division (2003) | RAY SPURR |
<table>
<thead>
<tr>
<th>WEEK BEG.</th>
<th>WK NO.</th>
<th>CONTENT</th>
<th>READINGS</th>
<th>LECTURER</th>
</tr>
</thead>
</table>
| 2-May    | 9      | Discussion of topic choice - essay assignment- see appendix  
PART IV-contd  
TOPIC: social impacts of tourism  
TUTORIAL  
Case Study – Mykonos.  
1. What is cultural commodification and what can be done to optimize its impacts?  
2. How can tourism positively & negatively affect a tourist destination?  
3. Analyse the tourism impacts on the quality of the life cycle of a Mykonos person. | Archer and Cooper (1997)  
Stott (1996) | DR MISTILIS |
| 9-May    | 10     | PART IV-contd  
TOPIC: economic impacts of tourism  
TUTORIAL  
1. CH4 Q 8, 9, 10;  
2. case study 1 ‘Mr and Mrs Henry…’ | TEXT CH 14 | PROF LARRY DWYER |
| /16-May  | 11     | PART IV-contd  
TOPIC: environmental impacts of tourism; Sustainable tourism development (STD);  
TUTORIAL  
CH 17 Q 11; case study 2 ‘ As director of Ecuador’s…’ | TEXT CH 17 | PROF LARRY DWYER |
| 23-May   | 12     | PART IV- TOURISM DEVELOPMENT  
TOPIC: Tourism planning  
TUTORIAL  
CH 16 Q 1; case study 2 ‘You have accepted a United Nations…’ | TEXT CH 16 |  |
| 30-May   | 13     | Overview of course topics; exam discussion  
PART V- TOURISM PROSPECTS  
TOPIC: Tourism’s future  
CH20 Q3, 8, 9 | TEXT CH 20 | DR MISTILIS |
| 6-Jun    | 14     | The future of tourism (HELD AT 1800 – 1930 HRS ON WED 8 JUNE BIOMED D)  
Invited guests – students, parents, government and industry representatives, academics, friends and colleagues  
TUTORIAL  
Discussion of Layton lecture & the future of tourism | LAYTON LECTURE | SPEAKER TBA |

4.2 description of topics

Week I PART I INTRODUCTION  
definitions of tourism, tourists; tourism as a collection of industry sectors - sustainable tourism development (STD) - defining STD in terms of economic, social and environmental.  
overview of contemporary global tourism issues - the reality today; crisis in demand; crisis in supply; does tourism have a future? key drivers of tourism development in the future.

PART II - HOW TOURISM IS ORGANISED  
Week 2 tourism models - geographic, commercial, the tourism market system, event based;
tourism satellite accounts; using the statistical framework.
the Butler model – evolution of a destination;

Australian tourist data collection (2003):
Student Data Package Handbook forms the basis of the two weeks of teaching. Developing student understanding as to how the survey information is collected is fundamental to extracting information from the SDP later on in the course and program. The Handbook is written in a sequential order and includes:

CONCEPTS > METHODOLOGY > QUESTIONNAIRE

The National Visitor Survey (NVS) - overview and key concepts such as overnight visitors (trip and visit variables); visitor nights; day visitors; outbound trips; intrastate/interstate; tourism regions; expenditure; purpose of visit; duration of visit; travellers & non travellers; lifecycle group; leisure activity groups)
The International Visitor Survey (IVS) (overview and key concepts such as visitor nights; purpose of visit; tourism regions; duration of visit; backpacker visitors; package tour visitors.
NVS methodology (overview; break in series between NVS and predecessor the Domestic Tourism Monitor; weighting and benchmarking; data reliability – standard errors; items not collected for long trips; differences in destination and origin data)
IVS methodology(overview; visitor interview by country of residence; weighting methodology; confidence intervals)
NVS questionnaire; IVS questionnaire

Week 3 library skills development in information literacy;
Tourist trip pattern structure – simple or complex, multi stop or multi destination;

Week 4 PART III -
Tourism organisations

Week 5 Excursion – How tourism is organised at the destination level. See appendix E

PART 111 UNDERSTANDING TRAVEL BEHAVIOUR
Week 6 Tourist motivations; measuring and forecasting tourist demand

Week 7 mid term test

PART IV- TOURISM SUPPLY, DEMAND, POLICY, PLANNING AND DEVELOPMENT AND TOURISM PROSPECTS.
Week 8 tourism policy structure content and process; tourism policy, international policy and planning organisations in tourism; government involvement in tourism; coordination; national responsibilities; purpose and components of tourism policy.

Week 9 - social impacts of tourism; Myconos
social impacts; carrying capacity; nature of community impacts; crime and prostitution.;
cultural impacts of tourism - authenticity; sense of place; socially sensitive tourism development; impact of tourism development on indigenous communities.

Week 10 – economic impacts of tourism
Economic impacts: direct, indirect induced expenditure; economic contribution of tourism: increased local production, creates new employment opportunities, generates foreign exchange earnings, creates new investment opportunities, increases government taxation base, assists in regional development. Economic impact analysis: standard approach, input-output multipliers, leakages.

Week 11 - environmental impacts of tourism
types of tourism resources, market failure, public goods, externalities in tourism, carrying capacity, valuing the environmental impacts of tourism development, total economic value, environmental valuation techniques
PART IV TOURISM DEVELOPMENT
Week 12 tourism planning
Nature of tourism planning; desirability of planning; approaches to planning; community oriented approaches; a sustainable approach to tourism planning & development

PART V- TOURISM PROSPECTS
Week 13 – the future of tourism
The future; projecting growth; reality and risk factors; the volume versus value debate; Issues in global competitiveness; achieving sustainable development; increasing use of technology; tourism management issues.

Week 14 - the future of tourism another view – Layton lecture analysis

5. STUDENT RESOURCES

5.1 Textbooks
Text and CD (available for purchase in the UNSW bookshop)
2. Tourism Data Files (available for purchase in the UNSW bookshop)


5.2 List of required and suggested additional readings

5. 2 1. Book of Readings and contents (available for purchase in the UNSW bookshop and also accessible through the UNSW library mycourse online facility):

Mistilis, N. (2005) TAHM2001:

Readings held in library open reserve (or accessible online) but not in study kit, due to copyright:
1 Australian Bureau of Statistics  
http://www.abs.gov.au

6ca25689300819868!OpenDocument

Australian Tourism Satellite Accounts (2000)  

3ca25689300819f1f!OpenDocument
2 WTO World Tourism Organisation (WTO)  
http://www.world-tourism.org/

5. 3. 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

5. 4 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 Events Management  
S647.9405/5

*Hospitality research journal: the professional journal of the Council on Hotel, Restaurant, and Institutional Education  
SQ647.9405/4

*Hospitality & tourism educator / Council on Hotel, Restaurant & Institutional Education  
SQ647.9405/7

Information Technology & Tourism  
International Journal of Tourism Research  
SEJ647.9405/3

*International Journal of Contemporary Hospitality Management  
SQ647.9406805/1

Journal of Convention and Exhibition Management  
S338.479105/15

*Journal of sustainable tourism  S338.479105/2
*Journal of Leisure Research  S790.07205/2
*Journal of Tourism Studies  S338.479105/2
*Journal of Travel & Tourism Marketing  S338.479105/24
*Journal of Travel Research  S338.479105/5

* Leisure management.  S790.06905/2

Tourism, Culture & Communication  
*Tourism Economics  S338.479105/25
*Tourism Management  SEJ338.4791005/1
* Union news Hospitality & leisure  
S331.881105/10
5. 5. 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

5. 6. Other reference material held in library
Mak, James. (2003) Tourism and the economy. Honolulu, HI: University of Hawai'i Press,
O’Connor, P. (1999) Electronic Information Distribution in Tourism and Hospitality. CABI Publishing:
6. **ADMINISTRATIVE MATTERS**

6.1 **Classes timetable**

The course has a two-hour lecture and a one-hour tutorial each week; there is no tutorial in week one:

- Lecture Thursday 1000-1200 HRS QUAD1027 (McCauley Theatre)
- Tutorial1 Thursday 1400 hrs MAT104 Dr Mistilis
- Tutorial2 Thursday 1500hrs MAT104 Dr Mistilis

6.2 **Workload expectations**

It is expected that you will spend at least ten hours per week studying this course. This time should be made up of developing library search and writing skills, reading literature and other appropriate material widely, researching a topic, preparing for and working on exercises/case studies for class discussion, performing computer tasks and attending classes. In periods where you need to complete assignments or prepare for examinations the workload may be greater. Class attendance is mandatory, especially given the participatory approach to teaching and learning in this course. Over commitment has been a cause of failure for many students. Students should take the required workload into account when planning how to balance study with employment and other activities. Students are expected to draw on their appropriate life experiences to illustrate, question, underline or analyse some part of class discussion or their contribution to a view on a particular topic.

6.3 **Academic honesty – including academic misconduct, plagiarism**

Students are bound by the rules relating to academic misconduct in the University of New South Wales Calendar, 2005. Students should be aware of the nature of plagiarism; students are bound by the rules relating to it in the University of New South Wales Calendar, 2003. Students may E-mail course staff about academic or other matters; however assignments will not be accepted if submitted by E-mail.

Plagiarism entails taking and using as one's own, the thoughts or writings of another without acknowledgment including:

(a) where paragraphs, sentences, a single sentence or significant part of a sentence which are copied directly, are not enclosed in quotation marks and appropriately footnoted;
(b) where direct quotations are not used, but ideas or arguments are paraphrased or summarized, and the source of the material is not acknowledged either by footnoting or other reference within the text of the paper; and
(c) where an idea, which appears elsewhere in print, film or electronic medium, is used or developed without reference being made to the author or the source of the idea.

6.4 **Procedures for submission of assignments and the School’s policy concerning late submission**

The drop box is on level three of the Goodsell Building, near the school of marketing office. Due dates for submission of assignments are 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 some circumstances the student must see the Faculty counsellor and due process initiated.

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

Any special consideration for non attendance at the test or examination due to illness or misadventure, must be flagged to the course coordinator before the due date. In all circumstances, the student must see the Faculty counsellor and due process initiated.

6.6 **Student support services**

6.6.1 **Education Development Unit**

Additional learning support, tailored to the needs of FCE students, is available from the Education Development Unit (EDU) in the Faculty. The EDU offers a range of services for FCE students including:

- Academic skills workshops run throughout the session;
- Printed and on-line study skills resources e.g. referencing guide, report writing and exam preparation;
- A drop-in resource centre containing books and audio visual material that can be borrowed;
- A limited consultation service for students with individual or small group learning needs.

More information about the EDU services including on-line resources, workshop details and consultation request forms are available from the EDU website.

Contacts and location:
EDU Web: http://education.fce.unsw.edu.au
EDU Location: Room 2039, Level 2 Quadrangle Building

EDU services are free and confidential and are available to students of the Faculty of Commerce and Economics.

6. 6. 2 Other UNSW support
The UNSW Learning Centre provides academic skills support services for students. The Learning Centre is located on Level 2 of the Library and can be contacted by Phone: 9385 3890 or through their website: http://www.lc.unsw.edu.au/. Students experiencing problems of an academic or personal nature are encouraged to contact the Counselling Service at UNSW. This service is free and confidential and run by professional counsellors. The Counselling Service is located on Level 2, Quadrangle East Wing, and can be contact on 9385 5418.

6. 6. 3. Students with a disability
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 convenor prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the EADU 9385 4734. Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.
APPENDIX A

vi. Assignment one - Critical review of journal article - 15%

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Article review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length:</td>
<td>750 words</td>
</tr>
<tr>
<td>Date Due:</td>
<td>COB Thursday week 4</td>
</tr>
</tbody>
</table>

This is an individual assignment. The student will write a critical review, approximately 750 words in length, on one recent academic journal article (last three years) related to tourist trips. The journal article must be attached to and submitted with the assignment. Note that non-academic articles will not be accepted or marked. See the FCE EDU (education development unit) site for the resource ‘Writing a critical review’ for assistance in explaining the review process, initially by focusing on these questions:

What is a critical review? What steps should you take in summarising an article? What is involved in commenting critically on an article? What criteria can be used for evaluating an article? What is the structure of a critical review? What makes a good critical review?


The critique will consist of two parts:

a) **concise outline** of the essential argument, which the article is putting forward (250 words);
b) **critical evaluation** of the argument (500 words).

The critical evaluation will assess the contribution of the article to our knowledge of tourism and its relevance to the topic. Criteria of evaluation include:

- Does the article contribute to the literature in tourism management?
- What are the strengths of the article in terms of its contribution to the tourism literature?
- Does the article have any weakness or limitations, which the author has not discussed?
- Has the subject matter been properly addressed?
- Is there a logical structure in which content and argument have been developed?

<table>
<thead>
<tr>
<th>Grading criteria:</th>
<th>mark</th>
<th>comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each section below is worth five marks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Appropriate choice of article; written presentation style including proper sentence structure, grammar, spelling;

2. Article summary – demonstrated ability to identify and describe key points in the article

3. Critical evaluation and review – insight into the value of the article to body of knowledge of tourism

**TOTAL**

ASSESSOR: Nina Mistilis
APPENDIX B

ESSAY DEVELOPMENT – self guided tour

1. Which essay topic have you chosen (prepare for discussion in lecture week 8)

2. Describe in your own words what you think the essay question means (prepare for discussion in lecture week).

3. Identify the instruction words in your question. What is the question asking you to DO? For example, what does 'critically analyse this statement' mean?

4. Identify the key words in your question. Define what you think they mean or refer to for the purpose of this essay eg weakness area, types of effects, which parties (public and/or private sector organisations) It may help to make a mind map or brainstorm points.

5. What lecture topics/ issues in the course does this question refer to?

6. Do you have any first thoughts on how you will answer the question? What is your preliminary argument/position/plan of attack (subject to change after further research)?

7. Make a plan of action. What information are you looking for in your research for this essay? Where do you think you will find it?
APPENDIX C

vii. Assignment three – 25% - essay – week 11

<table>
<thead>
<tr>
<th>Topic:</th>
<th>essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date/time:</td>
<td>Monday 1000 HRS of week 11</td>
</tr>
<tr>
<td>Length:</td>
<td>2,000 words</td>
</tr>
</tbody>
</table>

Answer one of the following essay questions; try to use some Tourism Research data (2003):

c) “The tyranny of distance has affected the development of tourism both to and within in Australia.” Critically analyze this statement.
d) “Social impacts are an important consideration in tourism development”. Critically analyze this statement.

This is an individual assignment. See appendix for marking criteria. As a guide to writing your essay, ensure that it includes:
– an abstract of about ten lines which summarizes the key points of your argument;
– at least seven journal articles as references;
– an introduction outlining the importance of the topic and your argument;
– a discussion section and
– a summary and conclusion of your argument.

Grading criteria:

<table>
<thead>
<tr>
<th>Each section below is worth five marks</th>
<th>mark</th>
<th>comments</th>
</tr>
</thead>
</table>

1. Presentation style (including proper sentence structure, grammar, spelling, sourcing & format); abstract

2. Is there evidence of research ability, and that the student has read widely on the topic, references?

3. Has the subject matter been properly addressed?

4. Is there a logical structure in which content & argument have been developed?

5. Is there in depth analysis? Are the sum and conclusions insightful?

TOTAL

ASSESSOR: Nina Mistilis
APPENDIX D - TUTORIAL WEEK TWO

Australian Tourist Data Exercise – domestic and international travel; refer Tourism Research Australia (2003) - Example:

Q. What ‘super regions B’ in Victoria did international visitors visit in late 2003? Give region and proportion of total. Should they add to 100%? Why/not? How do they differ from Tables13,14?

A. view A-0015.csv – note that this is Q27 of the IVS survey – view it to familiarize yourself with it. The data relate to visitor nights and the multiple responses add to 100%; differ as these larger regions contain sum of collection of smaller regions listed in T 13; other large regions are listed in T14.

INTERNATIONAL VISITORS SURVEY - QTR 4 2003

ACNielsen
JOB:IVS03Q4A

TABLE 15 Q27 REGIONS OF STAY IN VICTORIA (SUPER REGION B)

<table>
<thead>
<tr>
<th>BASE: NIGHTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filters: States/Territories stayed in (Victoria) <em>AND</em> Travel Grid completed (YES)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ALL VISITORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondents 1000</td>
</tr>
<tr>
<td>Total nights recorded 38080</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REGIONS OF STAY IN VICTORIA (SUPER REGION B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murray Outback 124</td>
</tr>
<tr>
<td>The Great Ocean Road 404</td>
</tr>
<tr>
<td>Goldfields 199</td>
</tr>
<tr>
<td>Goulburn Murray Waters 690</td>
</tr>
<tr>
<td>Legends, Wine &amp; High Country 361</td>
</tr>
<tr>
<td>Melbourne 35527</td>
</tr>
<tr>
<td>Transit Victoria 0</td>
</tr>
<tr>
<td>Other Victoria 775</td>
</tr>
<tr>
<td>Net Victoria 38080</td>
</tr>
</tbody>
</table>

Convention/conference visitors are included under 'Business'. Prior to 2000, convention/conference visitors were included under 'Other'.

Ref: NG6629 - 23/1/2004 *** UNWEIGHTED DRAFT ***

ACNielsen
1. How many domestic visitors and international overnight visitors were there in Australia in 2003?

2. What is the percentage change in total domestic daytrips from 1999 to 2003?

3. What was the main purpose of overnight trips for domestic visitors in 2003?

4. What types of transport were used by domestic overnight visitors to get to their destination in 2003?

5. Which country’s international visitors had the highest average expenditure in 1999, 2003?

6. What % of international visitor nights in 2003 were spent in:
   Victoria: ________________  Northern Territory: ________________

7. What information do the IVS data give us about accommodation nights in 2003?
APPENDIX E
TAHM 2001-05 TOURISM POLICY AND PLANNING 1 WEEK 5 THE SOUTHERN HIGHLANDS EXCURSION

TOPIC:
Objectives of the excursion
Learning outcomes - Did you:
- better understand the inter-relatedness of organizations in a tourism destination
- appreciate the nature and extent of management necessary to ensure the Southern Highlands tourism destination is a competitive tourist experience within a framework of sustainable tourism development

Activities:
1. Peruse & collect information at the Mittagong Tourist Centre
   - What kind of trips, experiences, are promoted here?
   - What industry sectors are represented?
   - Are they adequate to meet the needs of tourists who are visiting the destination?
2. With 2 other students, walk around the Berrima town precinct.
   - note the number and type of different of tourism related businesses in at least four industry sectors
   - choose one business from two different industry sectors that earn significant revenue from tourists.
   - Describe each business briefly, including its industry sector.
   - Speak to the business managers, introducing yourselves as TAHM students of the UNSW 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
3. Interview two separate tourists; find out the following information; compare to the Australian visitor data:
   - gender
   - country/suburb of residence
   - age group
   - main reason for coming to the Rocks
   - where obtained tourist information
   - number of tourists in travel party
   - information source & role
   - what their experience has been like – eg what they have enjoyed, what they did not like
   - how it could be improved (if at all)
4. What kind of environment do you think the planners have tried to create for tourism in Berima? Have they been successful? How does it compare to a similar precinct you have visited in other countries or other parts of Australia?
5. Finally write summary of what have you learned from the excursion about how tourism is organised in an historic precinct.