



TOUR20021 Tourism Impacts on Community, Culture and Heritage

Term 2 - 2017

Profile information current as at 02/05/2024 08:33 am

All details in this unit profile for TOUR20021 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit will develop your understanding of the socio-cultural impacts of tourism from a global perspective, focusing specifically on the aspects of community development, Indigenous culture, and heritage protection. You will understand the importance of using a sustainable tourism approach to critically evaluate the socio-cultural impacts of tourism. Topics covered in this unit include: positive and negative socio-cultural impacts; communities in a global context; community well-being; pro-poor tourism; Indigenous cultures; cultural heritage; evolving societies; effective management and engagement strategies. The unit will also provide a critical understanding of the concepts of commodification, authenticity and social licence to operate.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2017

- Cairns
- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Practical and Written Assessment**

Weighting: 40%

2. **Presentation**

Weighting: 20%

3. **Written Assessment**

Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback

Feedback

The use of a range of readings, materials and sources in support of the textbook was informative and kept the unit interesting. This approach also enhanced the ability to demonstrate the application of theories in real world settings.

Recommendation

This unit will continue to supplement the text book (prescribed) with additional readings, case studies, current events/media and Youtube clips, etc to ensure the topics covered are relevant and current for students to enhance their learning experience.

Feedback from Self-reflection

Feedback

The workshops contained a mix of theory, case studies, discussions and activities, which worked well. However, there are opportunities to incorporate more student-led learning experiences into the unit.

Recommendation

Create opportunities for student-led learning in 2017 by increasing the number of workshop activities and modifying the workshop delivery.

Feedback from Student feedback, industry feedback

Feedback

Students are managing time commitments between study, work and family, etc.

Recommendation

Continue to run units in intensive mode (via Cairns campus) with the option of weekends over weekdays.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. critically examine both positive and negative socio-cultural impacts of tourism, on the communities, culture and heritage in a range of tourism destination settings;
2. describe and communicate a range of theories and their application to the management of socio-cultural impacts of sustainable tourism;
3. review and evaluate current issues and challenges in implementing socio-cultural principles and practices;
4. identify and analyse the linkages between socio-cultural sustainability, community and economic and environmental sustainability principles; and
5. apply your knowledge to plan, develop and evaluate a socio-cultural impact assessment strategy.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Practical and Written Assessment - 40%	•	•	•	•	

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
2 - Presentation - 20%		•	•	•	
3 - Written Assessment - 40%	•		•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	○	○	○	○	○
2 - Communication	○	○	○	○	○
3 - Cognitive, technical and creative skills	○	○	○	○	○
4 - Research	○	○	○	○	○
5 - Self-management	○		○	○	○
6 - Ethical and Professional Responsibility	○	○	○	○	○
7 - Leadership					○
8 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Practical and Written Assessment - 40%	○	○	○	○	○	○	○	
2 - Presentation - 20%	○	○	○	○	○	○	○	
3 - Written Assessment - 40%	○	○	○	○	○	○		

Textbooks and Resources

Textbooks

TOUR20021

Prescribed

Cultural Heritage and Tourism: An Introduction

(2011)

Authors: Dallen J. Timothy

Channel View Publications

Bristol , United Kingdom

ISBN: 978-1-84541-176-3

Binding: Paperback

Additional Textbook Information

Additional readings will be accessible via Moodle.

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Michelle Thompson Unit Coordinator

m.thompson@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Workshop 1: An introduction to sustainable tourism & communities	Text chapter 1 Where required, links to additional readings will be available on Moodle.	

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Workshop 2: Evolving nature of society, tourism & tourists	Text chapters 2, 5 Where required, links to additional readings will be available on Moodle.	

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Workshop 3: Cultural tourism	Text chapters 3, 4, 12 Where required, links to additional readings will be available on Moodle.
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Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Workshop 4: Tourism impacts on community, culture & heritage (1)	Text chapters 7, 10 Where required, links to additional readings will be available on Moodle.	

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Workshop 5: Tourism impacts on community, culture & heritage (2)	Course text chapter 9 Where required, links to additional readings will be available on Moodle.	

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Vacation Week		

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Workshop 6: Tourism, Indigenous communities & culture	Text chapters 19, 20 Where required, links to additional readings will be available on Moodle.	

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Workshop 7: Pro-poor & community-based tourism	Where required, links to additional readings will be available on Moodle.	

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Workshop 8: Tourism as a replacement industry & heritage perspectives	Text chapters 16, 17 Where required, links to additional readings will be available on Moodle.	Distance students: Practical and Written Assessment (40%) Due: Week 8 Monday (4 Sept 2017) 6:00 pm AEST

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Workshop 9: Governance, heritage & communities	Text chapters 6, 8 Where required, links to additional readings will be available on Moodle.	

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Workshop 10: Management strategies & policies to achieve sustainable outcomes for communities	Text chapters 9, 11, 13 Where required, links to additional readings will be available on Moodle.	Distance students: Presentation (20%) Due: Week 10 Monday (18 Sept 2017) 9:00 am AEST

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Workshop 11: Future opportunities and challenges in an era of change	Text chapter 22 Where required, links to additional readings will be available on Moodle.	

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Workshop 12: Presentations

On-campus students: Presentation is due Thursday, 5 October 2017
Distance students:

Written Assessment (40%) Due:
Week 12 Friday (6 Oct 2017) 6:00 pm AEST

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter
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Events and Submissions/Topic

On-campus students: Practical & written assessment is due Monday 9 October, 2017

Exam Week - 16 Oct 2017

Module/Topic	Chapter
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Events and Submissions/Topic

No exams are scheduled for this unit.

On-campus students: Written assessment is due Monday, 16 October 2017

Term Specific Information

This unit is delivered on-campus in Cairns as an intensive in Weeks 10 and 12 of Term 2, and via distance over the course of Term 2 (Weeks 1 - 12). Please take note of assessment due dates as these have been designed to fit the mode of delivery.

Assessment Tasks

1 Practical and Written Assessment (40%)

Assessment Type

Practical and Written Assessment

Task Description

Overview:

Cultural tourism is comprised of many types of experiences that not only portray elements of a destination's culture, but can impact on the destination's community, culture and heritage. This assessment is designed to assess students' critical thinking of cultural tourism, by reflecting on socio-cultural impacts as well as incorporating issues of sustainability.

You are required to upload a maximum 1500 word blog post that comments on a cultural tourism activity you have recently experienced. The blog should be a reflective account that considers your attitudes towards the experience, and critically analyses how the cultural aspects of the experience were portrayed drawing on theoretical concepts covered in the workshops. You should also discuss how and why sustainability principles were/were not incorporated into the experience.

When selecting a suitable cultural experience, you can choose from one of the following options:

1. If studying face-to-face in Cairns, you may choose the field trip to Mossman Gorge that you participated in as part of TOUR20020 **OR**
2. If studying face-to-face in Cairns, you may choose another cultural experience you have participated in **OR**
3. If studying online, you may choose a recent cultural experience you participated in from your region that portrays the local culture and/or cultural heritage

The blog post should address the following:

- Clearly identify the cultural experience being reported
- Describe the socio-cultural and sustainability aspects of the experience
- Critically analyse the experience in relation to theoretical concepts covered in workshops
- Consider sustainability principles in conjunction with socio-cultural impacts
- Reflect on your attitudes towards the experience
- Photos, illustrations and/or diagrams may be included

Format of the blog:

- Blog title and byline including student name, student number, due date
- Blog should be no more than 1500 words in length (excluding references)
- The blog can include pictures and other media where appropriate, to support the text
- References to sources used in the blog should be listed at the end in APA format
- References can include academic and grey (non-academic sources, such as attraction websites) literature, but must include a minimum of 4 academic sources (eg. journal article or academic book)

Assessment Due Date

Week 8 Monday (4 Sept 2017) 6:00 pm AEST

Return Date to Students

Week 9 Friday (15 Sept 2017)

Weighting

40%

Assessment Criteria

- Evaluation of the experience: clearly identify and describe the experience; critically analyse and evaluate the experience within a sustainable tourism context using key terms; reflect on socio-cultural issues and sustainability principles, as well as community attitudes
- Content development: logical flow of ideas; critical and reflective analysis; clear, concise and cohesive argument; demonstrates use of sources and evidence
- Style and conventions: correct use of formal and informal rules inherent in expectations for writing a professional blog that is critical and reflective
- Syntax and mechanics: sentence construction; grammar, punctuation and spelling; number of references used; references formatted using APA

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Upload to Moodle page

Learning Outcomes Assessed

- critically examine both positive and negative socio-cultural impacts of tourism, on the communities, culture and heritage in a range of tourism destination settings;
- describe and communicate a range of theories and their application to the management of socio-cultural impacts of sustainable tourism;
- review and evaluate current issues and challenges in implementing socio-cultural principles and practices;
- identify and analyse the linkages between socio-cultural sustainability, community and economic and environmental sustainability principles; and

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

2 Presentation (20%)

Assessment Type

Presentation

Task Description

Overview:

The potential of tourism development to impact on communities and cultures in a way that maximises the positive outcomes while minimising negative outcomes has been widely discussed and debated within the academic literature. This assessment is designed to assess students' presentation skills, by demonstrating their ability to analyse information on a particular topic to formulate and communicate a clear and concise argument.

You are required to give a 15 minute presentation, with an additional 5 minutes for questions, that either agrees or disagrees with one of the following statements about tourism and communities, culture and heritage. During the presentation, you will debate one of the statements, building an argument that is supported with evidence, in an effort to convince the audience of your point of view. You are also required to submit a hard copy of your visual aids (Powerpoint slides) and reference page.

You are to choose **one** of the following statements to debate:

1. Sustainable tourism is an effective strategy that contributes to world peace
2. Sustainable tourism is an important global activity for the conservation and preservation of culture/cultural heritage
3. Sustainable tourism enhances the livelihoods of communities in developing countries **OR**
4. A similar statement agreed upon by the lecturer and student that analyses an area of tourism, sustainability and communities, culture and heritage

The presentation should address the following:

- Clearly identify the statement being debated and the position (agree/disagree)
- Introduce theoretical concepts underpinning the argument (for/against)
- Build an argument (for/against) that demonstrates the application of theory with practical, global examples
- Considers an alternative position and argues why this is not suitable
- A minimum of 8 references should be used, and at least half (4) should be from academic sources

Format of the presentation:

- 15 minute presentation which may be supported with visual aids (eg. Powerpoint slides), plus 5 minutes for audience questions
- As a guide, you should use 12-15 Powerpoint slides
- Before the presentation, a hard copy of Powerpoint slides is to be submitted, with title page with statement identified, student name, student number, due date, and a reference page with key sources in APA format

Assessment Due Date

Week 10 Monday (18 Sept 2017) 9:00 am AEST

Presentations will be assessed during a live Zoom session

Return Date to Students

Week 11 Wednesday (27 Sept 2017)

Weighting

20%

Assessment Criteria

- Issue identification: clear identification of statement and your position (for/against)
- Evaluation of socio-cultural factors: critical evaluation and analysis of the statement and position; incorporation of theoretical principles; use of theoretical evidence (sources) and practical examples to support your argument
- Content development: logical flow and clarity of the argument throughout presentation
- Style and conventions: correct use of formal and informal rules inherent in expectations for a presentation, including appropriate use of support materials (visual aids)
- Syntax and mechanics: use of visual aids; presentation techniques and style; number of sources used; references formatted using APA

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Offline

Submission Instructions

A copy of the Powerpoint slides, including a title and reference pages is to be submitted on the day of the presentation.

Learning Outcomes Assessed

- describe and communicate a range of theories and their application to the management of socio-cultural impacts of sustainable tourism;
- review and evaluate current issues and challenges in implementing socio-cultural principles and practices;
- identify and analyse the linkages between socio-cultural sustainability, community and economic and environmental sustainability principles; and

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

3 Written Assessment (40%)

Assessment Type

Written Assessment

Task Description

Overview:

This unit examines the impact of tourism on socio-cultural elements of destinations, focusing on aspects of community, culture and heritage. This assessment is designed to assess students' ability to apply theoretical understanding to the development and management of tourism impacts on communities, culture and heritage in tourism destinations.

You are required to write a maximum 3000 word report that analyses 1-2 socio-cultural impacts of tourism in a tourism destination of your choice. The report should clearly outline the impacts being addressed, the type of socio-cultural impact on the destination, and demonstrate why this is the case using examples. Within the report, you should also discuss the management decisions and/or strategies that have contributed to the impact, and what strategies may be introduced to enhance the sustainable contribution of tourism in relation to the socio-cultural impacts identified. Examples of socio-cultural impacts that you may choose to report on include: loss or retention of cultural heritage; cultural identity in Indigenous communities; authenticity and commodification; cross-cultural awareness; or tourism as a replacement industry in rural/remote communities.

The report should address the following:

- Clearly identify the socio-cultural impact/s (1-2) being examined
- Introduce the destination used to examine this impact
- Describe the socio-cultural impact/s in the selected destination using specific examples
- Highlight the importance and benefits of sustainable tourism with regard to the socio-cultural impact/s being examined
- Report on the management decisions and/or strategies that enhance the contribution of sustainable tourism in light of this impact

Format of the report:

- Maximum 3000 words (excluding title page and references)
- Title page with report title, student name, student number, due date
- Main body of the report should be word-processed, with appropriate layout and use of headings/sub-headings (eg Introduction, Conclusion, etc), one-and-a-half line spacing
- Page of references at the end of the report that is correctly formatted using APA
- At least 10 academic references should be used

Assessment Due Date

Week 12 Friday (6 Oct 2017) 6:00 pm AEST

Return Date to Students

Exam Week Friday (20 Oct 2017)

Weighting

40%

Assessment Criteria

- Issue identification: clear identification and description of the socio-cultural impact/s being addressed and the destination being impacted
- Evaluation of the socio-cultural impact/s: critical analysis of the socio-cultural impact on the destination; use of theoretical evidence (sources) and practical examples to support critical analysis
- Content development: logical flow and clarity of argument throughout the report
- Style and conventions: correct use of formal and informal rules inherent in expectations for writing a professional report
- Syntax and mechanics: sentence construction; grammar, punctuation and spelling; length of report; number of references; references formatted in APA

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Final reports are to be submitted as a Word document via Moodle page

Learning Outcomes Assessed

- critically examine both positive and negative socio-cultural impacts of tourism, on the communities, culture and heritage in a range of tourism destination settings;
- review and evaluate current issues and challenges in implementing socio-cultural principles and practices;
- identify and analyse the linkages between socio-cultural sustainability, community and economic and environmental sustainability principles; and
- apply your knowledge to plan, develop and evaluate a socio-cultural impact assessment strategy.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem