THE UNIVERSITY OF NEW SOUTH WALES

SCHOOL OF MARKETING

TAHM5010 GLOBAL PERSPECTIVES IN TOURISM
S1 2005
Dear Students,

Welcome to your studies in TAHM5010, Global Perspectives of Tourism. I hope that you will enjoy the course and am confident you will gain a broad understanding of tourism across the globe. 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 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 convenor</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>6</td>
</tr>
<tr>
<td>Overall rationale for assessment components and their association with course objectives</td>
<td>6</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>6</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>9</td>
</tr>
<tr>
<td>A table of weekly class schedule, the name of lecturer and relevant readings</td>
<td>9</td>
</tr>
<tr>
<td>Description of weekly topics</td>
<td>11</td>
</tr>
<tr>
<td>5. Student resources</td>
<td>12</td>
</tr>
<tr>
<td>Textbook details</td>
<td>12</td>
</tr>
<tr>
<td>List of required and suggested additional readings</td>
<td>12</td>
</tr>
<tr>
<td>Recommended Internet sites</td>
<td>12</td>
</tr>
<tr>
<td>6. Administrative matters</td>
<td>15</td>
</tr>
<tr>
<td>Classes timetable</td>
<td>15</td>
</tr>
<tr>
<td>Workload expectations</td>
<td>15</td>
</tr>
<tr>
<td>Academic honesty (including misconduct, plagiarism)</td>
<td>15</td>
</tr>
<tr>
<td>Procedures for submission of assignments and the School’s policy concerning late submission</td>
<td>16</td>
</tr>
<tr>
<td>Examination procedures and advice concerning illness or misadventure</td>
<td>16</td>
</tr>
<tr>
<td>Student support services</td>
<td>16</td>
</tr>
<tr>
<td>APPENDIX A Assignment one marking guide</td>
<td>17</td>
</tr>
<tr>
<td>APPENDIX B Essay development self guided tour</td>
<td>18</td>
</tr>
<tr>
<td>APPENDIX C Assignment two marking guide</td>
<td>19</td>
</tr>
<tr>
<td>APPENDIX D The Rocks excursion</td>
<td>20</td>
</tr>
</tbody>
</table>
1. STAFF INVOLVED IN THE COURSE AND THEIR CONTACT DETAILS

1.1 Course convenor

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>LIBRARY STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Tracey Firth</td>
<td>Dr Roger March</td>
<td>Julie Nolan</td>
</tr>
<tr>
<td>John Goodsell Building</td>
<td>John Goodsell Building</td>
<td>Social Sciences &amp; Humanities</td>
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<tr>
<td>Room 307</td>
<td>Room 309</td>
<td>Library</td>
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<tr>
<td>Phone: 9385 3242</td>
<td>Phone: 9385 3605</td>
<td>Phone: 9385-2659</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:t.firth@unsw.edu.au">t.firth@unsw.edu.au</a></td>
<td>Email: <a href="mailto:r.march@unsw.edu.au">r.march@unsw.edu.au</a></td>
<td>Email: <a href="mailto:j.nolan@unsw.edu.au">j.nolan@unsw.edu.au</a></td>
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<tr>
<td>Consultation: day 00-00 hours; day 00-00 hours</td>
<td>Consultation: day 00-00 hours; day 00-00 hours</td>
<td>Consultation: library hours or by appointment</td>
</tr>
</tbody>
</table>

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 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 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.
2. INFORMATION ABOUT THE COURSE

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

The course helps fulfill the general aim of the tourism discipline component of the Masters program, namely to provide advanced knowledge of, and develop critical and analytical skills in, tourism marketing and management. It does this together with the other courses in Session one, TAHM5011 Strategic Tourism Marketing, and the two courses in Session 2 - TAHM5012 Creating & Managing Alliances in Global Tourism, TAHM5013 Destination Marketing and Management.

2.2 The objectives of the course

The aim of this course is to survey theory and practice in the global business of 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 analysis of contemporary global tourism issues from the perspectives of government, business and customers/visitors, crisis management and recovery strategies for disaster-hit destinations, sustainable tourism development, the importance of technology to tourism, development of cultural and nature-based tourism, and the conflicting imperatives of economic gains and the social impacts of tourism in developing societies. 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 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. Develop critical analytical skills regarding global tourism,
ii. Locate relevant and appropriate literature in a variety of sources (such as government reports, refereed journals and newspaper articles),
iii. Understand core tourism concepts and principles and the structure and performance of tourism,
iv. Gain insight into contemporary global tourism issues, including tourism sustainable development, from the perspectives of government, business and visitors and
v. Understand various key tourism management themes including the need for crisis management, the importance of assessing the conflicting imperatives of tourism and the technological contribution to organisations and business enterprises to achieve strategic aims.

2.3 The teaching strategies

Topics are presented in four groupings, namely introduction to tourism, the structure of tourism, the conduct of tourism business and tourism development. 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 academics, other experts and key industry visitors. 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 Thursday. 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 listed for the week.

Students are expected to have prepared for each class and to participate fully in informed discussion during class. Additional reference material on the topics may be may be advised or handed out to students during the semester.

Industry visitors will be invited from time to time to attend class and give presentations on their perspectives of the topic and industry operations in delivering a particular tourist product.

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 and principles;

iii. Understand how tourism is organized;

iv. Be able to identify any topic and its location in the tourism system/paradigm and

v. Be able to apply conceptual frameworks and theories to enhance their problem solving abilities across a range of management issues concerning tourism.

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, case studies and workshops.

3.2 Details of assessment components

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>Journal article review</td>
<td>15</td>
</tr>
<tr>
<td>ii.</td>
<td>Mid term test</td>
<td>15</td>
</tr>
<tr>
<td>iii.</td>
<td>Essay</td>
<td>25</td>
</tr>
<tr>
<td>iv.</td>
<td>End of term exam</td>
<td>35</td>
</tr>
<tr>
<td>v.</td>
<td>Class participation</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Article review</th>
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</thead>
<tbody>
<tr>
<td>Length:</td>
<td>1000 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 1000 words in length, on one recent academic journal article (last three years) related to a course topic from weeks one to two or a global tourism issue. 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 focussing 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 (750 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

| Topic: | test |
| Date/time: | held during the class time, week five |
| Length: | one hour |

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

| Topic: | essay |
| Date/time: | Thursday COB week 11 |
| Length: | 3,000 words |

a) Identify a major issue of tourism in any nation or region that may limit sustainable tourism development; analyse why it appears to be an issue (1500 words).

Develop a simple, realistic strategy to lessen the impact of the issue and allow to an acceptable level any sustainable tourism development in the nation or region; the strategy should involve a maximum of three areas of endeavor. The strategy will incorporate activity of both the public and private sector organizations and perhaps other key players. In your discussion include identification of which parties (public and/or private sector organisations) and others will have primary responsibility for components of the strategy and the time lines any actions and implementation will take (1,500 words).

This is an individual assignment. See appendix B for essay writing advice 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 your argument;
- at least eight journal articles as references;
- analysis of why you consider it to be an issue;
- presentation of the strategy
- a summary and conclusion.

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
v. 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>PREAMBLE General administration; Course overview; Profile of students; PART I – INTRODUCTION TOPIC: 1. definitions of tourism 2. overview contemporary global tourism issues 3. sustainable tourism development (STD) CLASS: You are a high school economics teacher; your colleagues want you to go to the school Board and appeal for the inclusion of a tourism course in the curriculum. What arguments would you put?</td>
<td>TEXT CH 27, CH 11</td>
<td>DR MISTILIS</td>
</tr>
<tr>
<td>7-Mar</td>
<td>2</td>
<td>PART II - THE STRUCTURE OF TOURISM TOPIC: 1. tourism systems/models; 2. tourism industry sectors – accommodation, travel agents, tour operators, wholesalers, food &amp; beverage, transport (air, rail, coach, shipping) 3. collaboration in tourism industry sectors CLASS – 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); Prepare: Make a non Australian itinerary for a couple on a weekend overnight break/holiday In your group: List and analyse the product consumption by the couple in this trip of your choice using the format of components as classified in the seven broad product groups of the ABS Tourism Statistics Framework (2000)</td>
<td>TEXT CH 24 Hall (2003) pp 15-21; CH 2 pp 37-40</td>
<td>DR MISTILIS</td>
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<td>/14-Mar</td>
<td>3</td>
<td>Library use demonstration (held in Library laboratory) <em>Discussion of writing - journal assignment</em> PART III - THE CONDUCT OF TOURISM BUSINESS TOPIC: - industry perspectives</td>
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<td>JULIE NOLAN DR MISTILIS INDUSTRY VISITOR</td>
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<tr>
<td>WEEK BEG.</td>
<td>WK NO.</td>
<td>CONTENT</td>
<td>READINGS</td>
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**MID TERM BREAK**

| 11-Apr   | 6      | MID TERM TEST Discussion of writing - essay assignment | | DR MISTILIS |

| 18-Apr   | 7      | PART III - contd TOPIC: Tourism and perspectives of government Preparation TBA | TEXT CH 19 | DR ROGER MARCH |
| 25-Apr   | 8      | PUBLIC HOLIDAY | | |

<p>| 2-May    | 9      | Discussion of topic choice - essay assignment - see appendix PART III - contd TOPIC: Tourism and perspectives of visitors Preparation TBA | TEXT CH 14 | DR MISTILIS |</p>
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<thead>
<tr>
<th>WEEK BEG.</th>
<th>WK NO.</th>
<th>CONTENT</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>16-May</td>
<td>11</td>
<td>PART IV - contd TOPIC: Economic and environmental impacts, carrying capacity, management strategies, measuring the impacts of tourism.</td>
<td>TEXT 5</td>
<td>DR TRACEY FIRTH</td>
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<td>Case Study: Waitomo Caves, New Zealand Read the case study on the hand out and answer the following questions: 1. What environmental impacts might be incurred as a result of tourist visitation to the site? 2. What management strategies were in place? How effective do you think these are? 3. Using this example explain why carrying capacity is an important concept but a problematic one</td>
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<td>23-May</td>
<td>12</td>
<td>PART IV contd TOPIC: Development of cultural tourism, interpretation and representation, demand &amp; motivation for cultural tourism, typologies of the cultural tourist, issues related to authenticity &amp; commodification, indigenous cultural tourism.</td>
<td>TEXT CH 8</td>
<td>DR TRACEY FIRTH</td>
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<td>Case study: Ecotourism &amp; indigenous tourism in the Maasai Mara Based on the information in the handout and having done some research on the Masai Mara region before class, your task is: 1. To develop a tourism product that is more beneficial than the existing tourism products for the Maasai Mara people. 2. How do you intend to maximise the benefits and minimise the costs associated with tourism in the region for this indigenous group? 3. Will there be demand for your tourism product? Justify your answer. 4. Be prepared for your group to present your product to the tourism committee representing the traditional Maasai community</td>
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<tr>
<td>30-May</td>
<td>13</td>
<td>PART IV contd TOPIC: The conflicting imperatives of economic gains and social impacts of tourism in developing societies</td>
<td>TBA</td>
<td>DR TRACEY FIRTH</td>
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<td>Preparation TBA</td>
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<td>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 colleagues</td>
<td>LAYTON LECTURE</td>
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<td>SPEAKER TBA</td>
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4.2 description of topics (number denotes week and topic number)

Week 1 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.

Week 2 PART II THE STRUCTURE OF TOURISM
tourism models - geographic, commercial, the tourism market system, event based;
tourism satellite accounts; using the statistical framework.
the Butler model – evolution of a destination;
Tourism industry sectors – description; the tourism product encompassing these sectors; six ‘A’ s - basic elements of a tourist destination;
Industry collaboration – co-opetition

Week 3 library skills development in information literacy;
industry perspectives - visitor

Week 4 PART III - THE CONDUCT OF TOURISM BUSINESS
technology and tourism
The growing use of online information search and reservation by visitors; the growing technological contribution to the global tourism industry and how to best use it as a tool in SMTE and others’ competitive strategy

Week 5 Excursion – managing the tourism experience

Week 6 mid term test

Week 7 - Tourism and perspectives of government
The role of government in tourism development and in the delivery of the tourism product

Week 8 public holiday – no class

Week 9 - Tourism and perspectives of visitors

Week 10 PART IV- TOURISM DEVELOPMENT - crisis management, recovery strategies for disaster-hit destinations,

Week 11 economic and environmental impacts
economic and environmental impacts, factors influencing the scale of impacts, carrying capacity, management strategies, techniques for measuring the impact of tourism development

Week 12 development of cultural and nature-based tourism
Development of cultural tourism, interpretation and representation, demand & motivation for cultural tourism, typologies of the cultural tourist, issues related to authenticity & commodification, indigenous cultural tourism.

Week 13 - the conflicting imperatives of economic gains and social impacts of tourism in developing societies, key players in tourism in developing countries, the role of regional cooperation.

Week 14 Tourism development and the WTO ST-EP program – case study Ecotourism in Laos
Week 14 Layton lecture the future of tourism

5 STUDENT RESOURCES

5.1 Textbook

Text (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) TAHM5010:


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


Australian Tourism Satellite Accounts (2000)


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

http://www.dantei.org/wto-forum/background-papers.html

b. WTO Washington Declaration on Tourism as a Sustainable Development Strategy October 20, 2004
http://www.dantei.org/wto-forum/background-papers.html#Declaration

c. WTO Tourism Policy Forum. rural development - ecotourism in Laos
http://www.dantei.org/wto-forum/Presentations-PDFs/Pres%20PDFs/STOER.pdf

d. WTO ST-EP program
http://www.world-tourism.org/step/menu.html
http://www.world-tourism.org/step/menu.html

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 S647.9405/5
Events Management
*Hospitality research journal: the professional journal of the Council on Hotel, Restaurant, and Institutional Education S647.9405/4
*Hospitality & tourism educator / Council on Hotel, Restaurant & Institutional Education SQ647.9405/7
Information Technology & Tourism
International Journal of Tourism Research
*International journal of hospitality management SEJ647.9405/3
*International Journal of Contemporary Hospitality SQ647.9406805/1
Management
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
*Journal of Travel Research SQ338.479105/5
*Leisure management. SQ790.06905/2

Tourism, Culture & Communication
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,

6. **ADMINISTRATIVE MATTERS**

6.1 **Classes timetable**
The course has a mandatory three-hour combined lecture and workshop each week:
Lecture/workshop Monday 1800-2100 HRS Goldstein G04

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 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;
o Printed and on-line study skills resources e.g. referencing guide, report writing and exam preparation;
o A drop-in resource centre containing books and audio visual material that can be borrowed;
o 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
TAHM5010 GLOBAL PERSPECTIVES IN TOURISM S1 2005

Assignment one - Critical review of journal article - 15%

Topic:    journal article
Length:   1000 words
Date Due: COB Thursday wk 4

This is an individual assignment. The student will write a critical commentary, approximately 1000 words in length, on one recent journal article (last five years) related to a global tourism issue. The journal article must be attached to and submitted with the assignment. Note that non academic journal articles will not be accepted or marked. See appendix for marking criteria.

The review will consist of two parts:

a) a summary and concise outline of the essential argument, which the author is putting forward (250 words);

b) critical evaluation of the argument (750 words) assessing 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 and if so are the strengths in terms of its contribution to the 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?

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<thead>
<tr>
<th>Grading criteria:</th>
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<th>comments</th>
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<td>Each section below is worth five marks</td>
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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)?

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
TAHM5010 GLOBAL PERSPECTIVES IN TOURISM S1 2005
Assignment two – 25%

Topic: essay
Date Due: Monday 1000 HRS of week 11 COB
Length: 3,000 words

b) Identify a major issue of tourism in any nation or region that may limit sustainable tourism development; analyse why it appears to be an issue (1500 words).
Develop a simple, realistic strategy to lessen the impact of the issue and allow to an acceptable level any sustainable tourism development in the nation or region; the strategy should involve a maximum of three areas of endeavor. The strategy will incorporate activity of both the public and private sector organizations and perhaps other key players. In your discussion include identification of which parties (public and/or private sector organisations) and others will have primary responsibility for components of the strategy and the time lines any actions and implementation will take (1,500 words).

This is an individual assignment. See appendix B for essay writing advice 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 your argument;
– at least eight journal articles as references;
– analysis of why you consider it to be an issue;
– presentation of the strategy
– a summary and conclusion.

Grading criteria:
Each section below is worth five marks

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<tbody>
<tr>
<td>1.</td>
<td>Presentation style (including proper sentence structure, grammar, spelling, sourcing &amp; format); abstract</td>
</tr>
<tr>
<td>2.</td>
<td>Is there evidence of research ability, and that the student has read widely on the topic, references?</td>
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<tr>
<td>3.</td>
<td>Has the subject matter been properly addressed?</td>
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<tr>
<td>4.</td>
<td>Is there a logical structure in which content &amp; argument have been developed?</td>
</tr>
<tr>
<td>5.</td>
<td>Is there in depth analysis? Are the sum and conclusions insightful?</td>
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</table>

TOTAL

ASSESSOR: Nina Mistilis
APPENDIX D
TAHM 5010-05 GLOBAL PERSPECTIVES IN TOURISM WEEK 5 THE ROCKS EXCURSION
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 in terms of delivery of the tourism product
- 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)
   - What kind of trips, experiences, are promoted here for the Rocks?
   - How do 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 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 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
4. Interview two separate tourists; find out the following information (see mini -Questionnaire below):
   - 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)
5. What kind of environment do you think the planners have tried to create for tourism in the Rocks precinct? Have they been successful? How does it compare to a similar precinct you have visited in other countries?
6. Finally write summary of what have you learned from the excursion about the tourist experience and also about managing the tourist experience in an historic precinct.