



# TOUR20021 *Tourism Impacts on Community, Culture and Heritage*

## Term 2 - 2020

Profile information current as at 26/04/2024 08:54 am

All details in this unit profile for TOUR20021 have been officially approved by CQU University 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 - 2020

- Cairns
- Online

### 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. **Presentation**

Weighting: 20%

#### 2. **Practical and Written Assessment**

Weighting: 40%

#### 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 Voice

##### Feedback

Students enjoyed the content and practical application of theory in unit content, discussions and assessment.

##### Recommendation

Continue incorporating contemporary materials that support theoretical concepts and provide opportunities to deepen students' learning and understanding across a range of contexts.

## Unit Learning Outcomes

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

- 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
- 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
<b>1 - Practical and Written Assessment - 40%</b>	•	•	•	•	
<b>2 - Presentation - 20%</b>		•	•	•	
<b>3 - Written Assessment - 40%</b>	•		•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
<b>1 - Knowledge</b>	○	○	○	○	○
<b>2 - Communication</b>	○	○	○	○	○

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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

If you prefer to study with a paper copy you can purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code). eBooks can be purchased at the publisher's website.

[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 styles below:

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Michelle Thompson** Unit Coordinator  
[m.thompson@cqu.edu.au](mailto:m.thompson@cqu.edu.au)

## Schedule

### Week 1 - 13 Jul 2020

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

### Week 2 - 20 Jul 2020

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

### Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Cultural tourism	Chapters 3, 4, 12 Where required, links to additional readings will be available on Moodle.	

### Week 4 - 03 Aug 2020

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

### Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Field trip		Field trip is subject to available locations and/or operators due to COVID-19 restrictions.

### Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Vacation Week		

### Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Tourism impacts on community, culture and heritage (2)	Chapter 9 (Fletcher et al., 2017) Where required, links to additional readings will be available on Moodle.	<b>Presentation (20%)</b> Due: Week 6 Monday (24 Aug 2020) 9:00 am AEST

**Week 7 - 31 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Tourism, Indigenous communities and culture	Chapters 19, 20 Where required, links to additional readings will be available on Moodle.	

**Week 8 - 07 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Pro-poor and community-based tourism	No chapter Links to readings will be available on Moodle.	

**Week 9 - 14 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Tourism as a replacement industry and heritage perspectives	Chapters 16, 17 Where required, links to additional readings will be available on Moodle.	<b>Practical and Written Assessment (40%)</b> Due: Week 9 Monday (14 Sept 2020) 6:00 pm AEST

**Week 10 - 21 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Governance, heritage and communities	Chapters 6, 8 Where required, links to additional readings will be available on Moodle.	

**Week 11 - 28 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Management strategies and policies to achieve sustainable outcomes for communities	Chapters 9, 11, 13 Where required, links to additional readings will be available on Moodle.	

**Week 12 - 05 Oct 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Future opportunities and challenges in an era of change	Chapter 22 Where required, links to additional readings will be available on Moodle.	<b>Written Assessment (40%)</b> Due: Week 12 Friday (9 Oct 2020) 11:45 pm AEST

## Assessment Tasks

### 1 Presentation (20%)

**Assessment Type**

Presentation

**Task Description**

Overview:

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

You are required to prepare and record a 15 minute presentation, 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 upload a copy of your visual aids (Powerpoint slides) via the submission link on Moodle.

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

1. Sustainable tourism enhances the development of authentic cultural experiences, minimising cultural commodification

2. The socio-cultural benefits of sustainable tourism outweigh the associated costs/negative impacts to culture, heritage and communities
3. Sustainable tourism is an important global activity for the conservation and preservation of culture/cultural heritage
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 your 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 recorded presentation supported with visual aids (eg. Powerpoint slides)
- As a guide, you should use 12-15 slides
- All students are to submit visual aids (eg Powerpoint slides) via Moodle, including title slide with statement identified, student name, student number, due date, and a reference slide with key sources in APA format
- All students are required to record their presentations (via voice-over PPT or Zoom) and upload the file to Moodle

### **Assessment Due Date**

Week 6 Monday (24 Aug 2020) 9:00 am AEST

### **Return Date to Students**

Week 8 Monday (7 Sept 2020)

### **Weighting**

20%

### **Assessment Criteria**

A detailed marking rubric with assessment criteria and weightings is available on Moodle, which includes the following:

- 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

Any assessment with a 'Turnitin' similarity score of more than 25% will be checked by the marker for plagiarism although it may not necessarily mean that you have plagiarised. If there is a substantial similarity score in the 'Turnitin' report, your assessment could be forwarded to the Academic Integrity unit.

Late submission of assessment will incur a 5% penalty per day without an approved extension.

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

Offline Online

### **Submission Instructions**

You are required to submit two files to the assessment link in Moodle: a copy of the visual aids (eg. Powerpoint slides) and the recorded presentation (voice-over PPT or Zoom recording)

### **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

## 2 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 your ability to analyse cultural tourism experiences, by critically reflecting on the portrayal of culture and/or heritage, the socio-cultural impacts and sustainability issues.

You are a consultant who has been approached by a tourism operator to evaluate their cultural tourism experience, producing a maximum 2000 word report (excluding title page and references). Your report will be based on a cultural tourism activity you have recently participated in (see below). The report should be a critical reflection that recounts your experience and critically analyses how culture and heritage were portrayed by drawing on theoretical concepts covered in workshops. You should also discuss how and why sustainability principles were/were not incorporated into the experience.

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

1. If studying in Cairns, you may choose the field trip to that is scheduled for this unit and/or TOUR20020 (the field trip is subject to location and tour operator availability due to COVID-19 restrictions) **OR**
2. If studying 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 that portrays the local culture and/or cultural heritage of a destination.

The report should address the following:

- Clearly identify the cultural tourism experience being reported, including background information on the tour company and experience offered
- Critically reflect on your experience, discussing the socio-cultural, heritage and sustainability aspects
- Critically analyse the experience in relation to theoretical concepts covered in this unit
- Identify sustainability principles in conjunction with socio-cultural impacts
- Photos, illustrations and/or diagrams may be included

Format of the report:

- Title and byline including student name, student number, due date
- Maximum 2000 words in length (excluding references)
- The report can include pictures and other media where appropriate, to support the text
- References to sources used in the report 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 ten (10) academic sources (eg. journal article or academic book)

### Assessment Due Date

Week 9 Monday (14 Sept 2020) 6:00 pm AEST

## Return Date to Students

Week 11 Monday (28 Sept 2020)

## Weighting

40%

## Assessment Criteria

A detailed marking rubric with assessment criteria and weightings is available on Moodle, which includes the following:

- Critical reflection: clearly identify, describe and reflect on the experience
- Critical evaluation: critically analyse and evaluate the experience within a sustainable tourism context using key terms; discussing socio-cultural and heritage 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 report that is critical and reflective
- Syntax and mechanics: sentence construction; grammar, punctuation and spelling; number of references used; references formatted using APA

Any assessment with a 'Turnitin' similarity score of more than 25% will be checked by the marker for plagiarism although it may not necessarily mean that you have plagiarised. If there is a substantial similarity score in the 'Turnitin' report, your assessment could be forwarded to the Academic Integrity unit.

Late submission of assessment will incur a 5% penalty per day without an approved extension.

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Submission Instructions

Submit via assessment link on Moodle

## 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

## 3 Written Assessment (40%)

### Assessment Type

Written Assessment

### Task Description

Overview:

As this unit examines the socio-cultural impacts of tourism on destinations, this task is designed to assess your 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 2500 word report (excluding title page and references) that analyses 1-2 socio-

cultural impacts of tourism in a tourism destination of your choice. The report should clearly identify the destination being analysed, the socio-cultural tourism impact/s being evaluated, the effects (positive and/or negative) on the destination (and its people), 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 effects on the destination, 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; socio-economic impacts on communities (employment, cost of living, quality of livelihoods, amenities and infrastructure, etc); or tourism as a replacement industry in rural/remote communities.

The report should address the following:

- Introduce the destination used to examine this impact
- Clearly identify the socio-cultural impact/s (1-2) being examined
- Analyse the effect of 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 2500 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 (9 Oct 2020) 11:45 pm AEST

### **Return Date to Students**

This is a summative assessment and as a result, there is limited feedback for this assessment task. Marks will be released on Certification of Grades.

### **Weighting**

40%

### **Assessment Criteria**

A detailed marking rubric with assessment criteria and weightings is available on Moodle, which includes the following:

- Issue identification: clear identification and description of the destination and the socio-cultural impact/s being addressed
- Evaluation of the socio-cultural impact/s: critical analysis of the socio-cultural impact/s (positive or negative) on the destination using theoretical evidence (sources) and practical examples to support critical analysis
- Evaluation of tourism strategies: an understanding of the strategies used, and/or that could be introduced, to manage social cultural impacts of tourism; benefits of a sustainable tourism approach
- Content development: logical flow and clarity of argument throughout the report, demonstrating an application of theoretical concepts
- 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

Any assessment with a 'Turnitin' similarity score of more than 25% will be checked by the marker for plagiarism although it may not necessarily mean that you have plagiarised. If there is a substantial similarity score in the 'Turnitin' report, your assessment could be forwarded to the Academic Integrity unit.

Late submission of assessment will incur a 5% penalty per day without an approved extension.

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

Submit via assessment link on Moodle

**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