

Victoria Management School

TOUR 403 CONSUMER PERSPECTIVES IN TOURISM

Trimester Two 2010

COURSE OUTLINE

Course Coordinator

Dr. Adam Weaver

Room: RH 917, Rutherford House

Telephone: 463 5375

E-mail: adam.weaver@vuw.ac.nz

Website: www.vuw.ac.nz/vms

Administrator

Helen Jiang

Room: RH 927, Rutherford House

Telephone: 463 5720

E-mail: adam.weaver@vuw.ac.nz

Website: www.vuw.ac.nz/vms

Trimester Dates

Teaching Period: Monday 12th July – Friday 15th October 2010

Withdrawal from Courses:

Your fees will be refunded if you withdraw from this course on or before **23 July 2010**

The last date for withdrawal from this course (*assuming it has 12 weeks of lectures, otherwise modify accordingly*) is the three-quarter point of the teaching period, i.e. **Friday 24 September**. After that date, permission to withdraw requires the permission of the Associate Dean (Students) as set out in section 8 of the Personal Courses of Study Statute

<http://policy.vuw.ac.nz/Amphora!~~policy.vuw.ac.nz~POLICY~000000001743.pdf>

To apply for permission, fill in the Late Withdrawal form available from either of our Student Customer Service Desks.

Class Times and Room Numbers

Monday from 9:30am to 12:20pm in RH G02

Course Content

This course examines the consumption of tourism. Research that conceptualizes tourism as a consumable commodity (and tourists as consumers) has become more prevalent in recent years. The ideas and theories addressed in this course represent the state-of-the-art in the field. They also reflect different approaches to the study of tourists and tourism.

The first half of the course explores concepts that are commonly addressed by researchers who examine consumer behaviour in tourism. These concepts include identity formation, responsible tourism, and postmodernism. In the second half of the course, themes such as creative tourism, the consumption of dark tourism, and pilgrimage will be examined. With the exploration of the various concepts and themes addressed in this course, students will have the opportunity to examine tourist behaviour from both theoretical and practical perspectives.

Programme and Course-Related Learning Objectives

Learning Goal #1: Our graduates will possess and apply an advanced understanding of tourism management, be able to undertake and use research, and have a range of transferable skills.

Learning Objectives

Graduates will be able to:

- (a) demonstrate a critical understanding of theoretical and applied aspects of tourism management;
- (b) display an advanced appreciation for concepts and methods that inform the management of tourism organizations, businesses, and resources;
- (c) design and conduct independent research;
- (d) develop skills and knowledge that provide a solid platform for further postgraduate study.

Learning Goal #2: Our graduates will demonstrate application of critical and creative thinking skills to practical and theoretical tourism management problems.

Learning Objectives

Graduates will be able to:

- (a) think conceptually and analytically about tourism and its management;
- (b) synthesize and evaluate a range of tourism management issues;
- (c) access, evaluate and apply a range of information and data sources;
- (d) use innovative thinking and creative skills in the context of the tourism business environment and tourism research.

Learning Goal #3: Our graduates will be effective and confident communicators.

Learning Objective

Graduates will be able to communicate ideas and research findings articulately and effectively in a range of written and oral formats.

Learning Goal #4: By meeting the above learning goals, our graduates will display leadership and be able to assume positions of responsibility in the tourism industry and related sectors.

Learning Objectives

Graduates will be able to:

- (a) engage in effective decision making through their analytical, creative and communications skills and experience;
- (b) demonstrate a mastery of a wide range of tourism management concepts and techniques.

Overall Course Objectives

The course objectives for TOUR 403 are:

- to understand a number of different theoretical approaches to the study of consumer behaviour in tourism
- to be able to discuss and critique research in this field
- to understand relationships between the concepts addressed in the course and 'real world' issues
- to be able to convey ideas clearly in discussion and written work

Course-Related Student Learning Objectives and Skills

On successful completion of the course, students will be able to:

- understand and appraise the breadth and scope of research that examines the consumption of tourism-related experiences
- develop and assess their own point of view with respect to the study of consumer behaviour in tourism through a careful reading of exemplary works
- evaluate theories and concepts and construct effective arguments in discussion and debate
- undertake research so that they will be better prepared for the demands of work and/or graduate-level study
- make worthwhile connections between theory and policy/marketing practice
- communicate with their peers in a professional and polished manner
- manage deadlines and their own independent projects

Expected Workload

According to the university's assessment handbook, students are expected to devote 10 hours per week to this course. This course is a 15 point course. Students taking this course are expected to meet certain requirements. Students are expected to attend all classes. Because the course will be run as a seminar, students are expected to contribute to class discussions each week. Important announcements regarding the course will be made during class. All required tasks, such as assigned reading, are to be completed **prior to class** so that relevant issues and concepts can be discussed. Each week, the instructor will provide questions in order to guide class discussions.

Group Work

While the course has a tradition of study group collaboration, there are important elements in the assessment process that are strictly individual. Collaboration on individual assignments is not allowed beyond general discussion as to how one might interpret the nature of the assignment question. Please do not work together to formulate a response and do not loan out your completed assignments. You will be expected and encouraged to work in groups on in-class tasks; however, essays must be individual submissions.

Readings

There is no set text for this course. Book chapters, articles, and other relevant material will be made available to students over the course of the trimester.

Seminar Schedule

Week #1 – Introduction: Expectations, Evaluation, and Preliminary Discussion

Week #2 – Tourism as Consumption, Tourists as Consumers

- Curtin, S. (2010) The Self-Presentation and Self-Development of Serious Wildlife Tourists. *International Journal of Tourism Research* 12(1): 17-33.
- Sharpley, R. (2002) The Consumption of Tourism. In *Tourism and Development: Concepts and Issues*, edited by R. Sharpley & D. Telfer. Clevedon: Channel View Publications, pp. 300-318.
- Wang, N. (2002) The Tourist as Peak Consumer. In *The Tourist as a Metaphor of the Social World*, edited by G. Dann. New York: CABI Publishing, pp. 281-295.

Week #3 – Travel, Identity, and the Collection of Experiences

- Desforges, L. (2000) Travelling the World: Identity and Travel Biography. *Annals of Tourism Research* 27(4): 926-945.
- O'Reilly, C. (2005) Tourist or Traveller? Narrating Backpacker Identity. In *Discourse, Communication and Tourism*, edited by A. Jaworski & A. Pritchard. Clevedon: Channel View Publications, pp. 150-169.
- Tucker, H. (2005) Narratives of Place and Self: Differing Experiences of Package Coach Tours in New Zealand. *Tourist Studies* 5(3): 267-282.

*I will distribute some short articles in class about the Interactive Traveller.

Week #4 – Responsible Tourism and Consumption

- Dodds, R., Graci, S., & Holmes, M. (2010) Does The Tourist Care? A Comparison of Tourists in Koh Phi Phi, Thailand and Gili Trawangan, Indonesia. *Journal of Sustainable Tourism* 18(2): 207-222.
- Goodwin, H., & Francis, J. (2003) Ethical and Responsible Tourism: Consumer Trends in the UK. *Journal of Vacation Marketing* 9(3): 271-284.
- Stanford, D. (2008) 'Exceptional Visitors': Dimensions of Tourist Responsibility in the Context of New Zealand. *Journal of Sustainable Tourism* 16(3): 258-275.

Week #5 – Postmodern Tourism and Tourists

- Sharpley, R. (1996) Tourism and Consumer Culture in Postmodern Society. In *Tourism and Cultural Change*, edited by M. Robinson, N. Evans & P. Callaghan. Sunderland: Business Education Publishers, pp. 203-215.
- Sherlock, K. (2001) Revisiting the Concept of Hosts and Guests. *Tourist Studies* 1(3): 271-295.
- Uriely, N. (2005) The Tourist Experience: Conceptual Developments. *Annals of Tourism Research* 32(1): 199-216.

Week #6 – Tourism and the Consumption of Risk

- Cater, C. (2006) Playing with Risk? Participant Perceptions of Risk and Management Implications in Adventure Tourism. *Tourism Management* 27(2): 317-325.
- Fletcher, R. (2010) The Emperor's New Adventure: Public Secrecy and the Paradox of Adventure Tourism. *Journal of Contemporary Ethnography* 39(1): 6-33.

Mid-Trimester Break

Week #7 – Volunteer Tourism

- Guttentag, D. (2009) The Possible Negative Impacts of Volunteer Tourism. *International Journal of Tourism Research* 11(6): 537-551.
- Mustonen, P. (2005) Volunteer Tourism: Postmodern Pilgrimage? *Journal of Tourism and Cultural Change* 3(3): 160-177.
- Sin, H. (2009) Volunteer Tourism—‘Involve Me and I Will Learn’? *Annals of Tourism Research* 36(3): 480-501.

Week #8 – Tourism and the Experience Economy

- Ellis, G., & Rossman, J. (2008) Creating Value for Participants through Experience Staging: Parks, Recreation, and Tourism in the Experience Industry. *Journal of Park and Recreation Administration* 26(4): 1-20.
- Morgan, M., Elbe, J., & Curiel, J. (2009) Has the Experience Economy Arrived? The Views of Destination Managers in Three Visitor-Dependent Areas. *International Journal of Tourism Research* 11(2): 201-216.
- Williams, A. (2006) Tourism and Hospitality Marketing: Fantasy, Feeling and Fun. *International Journal of Contemporary Hospitality Management* 18(6): 482-495.

Week #9 – Creative Tourism, Creative Tourists, and the Creative Class

- Gretzel, U., & Jamal, T. (2009) Conceptualizing the Creative Tourist Class: Technology, Mobility, and Tourism Experience. *Tourism Analysis* 14(4): 471-481.
- Lovelock, B. (2004) Tourist-Created Attractions: The Emergence of a Unique Form of Tourist Attraction in Southern New Zealand. *Tourism Geographies* 6(4): 410-433.
- Richards, G., & Wilson, J. (2006) Developing Creativity in Tourist Experiences: A Solution to the Serial Reproduction of Culture? *Tourism Management* 27(6): 1209-1223.

Week #10 – The Consumption of Gifts and Souvenirs

- Ateljevic, I., & Doorne, S. (2003) Culture, Economy and Tourism Commodities: Social Relations of Production and Consumption. *Tourist Studies* 3(2): 123-141.
- Clarke, J. (2007) The Four ‘S’s’ of Experience Gift Giving Behaviour. *International Journal of Hospitality Management* 26(1): 98-116.
- Clarke, J. (2008) Gifts of Tourism: Insights to Consumer Behaviour. *Annals of Tourism Research* 35(2): 529-550.

Week #11 – Consuming Dark Tourism

- Ryan, C., & Kohli, R. (2006) The Buried Village, New Zealand – An Example of Dark Tourism? *Asia Pacific Journal of Tourism Research* 11(3): 211-226.
- Stone, P., & Sharpley, R. (2008) Consuming Dark Tourism: A Thanatological Perspective. *Annals of Tourism Research* 35(2): 574-595.
- Wright, C. (2006) Philosophical and Methodological Praxes in Dark Tourism: Controversy, Contention and the Evolving Paradigm. *Journal of Vacation Marketing* 12(2): 119-129.

Week #12 – Tourism as Pilgrimage

- Bell, C. (2002) The Big ‘OE’: Young New Zealand Travellers as Secular Pilgrims. *Tourist Studies* 2(2): 143-158.
- Sharpley, R., & Sundaram, P. (2005) Tourism: A Sacred Journey? The Case of Ashram Tourism, India. *International Journal of Tourism Research* 7(3): 161-171.

Assessment

In TOUR 403, students are assessed in ways that reinforce the development of the programme and course-related learning objectives for the BTM (Hons) and MTM (see pp. 2 to 3). Assignments require students to assess research critically – and to address its applications – at an advanced level. Students will be rewarded for preparing essays that communicate ideas succinctly and clearly, evaluate the merits of different theories and/or concepts, and integrate ideas in an original way. Seminar participation is an important component of TOUR 403 and will be assessed as a significant proportion of the course will be devoted to classroom discussion. The classroom will be a place where students can develop ideas, lead discussion, and refine oral communication skills.

Assessment Requirements

Assessment #1 – Essay (40% of the final grade)

Due Date: Thursday, 19 August 2010

Assessment #2 – Seminar Participation (10% of the final grade)

Assessment Period: Monday, 12 July 2010 to Monday, 16 August 2010

Assessment #3 – Essay (40% of the final grade)

Due Date: Thursday, 7 October 2010

Assessment #4 – Seminar Participation (10% of the final grade)

Assessment Period: Monday, 6 September 2010 to Monday, 11 October 2010

Assessment #1: Instructions

For **assessment #1**, please write an essay that addresses one of the two questions below. You will find that our weekly class readings will assist you in answering the essay questions. Your essay should be between **3,000** and **3,500** words in length

1. How do tourists use travel to shape their own identities? Is it important that tourism researchers, marketers, and managers understand the way in which travel shapes identity? Why?

Other Recommended Sources:

- Desforges, L. (1998) 'Checking Out the Planet': Global Representations/Local Identities and Youth Travel. In *Cool Places: Geographies of Youth Culture*, edited by T. Skelton & G. Valentine. New York: Routledge, pp. 175-192.
- Elsrud, T. (2001) Risk Creation in Traveling: Backpacker Adventure Narration. *Annals of Tourism Research* 28(3): 597-617.
- Meethan, K., Anderson, A., & Miles S., eds. (2006) *Tourism, Consumption & Representation: Narratives of Place and Self*. Wallingford: CABI Publishing.
- Noy, C. (2004) This Trip Really Changed Me: Backpackers' Narratives of Self-Change. *Annals of Tourism Research* 31(1): 78-102.
- Noy, C. (2008) Traversing Hegemony: Gender, Body, and Identity in the Narratives of Israeli Female Backpackers. *Tourism Review International* 12(2): 93-114.
- Palmer, C. (2005) An Ethnography of Englishness: Experiencing Identity Through Tourism. *Annals of Tourism Research* 32(1): 7-27.
- White, N., & White, P. (2004) Travel as Transition: Identity and Place. *Annals of Tourism Research* 31(1): 200-218.
- Wilson, E., & Harris, C. (2006) Meaningful Travel: Women, Independent Travel and the Search for Self and Meaning. *Tourism* 54(2): 161-172.

2. What is responsible or ethical tourism? What efforts can be made by service providers, policy makers, and consumers to promote the development of responsible or ethical tourist behaviour?

Other Recommended Sources:

- Cleverdon, R., & Kalisch, A. (2000) Fair Trade in Tourism. *International Journal of Tourism Research* 2(3): 171-187.
- D'Sa, E. (1999) Wanted: Tourists with a Social Conscience. *International Journal of Contemporary Hospitality Management* 11(2/3): 64-68.
- Pennington-Gray, L., Reisinger, Y., Eun Kim, J., & Thapa, B. (2005) Do US Tour Operators' Brochures Educate the Tourist on Culturally Responsible Behaviours? A Case Study of Kenya. *Journal of Vacation Marketing* 11(3): 265-284.
- Weedon, C. (2002) Ethical Tourism: An Opportunity for Competitive Advantage? *Journal of Vacation Marketing* 8(2): 141-153.
- Weedon, C. (2005) Ethical Tourism: Is its Future in Niche Tourism? In *Niche Tourism: Contemporary Issues, Trends and Cases*, edited by M. Novelli. Amsterdam: Elsevier, pp. 233-245.

Assessment #3: Instructions

For **assessment #3**, please write an essay that addresses one of these two questions below. You will find that our weekly class readings will assist you in answering the essay questions. Your essay should be between **3,000** and **3,500** words in length

3. Should the development of volunteer tourism be encouraged in New Zealand? Why or why not? If so, how should possible negative impacts be managed?

Other Recommended Sources:

- Broad, S. (2003) Living the Thai Life – A Case Study of Volunteer Tourism at the Gibbon Rehabilitation Project, Thailand. *Tourism Recreation Research* 28(3): 63-72.
- Brown, S. (2005) Travelling with a Purpose: Understanding the Motives and Benefits of Volunteer Vacationers. *Current Issues in Tourism* 8(6): 479-496.
- Halpenny, E., & Caissie, L. (2003) Volunteering on Nature Conservation Projects: Volunteer Experience, Attitudes and Values. *Tourism Recreation Research* 28(3): 25-33.
- Lyon, K., & Wearing, S., eds. (2008) *Journeys of Discovery in Volunteer Tourism*. Wallingford: CABI Publishing.
- McGehee, N., & Santos, C. (2005) Social Change, Discourse and Volunteer Tourism. *Annals of Tourism Research* 32(3): 760-779.

Wearing, S. (2002) Re-centering the Self in Volunteer Tourism. In *The Tourist as a Metaphor of the Social World*, edited by G. Dann. Wallingford: CABI Publishing, pp. 237-262.

*I have a short reading from a magazine published by Tourism New Zealand that addresses volunteer tourism.

4. What is 'the experience economy'? Why is it important for tourism managers and marketers to understand concepts related to the experience economy?

Other Recommended Sources:

Anderson, T. (2007) The Tourist in the Experience Economy. *Scandinavian Journal of Hospitality and Tourism* 7(1): 46-58.

Oh, H., Fiore, A., & Jeoung, M. (2007) Measuring Experience Economy Concepts: Tourism Applications. *Journal of Travel Research* 46(4): 119-132.

Pine, B., & Gilmore, J. (1999) *The Experience Economy: Work is Theatre & Every Business a Stage*. Harvard Business School Press: Boston.

Quan, S., & Wang, N. (2004) Towards a Structural Model of the Tourist Experience: An Illustration from Food Experiences in Tourism. *Tourism Management* 25(3): 297-305.

Xu, J., & Chan, A. (2010) Service Experience and Package Tours. *Asia Pacific Journal of Tourism Research* 15(2): 177-194.

Submitting Assignments

Students must prepare two copies of each assignment and keep the second copy for their own reference. Students should keep an electronic copy of their work archived in case the original assignment goes missing. Failure to do so will jeopardise any claim by you that your work was submitted in the rare cases where your work goes astray. Please submit your assignments for the first part of course to Helen Jiang (RH 927) by the specified due date.

Mandatory Course Requirements

To meet Mandatory Course Requirements, students are required to:

- a. Attend all classes, and
- b. Submit all assignments within the allowable timeframe (see the 'penalties' section below)

Students who fail to satisfy the mandatory requirements for this course but who obtain 50% or more overall, will be awarded a "K" grade. Standard fail grades (D or E) will be awarded when the student's overall course mark falls below the minimum pass mark, regardless of whether the mandatory course requirements have been satisfied or not.

Penalties for Lateness & Excessive Length of Assignments

In fairness to other students, work submitted after any deadline will incur a penalty for lateness.

- (i) The Tourism Management Group has implemented a standardized late penalty for all tourism courses. Students who submit late assignments will be penalized at a rate of 5% per day (including weekends). **Saturdays, Sundays and public holidays** will be included when counting the number of days late. Assignments received **more than 7 days after the due date** will not be accepted and the student will **automatically fail the Mandatory Course Requirements**.

Extensions will only be granted under special circumstances. Students who wish to apply for an extension must contact the course coordinator before the due date. Students who apply for an extension due to illness must obtain a medical certificate. Medical certificates must specify that the student is 'unfit

to study' or 'unfit to sit an examination.' Medical certificates must also indicate the duration of the illness. Please take note: workload pressures and computer problems are not a case for extension. Please submit late assignments to Helen Jiang (RH 927) or the course coordinator (Adam Weaver).

- (ii) Course outlines provide a signal to students of forthcoming workload, dates of submission etc, and thus student study plans should take account of course requirements across all courses. Consequently, workload issues related to other courses and employment will not be accepted as reason for dispensation from mandatory requirements or waiver of penalties. **Extensions** to submission deadlines for any assigned work will only be granted in **exceptional circumstances**.
- (iii) Students who are unable to comply with any of the mandatory requirements should make a written application for an extension to the due date for submission of assigned work or for waiver of a penalty, **in advance**, to a course coordinator, providing documentary evidence of the reasons of their circumstances.

All such applications must be made **before** the deadline and be accompanied by documentary evidence, e.g. a medical certificate, or counsellor's report clearly stating the degree of impairment, and the dates the illness or event prevented you from undertaking your academic studies. This can be applied retrospectively.

- (iv) In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement or other exceptional events), that precludes an application in advance, students should make contact with the course coordinator as soon as possible, and make application for waiver of a penalty as soon as practicable.
- (v) Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic. **The penalty will be 10% of the grade for an assignment which is 10% over the word limit.**

Grading Guidelines

The following broad indicative characterisations of grade will apply in grading assignments:

- A+ excellent performance in all respects at this level
- A excellent performance in almost all respects at this level
- A- excellent performance in many respects at this level
- B+ very good, some aspects excellent
- B, B- good but not excellent performance at this level
- C+, C work satisfactory overall but inadequate in some respects
- D poor performance overall, some aspects adequate
- E well below the required standard
- K failure to achieve mandatory course requirements and have achieved at least an average "C" over all the assessment. Note this is a failing grade.

Policy on Remarking

Students may ask for their written work to be remarked. Course instructors in tourism management put tremendous effort into the grading of student assignments. Students are encouraged to speak with the course coordinator if they believe that their mark is not an accurate reflection of the quality of their work. Application for remarks must be made within 5 days after the marks are available. Allow up to 5 days for remarks to be completed.

Referencing

There are many different styles of referencing and the Faculty of Commerce & Administration at VUW has decided to make APA (American Psychological Association) referencing style the common standard across the Faculty. The Commerce and Central Libraries hold the APA Style Guide. You can also access the information from the online VUW library site (<http://www.vuw.ac.nz/library/research/reference/referencingguides.aspx>).

Faculty of Commerce and Administration's Assessment of Learning (AoL) Exercises

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Class Representative

A class representative will be elected in the first two weeks of the trimester. This person's name and contact details will be made available to the course coordinator and to the class. This student will be asked to become a member of the tourism management group's staff-student consultation group for the duration of the trimester.

Communication of Additional Information

Information about course-related matters will be announced in class or communicated via e-mail. It is important for students to check their e-mail accounts regularly for messages and announcements.

For the following important information follow the links provided:

Academic Integrity and Plagiarism

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

General University Policies and Statutes

<http://www.victoria.ac.nz/home/about/policy>

AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support

http://www.victoria.ac.nz/home/about_victoria/avcademic/Publications.aspx

Faculty of Commerce and Administration Offices

<http://www.victoria.ac.nz/fca/studenthelp/>

Manaaki Pihipihinga Programme

http://www.victoria.ac.nz/st_services/mentoring/