Faculty of Business
School of Marketing

TAHM5010
Global Perspectives in Tourism

COURSE OUTLINE
SESSION I 2007
Dear Students,

Welcome to your studies in TAHM5010 Global Perspectives in Tourism. I hope that you will enjoy the course, which this year includes fundamentals of tourism, and am confident you will build a firm foundation of tourism knowledge for further tourism studies in the MCOM degree program. 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 in Tourism.

Nina Mistilis
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1. COURSE STAFF

Course coordinator
Dr Nina Mistilis
John Goodsell Building Room 243
Phone 9385 2639 Email n.mistilis@unsw.edu.au
Consultation: Monday 1200-1300 hours; Thursday 1600-1700 hours
Other times by appointment

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

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

Other academic staff
Professor Larry Dwyer is the Qantas Professor of Travel and Tourism Economics at the University of New South Wales. He publishes widely in the areas of tourism economics and tourism management with over 100 publications in international journals, government reports, chapters in books and monographs. Two articles, co-authored with Peter Forsyth, have been selected for inclusion in the International Library of Critical Writings in Economics. His present research interest involves computable general equilibrium modelling of domestic and inbound tourism. He maintains strong links with tourism at international, national, state and local levels. He has worked with the World Tourism Organisation in tourism strategy development in India, and the National Centre for Development Studies in researching the economic impacts of tourism in the Pacific. He has also served as contracted consultant to the Commonwealth Department of Tourism advising on the economic impacts of government policies on tourism. A recent research consultancy for the federal government involved development of a framework for measuring destination competitiveness. He has recently provided expert advice to the Tourism TaskForce in its submission to the federal government’s Ten Year Plan for tourism. Larry is an invited academic member of the London based World Travel and Tourism Corporation Tax Force Panel, an executive committee member of the USA based Business Enterprises for Sustainable Development (BEST) and a member of the Steering Committee, CRC for Sustainable Tourism Sub-program 3.3 (Tourism Economics and Policy). He is on the Editorial Board of five international tourism journals.

1.1 Communication with Staff
Contact staff in addition to above – by email or phone
2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations
The course has a three-hour lecture and workshop each week:

Lecture/ workshop Thursday 1800-2100 HRS - Gold G07

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

2.3 Parallel teaching in the course
N/a

2.4 Relationship of this course to other course offerings
The course forms an integral part of the core program in tourism for the MCOM (Tourism Marketing) and is one of four tourism courses offered.

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

3. COURSE AIMS AND OUTCOMES

3.1 Course Aims
The course examines contemporary global tourism issues from the perspectives of government, business and customers/visitors. Topics include crisis management, recovery strategies for enterprises and destinations, sustainable tourism, technological contribution to the global tourism industry and the conflicting imperatives of economic gains versus social impacts of tourism in developing societies. The course is structured in two main parts – the first eight weeks cover three fundamentals of tourism perspectives- the tourism system, impacts and markets and marketing; the last five weeks examine the management of challenges for tourism.

Tourism is an umbrella concept or term covering some specific industry sectors. The course introduces students to key concepts associated with global tourism and the factors which shape it, including the recognised critical need for a sustainable tourism approach. The areas of study in the course include the tourism system, tourism markets and marketing, tourism impacts, tourism industry management and tourism prospects.

Tourism is an uncharted, growing industry sector, challenging to develop in the marketplace and is important on a global scale. Although tourism is forecast to continue 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 destination and organization can continue to offer a competitive tourism product.

Tourism is also a demanding academic discipline due to its recent development and consequent gaps in its literature. The course aims to contribute to the provision of suitably qualified tourism managers in Australia and internationally, by providing students with skills and foundation knowledge necessary for sound managerial decision-making in the context of the challenges in this exciting, rapidly expanding industry.
3.2 Student Learning Outcomes
Upon successful completion, the student should be able:

2.1 to demonstrate enhanced skills in information literacy, in critical analysis and in written and oral communication;
2.2 to demonstrate a firm foundation of knowledge in tourism, which enables application and problem solving; and
2.3 to apply conceptual frameworks and theories to identify, analyse and suggest feasible solutions for a range of tourism challenges.

3.3 Teaching Strategies
Lectures are generally interactive with students encouraged to participate by sharing a tourism experience which highlights some important point, by commenting on any concept of interest or concern, or by querying any contention in an informed or logical manner. Expert industry and academic visitors also give lectures from time to time. The workshops encourage more relaxed and applied analysis of the topic through set tasks and group work, thereby facilitating deep learning.

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

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

4. STUDENT RESPONSIBILITIES AND CONDUCT
For information on your responsibilities regarding workload, general conduct and behaviour, and keeping informed, please refer to the School of Marketing’s website. http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritanceArea&maxWnd=_Current_Policies

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

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

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

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

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

5. LEARNING ASSESSMENT

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

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment</th>
<th>Due</th>
<th>Weight (%)</th>
<th>Learning outcomes</th>
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<td>Assessment one journal article</td>
<td>Class wk 3, 4 choice</td>
<td>15</td>
<td>2.1</td>
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<tr>
<td></td>
<td></td>
<td>1730hrs Thurs wk5</td>
<td></td>
<td>2.1 - 2.2</td>
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<tr>
<td>2</td>
<td>Assessment two midterm test</td>
<td>Class wk6</td>
<td>20</td>
<td>2.1 - 2.3</td>
</tr>
<tr>
<td>3</td>
<td>Assessment three report</td>
<td>1730hrs Thurs wk 11</td>
<td>30</td>
<td>2.1 - 2.3</td>
</tr>
<tr>
<td>4</td>
<td>Assessment four exam</td>
<td>exam period</td>
<td>25</td>
<td>2.1 - 2.3</td>
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<tr>
<td>5</td>
<td>Assessment five class participation</td>
<td>ongoing</td>
<td>10</td>
<td>2.2, 2.3</td>
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<td></td>
<td>TOTAL</td>
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1. Assessment one - Critical review of journal article - 15%

**Topic:** Article review

**Length:** 800 words

**Date Due:** Wk 3, 4 – explain choice in workshop

1730 hrs Thursday week 5

The student will write a critical review, approximately 800 words in length, on one recent academic journal article (last three years) related to tourist/tourism trends or the tourist experience. The journal article must be attached to and submitted with the assignment. Note that non-academic articles will not be accepted or marked. The list of tourism journals below provides a starting point for finding an acceptable article. See the FB 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. This is also loaded in course Vista site under ‘Other stuff’ folder:

*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?*

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

The critique will consist of two parts:

a) **concise outline** of the essential argument, which the article is putting forward (200 words);
b) **critical evaluation** of the argument (600 words) which will assess the contribution of the article to our knowledge of tourism and its relevance to the topic. Criteria of evaluation include:
   - Summary of the purpose and main idea of the article - that is, an analytical summary of main findings/arguments/conclusions of article
   - strengths/usefulness of article, including how (if at all) the article contributes to the literature in tourism management
   - weaknesses/limitations/problems of the article
   - Concluding remarks - summarise the previous discussion and make a final judgement on the value of the article; comment on the future of the issue/topic or implications of the view expressed.

The student will explain to the class in week three or four how the article relates to the tourism topic.

**2. Assessment two – mid term test - 20%**

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

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

**Date:** The test held in the class time week 6

The questions will test application of knowledge and critical analysis.

**ii. Assessment three – Rocks Field Trip – 30%**

**Topic:** Managing the tourist experience in an historic precinct

**Length:** 3000 words

**Date Due:** Report due Week 9, 1730 hrs Thursday

**Background readings:** Hayllar & Griffin (2005); Litvin (2005) (both in study kit)

**TOPIC: Managing the tourist experience in an historic precinct**

This is a group assignment of two students and its purpose is to expose you to aspects of the tourism operation and management at the destination level. See Appendix for marking criteria.

**Objectives of the field trip**
- 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 of the tourism experience
- To increase understanding of the tourist experience and the structure of tourism
- To understand the challenges for management to deliver a competitive precinct destination tourism product 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 provides a competitive tourist experience within a framework of sustainable tourism development

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

2 **Business**
   Walk around the Rocks precinct:
   ▪ note the names, number and type of different of tourism related businesses in at least two industry sectors
   ▪ choose one business from each sector which earns *significant* revenue from tourism
   ▪ Describe each business briefly, including its industry sector.
   ▪ Speak to the business managers, introducing yourselves as UNSW students and find out the following:
     ▪ % of their overall business is derived from tourists
     ▪ what tourist experience they aim to provide
     ▪ what are two main tourism issues in the Rocks precinct

3 **The tourists**
   Interview four separate tourists (2 male, 2 female); find out the following information
   ▪ demographic - age group /gender /country/suburb of residence
   ▪ main purpose of visit to the Rocks
   ▪ how obtained tourist information, how useful it was
   ▪ construct their day trip (sketch it on map and describe)
   ▪ what their experience has been like – eg what they enjoyed, what they did not like
   ▪ how it could be improved (if at all; you may relate visitors answers to Q5)
   ▪ today - where & how much $ spent ($ no cents!) eg café, transport, gifts (if agreeable to respond to ‘how much’ – do not insist on answers); draw up & input into the events model

4 **The destination manager**
   ▪ What kind of environment have the destination managers tried to create for tourism in the Rocks precinct? Have they been successful?
   ▪ Analyse two challenges which arise from your readings regarding an historic precinct, as applicable to the Rocks
   ▪ Finally write summary of one page max of the report about managing the tourist experience in an historic precinct.

As a guide to writing your report, ensure that it includes at least four recent (last six years) journal articles as references for Q4 "The destination manager" and a heading for an executive summary, introduction, each activity and the conclusion. See the FB EDU (education development unit) site for the resource ‘Writing a report’, for assistance in explaining the process. This is also loaded in course site under ‘Other stuff’ folder:
*What is a report?*
*How do reports differ from essays?*
*Are reports written for university courses the same as professional reports?*
*What is the structure of a report?*
*What format should be used for the report?*
*What are appropriate headings and subheadings?*
*What makes a good report? A good report:*
makes the purpose of the report very clear in the introduction
does not assume in the introduction a prior reading of the executive summary
presents information that is both sufficient and accurate
explains clearly the methodology or theoretical framework used to analyse the information
uses the theoretical framework well in order to illuminate the findings
uses qualifying expressions in the discussion of the findings
has headings and subheadings that are clear and parallel in format
uses a format that is appropriate to the report type
summarises all sections of the report in the executive summary
states recommended actions in clear concise statements and justifies these in relation to the findings of the report
uses language appropriate to the assumed relationship between the writer and the reader

Where can I get more detailed information about writing reports?
If students need more help with the assessment, other than that given in class, they should contact library or FBEDU staff.

5. Assessment five - examination - 25% UNSW exam period – three hours
All topics of week 7-14; the format is both case study and essay questions and will examine application of knowledge and critical analysis.

6. Assessment six - class participation – 10%
Participation is through informed discussion and critical analysis; it is ongoing in all classes. Students must bring to the workshop 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. Students will be allocated into groups of three or four by NM and work within them for the workshop each week. Students are encouraged to draw on personal tourism experience to illustrate, apply, explore and challenge a point, developing the ability to locate it within some theoretical framework and suggest feasible solutions.

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

5.4 Late Submission
Information about late submission of assignments, including penalties, is available on the School of Marketing’s website
http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritance
Due times and 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 all such circumstances the student must see the Faculty counsellor and due process initiated.

5.5 Special Consideration and Supplementary examinations
Details relating to procedures for special consideration and supplementary exams can be found at:
NOTE: You only have 3 days from the due date of the assessment/exam in which to lodge a special consideration form.

5.6 Assignment Format

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

6. ACADEMIC HONESTY AND PLAGIARISM

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

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

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

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

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

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

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:
• correct referencing practices;
• paraphrasing, summarising, essay writing, and time management;
• appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

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

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

7. STUDENT RESOURCES

7.1 Course Resources

Texts (available for purchase in the UNSW bookshop)

Study Kit:
Mistilis, N. (2007) TAHM5010; Contents:

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

http://www.abs.gov.au/Websitedbs/c311215.nsf/22b99697d1e47ad8ca2568e30008e1bc/2ca1bbf5a5d82db8ca256722072eab3!OpenDocument


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

**Videos**

1. Four Corners television program (1996) *The dugong and the developer* [videorecording]
   Corporation: Australia

**Newspapers and magazines:**

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

**Other reference material held in library**

Mak, James. (2003) *Tourism and the economy*. Honolulu, HI : University of Hawai'i Press,
SREF338.479105/23

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

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

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

Australian Bureau of Statistics

Tourism Australia
http://www.tourism.australia.com/

TRA Tourism Research Australia
www.tra.australia.com/

Office of national tourism
www.tourism.gov.au/

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

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

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<th>Journal</th>
<th>Call Number</th>
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<tbody>
<tr>
<td>Annals of Tourism Research</td>
<td>S338.479105/3</td>
</tr>
<tr>
<td>Australian Journal of Hospitality Management</td>
<td>S657.9494005/1</td>
</tr>
<tr>
<td>Bureau of Tourism Research Publications</td>
<td>SQ647.9494005/2</td>
</tr>
<tr>
<td>Cornell hotel and restaurant administration quarterly</td>
<td>SQ647.9405/5</td>
</tr>
<tr>
<td>Events Management</td>
<td></td>
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<tr>
<td>Hospitality research journal: the professional journal of the Council on Hotel, Restaurant, and Institutional Education</td>
<td>S647.9405/4</td>
</tr>
<tr>
<td>Hospitality &amp; tourism educator / Council on Hotel, Restaurant &amp; Institutional Education</td>
<td>SQ647.9405/7</td>
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</table>
7.2 Other Resources, Support and Information

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

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

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

- **Counselling support** - [http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au)

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

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


8. CONTINUAL COURSE IMPROVEMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW’s Course and Teaching Evaluation and Improvement (CATEI) Process ([http://www.ltu.unsw.edu.au/content/course_prog_support/catei.cfm?ss=0](http://www.ltu.unsw.edu.au/content/course_prog_support/catei.cfm?ss=0)) is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students.
### 9. Course Schedule

<table>
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<tr>
<th>WEEK BEG.</th>
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<tbody>
<tr>
<td>26 Feb</td>
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<td>Welcome to the course; Topic &amp; course overview; Profile of students; class occupational health and safely</td>
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**TOPIC: INTRODUCTION**
1. text chapter outline  
2. academic study of tourism  
3. what is tourism? Definitions

**WORKSHOP - prepare tasks:**
Text Q1, 3, 7

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<tr>
<th>5 March</th>
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**TOPIC 1: THE TOURISM SYSTEM - models & statistics**
1. systems approach  
2. tourism models  
3. tourism statistics

**WORKSHOP - prepare tasks:**
In your group present to class these prepared tasks; most innovative correct presentation awarded ‘best effort’. Prepare tasks:
1. 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);
2. Prepare: Make a *non Australian* itinerary for a couple on a weekend overnight break/holiday Use event based model and identify spending in three separate categories  
3. Text case study - Sars

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<tr>
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<td>Questions text Q2, 3, 9, 10; Case study Kakadu text pp167-169</td>
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<td><em>Feedback report writing – fieldtrip assignment</em>&lt;br&gt;&lt;br&gt;<strong>TOPIC III: TOURISM MARKETS &amp; MARKETING</strong>&lt;br&gt;- Markets&lt;br&gt;- Market trends&lt;br&gt;- Destination selection&lt;br&gt;- Market segmentation&lt;br&gt;- Marketing&lt;br&gt;  1. services marketing&lt;br&gt;  2. managing supply &amp; demand&lt;br&gt;  3. market failure&lt;br&gt;  4. strategic tourism marketing&lt;br&gt;  5. marketing mix&lt;br&gt;&lt;br&gt;<strong>WORKSHOP – prepare tasks:</strong>&lt;br&gt;  1. Questions text ch six, Q3; 10a,b&lt;br&gt;  2. Pure New Zealand text pp235-237</td>
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<td>30 April</td>
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<td><strong>TOPIC IV: MANAGEMENT</strong>&lt;br&gt;- planning – government, industry&lt;br&gt;&lt;br&gt;<strong>WORKSHOP – prepare tasks:</strong>&lt;br&gt;Reading Q4, 5&lt;br&gt;Video Port Hinchinbrook Development (PHD):&lt;br&gt;  1. What stakeholders were involved in Port Hinchinbrook Development (PHD)?&lt;br&gt;  2. What politics affected the history of the proposed PHD?&lt;br&gt;  3. Identify main issues of integrated ST planning exposed for PHD.&lt;br&gt;  2. Describe the integrated ST planning process in region of PHD, which should have been undertaken.</td>
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<td>7 May</td>
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<td>- information &amp; communication technology (ICT)&lt;br&gt;&lt;br&gt;<strong>WORKSHOP – prepare tasks:</strong>&lt;br&gt;Reading:&lt;br&gt;  1. self check Q1-5&lt;br&gt;  2. Mini case 19.1 - last minute.com</td>
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<td>- information &amp; communication technology (ICT) contd&lt;br&gt;&lt;br&gt;<strong>WORKSHOP – prepare tasks:</strong>&lt;br&gt;Reading:&lt;br&gt;  1. Essay Q1, 2, 5&lt;br&gt;  2. Case Study 19.1 Amadeus</td>
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<td>4 June</td>
<td>14</td>
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APPENDIX A
Assessment one - Critical review of journal article - 15%

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<tr>
<th>Topic:</th>
<th>Article review</th>
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<tbody>
<tr>
<td>Length:</td>
<td>800 words</td>
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<tr>
<td>Date Due:</td>
<td>Wk 3, 4 – explain choice in workshop</td>
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<td></td>
<td>1730 hrs Thursday week 5</td>
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</table>

The student will write a critical review, approximately 800 words in length, on one recent academic journal article (last three years) related to tourist/tourism trends or the tourist experience. The journal article must be attached to and submitted with the assignment. Note that non-academic articles will not be accepted or marked. The list of tourism journals below provides a starting point for finding an acceptable article. See the FB 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. This is also loaded in course Vista site under “Other stuff” folder:

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?


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

The critique will consist of two parts:

a) concise outline of the essential argument, which the article is putting forward (200 words);
b) critical evaluation of the argument (600 words) which will assess the contribution of the article to our knowledge of tourism and its relevance to the topic. Criteria of evaluation include:

- Summary of the purpose and main idea of the article - that is, an analytical summary of main findings/arguments/conclusions of article
- strengths/usefulness of article, including how (if at all) the article contributes to the literature in tourism management
- weaknesses/limitations/problems of the article
- Concluding remarks - summarise the previous discussion and make a final judgement on the value of the article; comment on the future of the issue/topic or implications of the view expressed.

The student will explain to the class in week three or four how the article relates to the tourism topic.

<table>
<thead>
<tr>
<th>Grading criteria: Section 1 below is each worth 3 marks; section 2 &amp; 3 are each worth six marks</th>
<th>comments</th>
<th>mark</th>
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<tr>
<td>1. Appropriate choice of article; written presentation style including proper sentence structure, grammar, spelling;</td>
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<td>2. Concise outline – demonstrated ability to identify and describe the essential argument in the article</td>
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<td>3. Critical evaluation – insight into the value of the article to body of knowledge of tourism</td>
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TOTAL

ASSESSOR: Nina Mistilis
APPENDIX B

Assessment three – Rocks Field Trip Report– 30%

Topic: Managing the tourist experience in an historic precinct
Length: 3000 words
Date Due: Report due Week 9, 1730 hrs Thursday
Background readings: Hayllar & Griffin (2005); Litvin (2005) (both in study kit)

TOPIC: Managing the tourist experience in an historic precinct

This is a group assignment of two students and its purpose is to expose you to aspects of the tourism operation and management at the destination level. See Appendix for marking criteria.

Objectives of the field trip
- 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 of the tourism experience
- To increase understanding of the tourist experience and the structure of tourism
- To understand the challenges for management to deliver a competitive precinct destination tourism product 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 provides a competitive tourist experience within a framework of sustainable tourism development

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

2. Business
   - Walk around the Rocks precinct:
     - note the names, number and type of different of tourism related businesses in at least two industry sectors
     - choose one business from each sector which earns significant revenue from tourism
     - Describe each business briefly, including its industry sector.
     - Speak to the business managers, introducing yourselves as UNSW students and find out the following:
       - % of their overall business is derived from tourists
       - what tourist experience they aim to provide
       - what are two main tourism issues in the Rocks precinct

3. The tourists
   - Interview four separate tourists (2 male, 2 female); find out the following information
     - demographic - age group /gender /country/suburb of residence
     - main purpose of visit to the Rocks
     - how obtained tourist information, how useful it was
     - construct their day trip (sketch it on map and describe)
     - what their experience has been like – eg what they enjoyed, what they did not like
     - how it could be improved (if at all; you may relate visitors answers to Q5)
     - today - where & how much $ spent ($ no cents!) eg café, transport, gifts (if agreeable to respond to ‘how much’ – do not insist on answers), draw up & input into the events model

4. The destination manager
   - What kind of environment have the destination managers tried to create for tourism in the Rocks precinct? Have they been successful?
   - Analyse two challenges which arise from your readings regarding an historic precinct, as applicable to the Rocks
   - Finally write summary of one page max of the report about managing the tourist experience in an historic precinct.

As a guide to writing your report, ensure that it includes at least four recent (last six years) journal articles as references for Q4 “The destination manager” and a heading for an executive summary, introduction, each activity and the conclusion. ……

Grading criteria:

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<th>Each section below is worth six marks</th>
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<td>Presentation style (including proper sentence structure, grammar, spelling, &amp; format); executive summary</td>
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ASSESSOR: Nina Mistilis
## ASSIGNMENT COVER SHEET

**School Marketing SERV program**

*Please complete all areas of this form, sign, and attach to each submitted assignment. Submit each assignment according to the instructions provided in your Course Outline.*

### A. STUDENT/S TO COMPLETE

<table>
<thead>
<tr>
<th>Course Number: TAHM5010</th>
<th>Course Name: Global Perspectives in Tourism</th>
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<tbody>
<tr>
<td>Student ID Number:</td>
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<tr>
<td>Lecturer Name: DR NINA MISTILIS</td>
<td>Tutor Name:</td>
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**Declaration**

I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit elsewhere, and acknowledge that the assessor of this item may, for the purpose of assessing this item:

- Reproduce this assessment item and provide a copy to another member of the University and/or;
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the assessment item on its database for the purpose of future plagiarism checking).

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

Student Signature:  
Date:  

### B. MARKER TO COMPLETE

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Comments:  


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TAHM5010-07 – Global Perspectives in Tourism  
Page- 22
Please evaluate the overall contribution to group work of each of your team members by ticking the appropriate category in the three questions below. Rate yourself also.

1. What was the level of consistent effort of each team member?

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Comments (if any)

2. What was the time input of each team member?

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Comments (if any)

3. What was the overall contribution of each team member?

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Comments (if any; if many – write over on back of page)