

School of Management

## **TOUR 403 Consumer Perspectives in Tourism**

Trimester 1, 2013

### **COURSE OUTLINE**

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#### **Course Coordinators**

Dr. Christian Schott

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#### **Trimester Dates**

From Monday, 4 March to Wednesday, 5 June 2013

#### **Withdrawal from Course**

1. Your fees will be refunded if you withdraw from this course on or before Friday, 15 March 2013.
2. The standard last date for withdrawal from this course is Friday, 17 May. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late*' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks.

## **Class Times and Room Numbers**

Wednesdays from 13:40 to 16:30 in RWW 127

## **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 unpacks complex concepts such as pilgrimage and travel and explores the theme of dark tourism consumption. The second part examines related concepts such as identity formation, the rise of the experience economy, and creative tourism. 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.

## **BTM (Hons)/MTM Learning Goals and 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 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

## Course Delivery

TOUR 403 is a discussion-based seminar course. Students are required to meet weekly on Wednesdays between 13:40 and 16:30 during the first trimester.

## Expected Workload

This course is a 15-point course. According to the university’s assessment handbook, students are expected to devote a total of 150 hours to TOUR 403. 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 for the following week.

## 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 and the Notion of Pilgrimage: Sacred and Secular

- Cymene Howe, A. (2001). Queer Pilgrimage: The San Francisco Homeland and Identity Tourism. *Cultural Anthropology*, 16(1), 35-61.

- Schramm, K. (2004). Coming Home to the Motherland: Pilgrimage Tourism in Ghana. In S. Coleman & J. Eade (Eds.), *Reframing Pilgrimage: Culture in Motion*. London: Routledge.
- Sharpley, R., & Sundaram, P. (2005). Tourism: a Sacred Journey? The Case of Ashram Tourism, India. *International Journal of Tourism Research*, 7(3), 161-171.

### **Week #3 – Mobilities, Rituals, and the Youthful**

- Bell, C. (2002). The Big “OE”: Young New Zealand Travellers as Secular Pilgrims. *Tourist Studies*, 2(2), 143-158.
- Easthope, H. (2009). Fixed Identities in a Mobile World? The Relationship between Mobility, Place, and Identity. *Identities*, 16(1), 61-82.
- Maoz, D. (2007). Backpackers’ Motivations: The Role of Culture and Nationality. *Annals of Tourism Research*, 34(1), 122-140.

### **Week #4 – Tourism and the Consumption of “Risk”**

- Hughes, H. (2002). Gay Men’s Holiday Destination Choice: A Case of Risk and Avoidance. *International Journal of Tourism Research*, 4(4), 299-312.
- Uriely, N., & Belhassen, Y. (2006). Drugs and Risk-Taking in Tourism. *Annals of Tourism Research*, 33(2), 339-359.
- Wickens, E. (1997). Licensed for Thrills: Risk-taking and Tourism. In S. Clift & P. Grabowski (Eds.), *Tourism and Health: Risks, Research and Responses*. London: Pinter.

### **Week #5 – Thanatourism and the Dark Side of Tourism Consumption**

- Stone, P. (2006). A Dark Tourism Spectrum: Towards a Typology of Death and Macabre Related Tourist Sites, Attractions and Exhibitions. *Tourism: An Interdisciplinary International Journal*, 52(2), 145-160.
- Stone, P., & Sharpley, R. (2008). Consuming Dark Tourism: A Thanatological Perspective. *Annals of Tourism Research*, 35(2), 574-595.
- Tarlow, P. E. (2005). Dark Tourism: The Appealing “Dark” Side of Tourism and More. In M. Novelli (Ed.), *Niche Tourism; Contemporary Issues, Trends and Cases* (pp. 47-57). Jordan Hill: Elsevier.

## **2 May TOUR403 Symposium 2013: ‘Tourists as Consumers – Theory and Practice’** **Poster and Essay Presentations**

### **Mid-Trimester Break**

### **Week #7 – 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.
- Miller, G., Rathouse, K., Scarles, C., Holmes, K., & Tribe, J. (2010). Public Understanding of Sustainable Tourism. *Annals of Tourism Research*, 37(3), 627-645.
- Wang, N. (2002). The Tourist as Peak Consumer. In G. Dann (Ed.), *The Tourist as a Metaphor of the Social World* (pp. 281-295). CABI Publishing, New York.

### **Week #8 – Travel, Identity, and the Shaping of the Self**

- Desforges, L. (2000). Travelling the World: Identity and Travel Biography. *Annals of Tourism Research*, 27(4), 926-945.
- Hyde, K., & Olesen, K. (2011). Packing for Touristic Performances. *Annals of Tourism Research*, 38(3), 900-919.

- Tucker, H. (2005). Narratives of Place and Self: Differing Experiences of Package Coach Tours in New Zealand. *Tourist Studies*, 5(3), 267-282.

### **Week #9 – Tourism and the Experience Economy**

- Hayes, D., & MacLeod, N. (2007). Packaging Places: Designing Heritage Trails Using an Experience Economy Perspective to Maximize Visitor Engagement. *Journal of Vacation Marketing*, 13(1), 45-58.
- Morgan, M., Elbe, J., & de Esteban 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 #10 – 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 #11 – Responsible Tourism and Consumption**

- Bergin-Seers, S., & Mair, J. (2009). Emerging Green Tourists in Australia: Their Behaviours and Attitudes. *Tourism and Hospitality Research*, 9(2), 109-199.
- 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.
- Stanford, D. (2008). “Exceptional Visitors”: Dimensions of Tourist Responsibility in the Context of New Zealand. *Journal of Sustainable Tourism*, 16(3), 258-275.

### **Week #12 – The Consumption of Gifts and Souvenirs**

- Clarke, J. (2007). The Four ‘S’s’ of Experience Gift Giving Behaviour. *International Journal of Hospitality Management*, 26(1), 98-116.
- Clarke, J. (2013). Experiential Aspects of Tourism Gift Consumption. *Journal of Vacation Marketing*, 19(1), 75-87.
- Peters, K. (2011). Negotiating the “Place” and “Placement” of Banal Tourist Souvenirs in the Home. *Tourism Geographies*, 13(2), 234-256.

### **Assessment Requirements**

**Assessment #1** – Research Poster or Essay (35% of the final grade) + Oral Presentation of Poster or Essay (5% of the final grade)

Due Date: **2 May at noon**

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

Assessment Period: **Wednesday, 6 March 2013 to Wednesday, 10 April 2013 (inclusive)**

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

Due Date: **Thursday, 23 May 2013**

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

Assessment Period: **Wednesday, 1 May 2013 to Wednesday, 5 June 2013 (inclusive)**

### Assessment #1: Instructions

Detailed information about **assessment #1**, and research poster presentations in general, will be provided in the first seminar sessions. The general format of the two formal assignment options is as follows:

1. The **poster** assessment will challenge you to think and present your work in a less conventional and more creative way. Your poster will be based on any of the topics discussed in weeks #2 to #5 and relate your chosen concept (tourism theory) to qualitative research findings that you will generate (tourism practice). To foster your communication skills you are also required to provide a 5 minute oral presentation of your poster in the form of a well-rounded overview.
2. The **essay** is the more conventional of the two assessment options. Your essay will deal with any of the topics discussed during weeks #2 to #5 and present a critical, well researched and developed piece of written work between **3,000** and **3,500** words in length. For this assignment you are also required to deliver an oral presentation; this presentation should last 10 minutes, include effective visual aids and provide an overview of your essay's key propositions.

To allow you to follow your personal academic interests you will develop the topic yourself by adopting a particular perspective on the concepts discussed during weeks #2 to #5. Once formulated, your topic needs to be refined in consultation with Christian; this refinement needs to be completed by the seminar in week #5 (**at the latest**) as the due date for the poster (and oral presentation) as well as for the essay (and oral presentation) is **2 May at noon (TOUR 403 Symposium 2013)**.

### Assessment #2 and #4: Instructions

The seminar participation grades are a function of attendance (attendance is expected each week), preparation for class, listening to the contributions of one's peers, and responding to – and building on – comments made by others. Students are expected to answer the weekly discussion questions and offer informed opinions in class based on a careful reading of the assigned journal articles and book chapters. To practice critical and creative thinking, one must take the risk of sharing one's views and be prepared to receive, and respond to, feedback from others regarding the quality of your ideas.

### Assessment #3: Instructions

For **assessment #3**, please write an essay that addresses one of the three 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. The due date is **Thursday, 23 May at 4pm**.

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

#### Other Recommended Sources:

- Elsrud, T. (2001). Risk Creation in Traveling: Backpacker Adventure Narration. *Annals of Tourism Research*, 28(3), 597-617.
- Hughes, H., & Allen, D. (2010). Holidays of the Irish Diaspora: The Pull of the "Homeland"? *Current Issues in Tourism*, 13(1), 1-19.
- Lewis, C., Kerr, G., & Pomeroy, A. (2010). Self-identify and Social Norms in Destination Choice by Young Australian Travellers. *Tourist Studies*, 10(3), 265-283.
- Meethan, K., Anderson, A., & Miles S., (Eds.). (2006). *Tourism, Consumption & Representation: Narratives of Place and Self*. Wallingford: CABI Publishing.
- Maruyama, N., Weber, I., & Stronza, A. (2010). Negotiating Identity: Experiences of "Visiting Home" among Chinese Americans. *Tourism, Culture & Communication*, 10(1), 1-14.
- 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 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.
- Binkhorst, E., & Den Dekker, T. (2009). Agenda for Co-Creation Tourism Experience Research. *Journal of Hospitality Marketing & Management*, 18(2/3), 311-327.
- Ellis, G., & Rossman, J.R. (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.
- Hosany, S., & Witham, M. (2010). Dimensions of Cruisers’ Experiences, Satisfaction, and Intention to Recommend. *Journal of Travel Research*, 49(3), 351-364.
- Mehmetoglu, M., & Engen, M. (2011). Pine and Gilmore’s Concept of Experience Economy and Its Dimensions: An Empirical Examination of Tourism. *Journal of Quality Assurance in Hospitality & Tourism*, 12(4), 237-255.
- Morgan, M., Lugosi, P., & Ritchie, J.R.B., (Eds.). (2010). *The Tourism and Leisure Experience: Consumer and Managerial Perspectives*. Bristol: Channel View Publications.
- Oh, H., Fiore, A.M., & Jeoung, M. (2007). Measuring Experience Economy Concepts: Tourism Applications. *Journal of Travel Research*, 46(4), 119-132.
- Prebensen, N.K., & Foss, L. (2011). Coping and Co-Creating in Tourist Experiences. *International Journal of Tourism Research*, 13(1), 54-67.
- Quadri-Felitti, D., & Fiore, A.M. (2012). Experience Economy Constructs as a Framework for Understanding Wine Tourism. *Journal of Vacation Marketing*, 18(1), 3-15.
- 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.
- Ritchie, J.R.B., & Hudson, S. (2009). Understanding and Meeting the Challenges of Consumer/Tourist Experience Research. *International Journal of Tourism Research*, 11(2), 111-126.
- Scott, N., Laws, E., & Boksberger, P. (2009). The Marketing of Hospitality and Leisure Experiences. *Journal of Hospitality Marketing & Management*, 18(2/3), 99-110.
- Sharpley, R., & Stone, P., (Eds.). (2010). *Tourist Experience*. New York: Routledge.
- Xu, J., & Chan, A. (2010). Service Experience and Package Tours. *Asia Pacific Journal of Tourism Research*, 15(2), 177-194.

3. What is “creative tourism”? Why should this type of tourism be understood by people responsible for marketing and product development?

Other Recommended Sources:

- Lindroth, K., Ritalahti, J., & Soisalon-Soininen, T. (2007). Creative Tourism in Destination Development. *Tourism Review*, 62(3/4), 53-58.
- Pine, B.J., & Gilmore, J. (2011). *The Experience Economy*. Boston: Harvard Business Review Press.
- Richards, G. (2005). Textile Tourists in the European Periphery: New Markets for Disadvantaged Areas? *Tourism Review International*, 8(4), 323-338.
- Richards, G. (2011). Creativity and Tourism. The State of the Art. *Annals of Tourism Research*, 38(4), 1225-1253.
- Richards, G., & Wilson, J. (Eds.). (2007). *Tourism, Creativity and Development*. New York: Routledge.
- Smith, M., (Ed.). (2006). *Tourism, Culture, and Regeneration*. Cambridge, MA: CABI Publishing.
- Smith, M. (2009). *Issues in Cultural Tourism Studies*. New York: Routledge.

## Submitting Assignments

Students must prepare two copies of each essay and keep the second copy for their own reference; this rule does not apply to the research poster. Students should keep an electronic copy of their essays archived in case the original 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 bring your essay or poster for the first part of the course to the Honours Symposium 2013. Please submit your essay for the second part of the course to Luisa (RH 1022) by **4pm on 23 May 2013**.

## Mandatory Course Requirements

To meet the 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**.
- (ii) 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 Luisa Acheson (RH 1022) or the course coordinators (Christian Schott and Adam Weaver).
- (iii) 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**.
- (iv) 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.



- (v) 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.

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.**

### **Class Representative**

A class representative will be elected in the first class, and that person's name and contact details made available to VUWSA, the course coordinator and the class. The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

### **Communication of Additional Information**

Additional information will be conveyed to student via e-mail or in class.

### **Link to general information**

For general information about course-related matters, go to

<http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

### **Note to Students**

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 academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.