



**International College of Management Sydney**

In association with

**Macquarie University  
Division of Economic and Financial Studies  
Graduate Accounting and Commerce Centre**

**International Tourism  
ICMS831**

**Unit Outline  
Semester 1 - 2007**

*Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit.*

**Lecturer:**

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## 1) Introduction – International tourism

This unit has been designed to draw together many contemporary issues in international tourism. These issues reflect current perspectives and theories of tourism that are examined within the context of the evolution of tourism as a discipline. The unit builds on the events and literature of recent years, discusses current political and economic issues and analyses international developments in tourism that change the way these services are branded and packaged. Theoretical frameworks are used with practical applications highlighting the linkages that exist in the international market.

The tourism industry is the largest and most fragmented industry in the world economy. As societies increased their wealth, education and leisure time, so has domestic and international tourism. The World Tourism Organisation predicts that by 2010 there will be in excess of one billion international visitor per annum. This growth in international visitor numbers has changed the dependence of many national and regional economies. Tourism receipts have become the main economic driver for many communities, however this has come at a cost to each and every destination. International tourism studies the evolution of the tourism industry, its benefits and impacts and provides critical commentary on future mitigation programs. Considering domestic and international destinations, students will understand and appreciate tourism as a destination management system.

Presented in a lecture/tutorial/case study format, the classes emphasise *analytical learning*. Students gain the maximum benefit by thinking critically about the concepts and various factors discussed in lectures/tutorials and then applying to the selected case studies. This unit uses and critiques the relevant theory necessary to understand international tourism and link these concepts to specific destinations in the real-world. Using this method of learning, you will understand how these theories have been applied appropriately and inappropriately in many destinations. Similarly, that some theories are not applicable to selected destinations.

## 2) Unit Objectives

The aim of this unit is to ensure that future managers and decision makers working in tourism have a thorough knowledge of its complex nature and the characteristics that underpin this discipline.

### **LEARNING OUTCOMES**

At the end of this unit the student will be able to:

- develop critical analytical skills which are important in the development and delivery of global tourism products;
- outline the broad process of tourism development and delivery with particular emphasis on the application to individual case studies;
- examine the issues of sustainable tourism;
- summarise the economic, social and environmental impacts of tourism from an international perspective;
- discuss the role of government in the delivery of tourism;
- outline the process of developing tourism policies in terms of urban transport systems;
- analyse the issues and challenges facing developing nations with respect to development and delivery of tourism; and
- examine the structure and performance of various tourism special interest groups.

### 3) Unit Approach

This unit is lecture – tutorial based. Typically, the class-time structure will be as follows:

<b>Hour</b>	<b>Type</b>	<b>Activity</b>
<b>0.75</b>	<b>Revision and discussion of previous topics and case studies</b>	<ul style="list-style-type: none"> <li>▪ Revision of materials/case studies from previous sessions</li> <li>▪ Brief discussion of questions you might have</li> <li>▪ Discussion of the current lecture's topics</li> <li>▪ Break</li> </ul>
<b>1.5</b>	<b>Lecture</b>	<ul style="list-style-type: none"> <li>▪ Presentation and discussion of course content and theories</li> <li>▪ Discussion of examples linked to theories</li> <li>▪ Break</li> </ul>
<b>0.75</b>	<b>Distribution of case study</b>	<ul style="list-style-type: none"> <li>▪ Discussion of case study for revision</li> <li>▪ Direction on learning objectives of self directed activities</li> <li>▪ Class consultation with students</li> </ul>

- Revision and discussion: students are required to study the theories, presented in class, and fully understand the author's application. The student should then critique the validity of such theories on selected destinations. Application of the theories to selected destinations and case studies should be completed as self-directed learning. All students should be prepared to actively discuss these case in class the following week
- Lectures: international tourism theory and concepts will be presented from the primary text, while additional theories will be introduced from supplementary readings. The primary objective of these sessions is to present, explain and apply the theory to selected destinations. Students are encouraged to think of their home cities and places to which they have travelled
- During tutorial sessions students will present real-world cases and lead the class discussion. Generally, the focus here is on a thorough analysis of the situation by conducting research, applying theory to the case, evaluating possible options and recommending a realistic and promising solution. Further details regarding the case study assignment are discussed in section six.

- The lecture notes will be posted on **Blackboard** prior to the subject delivery. Please note: there may be changes to these notes due to updates and ongoing research

#### 4) Unit Time and Location

All classes are offered at the Manly Campus. Lectures and tutorials run concurrently in the session.

#### 5) Subject Pre-requisite and Assessments

There are no pre-requisites for this subject

#### 6) Assessment schedule

The assessment components of this unit are as follows:

<b>Component</b>	<b>Weighting</b>	<b>Assessment</b>
<b>Case Study: Report</b>	<b>15%</b>	One mark per report
<b>Case Study: Report and Presentation</b>	<b>35%</b>	One mark per report
<b>Final Exam</b>	<b>50%</b>	Individual mark
<b>Total</b>	<b>100%</b>	

- All students are required to complete assigned readings; prepare for and attend all classes (i.e. class attendance and participation is compulsory); participate in class discussions; complete assignments (including case presentations); and complete the final examination.
- 80% attendance at classes (i.e. lectures and tutorials) is a prerequisite to passing this course. Attendance will be taken at the *beginning of class* to ensure this.
- Case assignments submitted after the due dates have to be accompanied by a doctor's certificate. Five marks will then be deducted for each day late. If you are unable to provide a doctor's certificate, you will be awarded zero marks.

- **Pass:** Besides having to pass this unit *overall* (i.e. achieving a final mark of minimum 50 out of 100 points), students must also pass the final exam
- *Appeals for alteration of grades:* Students wishing to appeal their grade must do so through the authorised University channel. The only time marks can be changed is due to an error in adding up. As this is done automatically through a spread-sheet, it is highly unlikely that this situation will ever arise.

### **Case Studies**

Case studies will be used to generate discussion and enrich your understanding of international tourism issues as well as to improve your information collection and interpretation skills. The purpose is to apply theoretical concepts to real-world cases. This assignment takes a team approach so students will need to work with other class members. Students are required to undertake these case studies as self directed learning. Students are encouraged to research the cases in pairs or small groups. This stimulates debate and challenges interpretation and application. All students are required to actively participate in classroom discussion of the case. Accordingly, *all* students, not only the ones presenting, must come to class having thoroughly read the case allocated for that week.

### **7) Exam**

The final exam will consist primarily of *essay-type questions* and will take place during week 13 during regular class times. This exam is *closed book* and *no dictionaries* will be allowed. You will be tested on all topics covered during class and tutorials, *including videos, class handouts; possible talk(s) of guest speaker(s) and material not mentioned in the official class notes*. Please note that, due to time constraints, it is impossible to cover each and every slide of the lecture notes during lecture time. It is incumbent upon all students to read the relevant textbook chapters as part of the overall course requirements and to study material not specifically discussed during class on their own (since this could also be tested). The exam also covers the assigned case studies discussed in tutorials.

The final exam *must* be taken when scheduled. The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable

disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at: <http://www.reg.mq.edu.au/Forms/APSCons.pdf>

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period. You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. Students should also note that supplementary exams are subject to a more rigorous marking procedure owing to the benefit of extra study time for the student.

## **8) Textbook and related materials**

### **Required textbook**

#### **Essential text:**

Hall, C. M. (2003) *Introduction to Tourism; development, dimensions and issues*, 4<sup>th</sup> Ed. Longmann, South Melbourne.

#### **Also recommended:**

Pearce, P.L., Morrison, A.M. & Rutledge, J.L. (1998) *Tourism: Bridges across continents*, McGraw-Hill, Roseville.

Weaver, D. & Lawton, L. (2002) *Tourism Management*, 2<sup>nd</sup> Ed., Wiley, Brisbane.

#### **References:**

Bull, A. (1991) *The Economics of Travel and Tourism*, Pitman, Melbourne.

Cooper, C. (1998) *Tourism principles and practice*. England, Addison Wesley Longman Higher Education.

Jafar, J. (Ed) *Encyclopedia of tourism*, USA, Routledge.

Pearce, P. L., Morrison, A. M. and Rutledge, J. L. (1998) *Tourism: Bridges across continents*, Australia, McGraw-Hill.

Ross, G. (1998) *The Psychology of Tourism*, 2<sup>nd</sup> Edition, Melbourne, Hospitality Press.

Tourism Task Force (2002) Bringing tourism jobs home to regional Australia: The tourism employment atlas. Paper presented by Oliver Jenkins at the 12<sup>th</sup> International Research Conference and Council for Australian Tourism and Hospitality Educators (CAUTHIE). Freemantle February 2002 <<http://www.ttf.org.au/bookshop.asp>>



Stimson, R., Daly, M., Jenkins, O., Robert, B. and Ross, S. (1996) *Tourism in Australia: An Overview of Trends, Issues & Prospects*. Occasional Paper No.23, Bureau of Tourism Research.

**Journals:**

Annals of Tourism Research  
 Australian Journal of Hospitality and Tourism Management  
 Bureau of Tourism Research Publications  
 Information Technology and Tourism  
 Journal of leisure research  
 Journal of sustainable tourism  
 Journal of Tourism Studies  
 Journal of Travel and Tourism Marketing  
 Tourism, Culture & Communication  
 Tourism Economic  
 Tourism Management

Office of National Tourism: <http://www.dist.gov.au/tourism/>

World Tourism organisation: <http://www.world-tourism.org/>

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

Australian Bureau of Statistics: <http://www.abs.gov.au/>

## 9) Teaching Staff

<b>Lecturer</b>	<b>David McDonald</b>	▪ Email: <a href="mailto:dmcdonald@icms.edu.au">dmcdonald@icms.edu.au</a>
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## 10) Cheating and Plagiarism

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own". Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found here: <http://www.student.mq.edu.au/plagiarism/>

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in unit, and/or referral to the University Discipline Committee.

## **11) University Policy on Grading**

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e. the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performance of their students should achieve similar results.

It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit. In fact it does something like the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a unit. The process of scaling does not change the order of marks among students.

## **12) Student Support Services**

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au/>.

### 13) Dress Code for students at the International Campus in Manly

The International College of Management Sydney is a leading educator in hotel management, tourism and associated service industries. To encourage a spirit of excellence in personal appearance as part of our education program, preparing graduates for careers in service industries, the College expects all staff and students to conform to a professional level of dress while on College premises. The College has a mandatory dress code for all its undergraduate students which Masters students are asked to respect. Below is the dress code that currently applies:

Female acceptable	Male acceptable
<ul style="list-style-type: none"> <li>- Coordinated business suit</li> <li>- Skirts knee length and below</li> <li>- Make up simple and natural</li> <li>- Panty hose are not compulsory but recommended</li> <li>- Boots only with business pants</li> <li>- Business like shoes</li> <li>- Business skirt or pants with shirt or high neck long sleeve top</li> <li>- Jumpers and vests over shirt/top</li> </ul>	<ul style="list-style-type: none"> <li>- Business suit</li> <li>- Business pants with shirt or high neck long sleeve top</li> <li>- Polo neck tops</li> <li>- Conventional haircut above the collar</li> <li>- Long hair in one ponytail</li> <li>- Trimmed and clean beards or moustaches</li> <li>- Business like shoes preferred however ankle boots permitted</li> <li>- Jumpers and vests over shirt/top</li> </ul>
Female not acceptable	Male not acceptable
<ul style="list-style-type: none"> <li>- Any denim</li> <li>- Open toe, platform or sports shoes</li> <li>- Wearing visible earrings or studs apart from on ear lobes</li> <li>- Visible tattoos</li> <li>- T-shirts</li> <li>- Revealing necklines</li> <li>- Extreme hair colours or styles</li> <li>- Stirrup pants</li> <li>- Midriff tops</li> </ul>	<ul style="list-style-type: none"> <li>- Any denim</li> <li>- Open toe, platform or sports shoes</li> <li>- Wearing visible earrings, studs, necklaces or bracelets</li> <li>- Visible tattoos</li> <li>- T-shirts</li> <li>- Extreme hair colours or styles</li> <li>- Rings on thumb or index finger</li> </ul>

All students taking MIB and MCom units at the International Campus are expected to abide by the dress code while attending classes or elsewhere on the Campus, including the computer laboratories or the Courtyard Café. Please note that the Pollard Resource Centre is free of dress rules. **Students who do not respect the dress code may be asked to leave the campus.** The College reserves the right to determine whether specific items of dress are within the code or not. *Thank you for being part of our great College community. Not just an education! An experience!*

## 14) ICMS 831 – Lecture and Tutorial Outline

Session	Topic – Activity - Reading
1	<p><b><u>Topic: The Scope of tourism studies.</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Activity 1: Scheme of Work and introduction.</li> <li><input type="checkbox"/> Activity 2. Getting to know Tourism</li> </ul> <p>Reading from: Text: Hall, Chapters 1-2.</p>
2	<p><b><u>Topic: Destinations and attractions</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Activity 1: Burton’s Four Phases of Tourism Participation.</li> <li><input type="checkbox"/> Activity 2*: How societal changes affect tourism demand.</li> </ul> <p>Reading from: Text: Hall Chapter 3-4</p>
3	<p><b><u>Topic: Demand for Tourism</u></b> <b>Activity – Burton’s phases</b></p> <p>Reference: Weaver and Lawton</p>
4	<p><b><u>Topic: Governments – Interaction with Tourism.</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Activity 1: White Paper - Australia</li> <li><input type="checkbox"/> Activity 2:</li> </ul> <p>Reading from: Text: Hall Chapters 5 &amp; 6</p>
5	<p><b><u>Topic: The Economics of travel and tourism.</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Activity 1: Mauritius Case Study.</li> <li><input type="checkbox"/> Activity 2: Bali (after the bomb)</li> </ul> <p>Reading from: Text: Hall Chapters 7 &amp; 8</p>
6	<p><b><u>Topic: Distribution – Tourism Services</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Activity: Review and analysis of tourism brochures</li> </ul> <p>Reading from: Pearce Chapters 6 to 10.</p>

7	<p><b><u>Topic: Economics of tourism – Industry and labour</u></b></p> <p><input type="checkbox"/> <b>Activity 1:</b> Reading from: Hall Chapter 4: Pearce Chapter 4.</p>
8	<p><b><u>Topic: Social impacts of tourism</u></b></p> <p><input type="checkbox"/> <b>Activity 1: Discussion Sex Tourism.</b> <input type="checkbox"/> <b>Activity 2: Discussion Authenticity.</b> Reading from: Hall Chapter 9</p>
9	<p><b><u>Topic: Ecological impacts and Tourism</u></b></p> <p><input type="checkbox"/> <b>Activity 1: Himalayas</b> <input type="checkbox"/> <b>Activity 2*: Machu Pichu</b> Reading from:</p>
10	<p><b><u>Topic: Tourism Planning &amp; Destination development.</u></b></p> <p><input type="checkbox"/> <b>Activity 1: Green Globe Case Studies.</b> Reading from: Hall Chapters 11 Weaver &amp; Lawton Chapter 10</p>
11	<p><b><u>Topic: Sustainable Tourism</u></b></p> <p><input type="checkbox"/> <b>Activity 1: Tourism Development in Bhutan: Tensions between Tradition and Modernity</b> <input type="checkbox"/> <b>Activity 2*: Student presentations.</b> Reading from:</p>
12	<p><b><u>Topic: Special interest tourism in peripheral areas and the future of tourism</u></b></p> <p>Reading from: Hall Chapters 12</p>
	Final Exam