

DEREE COLLEGE SYLLABUS FOR:		US CREDITS: 3/0/3
HT 3113 TOURISM PLANNING AND DEVELOPMENT – LEVEL 5		UK CREDITS: 15
(Updated Fall 2021)		
PREREQUISITES:	HT 1001 – Introduction to the tourism and hospitality industry	
CATALOG DESCRIPTION:	Theoretical, managerial, geographical, governance and other perspectives in relation to tourism development. The role of various stakeholders and the challenges involved in planning tourism development in different destination areas.	
RATIONALE:	The course introduces students to the need for planning tourism as a socioeconomic phenomenon beyond the limited scope of individual businesses and more from the perspective of entire destination areas. By employing theory frameworks and concepts from development, planning, policy and governance, the course focuses on the role of various stakeholders and the functions and challenges involved in planning tourism development in different types of tourist destinations.	
LEARNING OUTCOMES:	<p>As a result of taking this course the student should be able to:</p> <ol style="list-style-type: none"> 1. Assess key theoretical perspectives in relation to tourism development. 2. Discuss the role, functions and influence of different stakeholders involved in tourism policy and planning. 3. Critically discuss the potential challenges involved in planning tourism development at different types of destinations and formulate proposals for tourism policy and management. 	
METHOD OF TEACHING AND LEARNING:	<p>In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Class lectures, interactive learning (class discussions, group work) and practical problems solved in class. ➤ Cases and primary source documents are assigned as homework, the solutions of which are reviewed in class. ➤ Assessment components: (a) the mid-term examination is aimed at assessing the students' understanding of key principles, concepts and theory frameworks covered in the early stages of the course. The nature of the questions will encourage students to engage critically with the subject matter; (b) the individual written project is aimed at encouraging students to reflect on how the various theory perspectives and frameworks can be applied in practice within the context of the tourism and hospitality industry; (c) the in-class reflective essay allows students to organize their newly acquired knowledge and relate it to the one previously gained. ➤ Individual research paper: Students engage in research of relevant academic literature and actual examples of practices in the tourism and hospitality industry in order to demonstrate their understanding and critical awareness of relevant issues and challenges in the course focus area. ➤ Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material. ➤ Use of a Blackboard learning platform, where instructors post lecture notes, assignment instruction, timely announcements, as well as additional resources. 	

<p>ASSESSMENT:</p>	<p>Summative:</p> <table border="1" data-bbox="678 184 1422 315"> <tr> <td>First Assessment: In-class written examination (One-hour, closed-book, essay-type)</td> <td>40%</td> </tr> <tr> <td>Final Assessment: individual written paper (2,500-3,000 words)</td> <td>60%</td> </tr> </table> <p>Formative:</p> <table border="1" data-bbox="678 373 1422 411"> <tr> <td>Mock examinations</td> <td>0%</td> </tr> </table> <p>The formative and coursework assessments aim to prepare students for the unseen assessments. The first assessment tests Learning Outcome 1. The final assessment tests Learning Outcomes 1, 2 and 3.</p> <p>The final grade for this module will be determined by averaging all summative assessment grades, based on the predetermined weights for each assessment. If students pass the comprehensive assessment that tests all Learning Outcomes for this module and the average grade for the module is 40 or higher, students are not required to resit any failed assessments.</p>	First Assessment: In-class written examination (One-hour, closed-book, essay-type)	40%	Final Assessment: individual written paper (2,500-3,000 words)	60%	Mock examinations	0%
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Mock examinations	0%						
<p>INDICATIVE READING:</p>	<p>REQUIRED MATERIAL:</p> <ul style="list-style-type: none"> • Edgell, DL, Delmastro-Allen, M., Smith, G., Swanson, J. (2018). <i>Tourism Policy and Planning; Yesterday, Today, and Tomorrow</i>, 3rd Edition. London: Routledge 						
	<p>RECOMMENDED READING:</p> <p>A. BOOKS</p> <ul style="list-style-type: none"> • Hall, CM (2008). <i>Tourism Planning: Policies, Planning and Relationships</i> (2nd ed.). Harlow: Pearson Education Limited • Holden, A (2013). <i>Tourism, Poverty and Development</i>. London: Routledge • Mason, P. (2015). <i>Tourism Impacts, Planning and Management</i>. London: Routledge. • Sharpley, R (2009). <i>Tourism Development and the Environment: Beyond Sustainability?</i> Abingdon: Earthscan • Smith, M & Duffy, R (2003). <i>The Ethics of Tourism Development</i>. London: Routledge • Telfer, DJ & Sharpley, R (2007). <i>Tourism and Development in the Developing World</i>. London: Routledge <p>B. ARTICLES</p> <ul style="list-style-type: none"> • Bayar, Y., & Yener, B. (2019). Political stability and tourism sector development in Mediterranean countries: a panel cointegration and causality analysis. <i>European Journal of Tourism Research</i>, 21, 23–32. • Chadha, H., & Onkar, P. (2019). An Exploration of Community-Based Tourism within the Context of Tourism Planning and Development. <i>E-Review of Tourism Research</i>, 17(1), 1–22. 						

	<ul style="list-style-type: none"> • Chiappa, G. D., Atzeni, M., Pung, J. M., & Risitano, M. (2019). Residents' views on cruise tourism in Naples Profiles and insights from a Mediterranean home-port destination. <i>European Journal of Tourism Research</i>, 23, 71–85. • Dođantan, E., & Kozak, M. A. (2019). Resilience capacity in different types of tourism businesses. <i>Tourism</i>, 67(2), 126–146. • Ghasemi, V. (2019). Residents' apathy and its influence on tourism development. <i>European Journal of Tourism Research</i>, 22, 193–197. • Guccio, C., Mazza, I., Mignosa, A., & Rizzo, I. (2018). A round trip on decentralization in the tourism sector. <i>Annals of Tourism Research</i>, 72, 140–155. • Jaafar, M, Rasoolimanesh, SM, & Lonik, KAT (2015) Tourism growth and entrepreneurship: Empirical analysis of development of rural highlands. <i>Tourism Management Perspectives Vol.14</i>(1), pp.17-24. • Jordan, EJ, Vogt, CA & DeShon, RP (2015) A stress and coping framework for understanding resident responses to tourism development. <i>Tourism Management</i>,48, 500-512. • Kock, F., Josiassen, A., & Assaf, A. G. (2019). The xenophobic tourist. <i>Annals of Tourism Research</i>, 74, 155–166. • Kožić, I. (2019). Can tourism development induce deterioration of human capital? <i>Annals of Tourism Research</i>, 77, 168–170. • Mayaka, M., Croy, W. G., & Wolfram Cox, J. (2019). A dimensional approach to community-based tourism: Recognising and differentiating form and context. <i>Annals of Tourism Research</i>, 74, 177–190. • McKercher, B (1993). Some fundamental truths about tourism: understanding tourism's social and environmental impacts. <i>Journal of Sustainable Tourism</i> 1(1), 6-16. • Salvatore, R., Chiodo, E., & Fantini, A. (2018). Tourism transition in peripheral rural areas: Theories, issues and strategies. <i>Annals of Tourism Research</i>, 68, 41–51. • Souldard, J., McGehee, N. G., & Stern, M. (2019). Transformative tourism organizations and glocalization. <i>Annals of Tourism Research</i>, 76, 91–104. • Styliadis, D, Biran, A, Sit, J & Szivas, EM (2014) Residents' support for tourism development: the role of residents' place image and perceived tourism impacts. <i>Tourism Management</i> 45, 260-274. • Tolkach, D & King, B (2015) Strengthening community-based tourism in a new resource-based island nation: why and how? <i>Tourism Management</i> 48, 386-398. • Woo, E, Kim, H & Uysal, M (2015) Life satisfaction and support for tourism development. <i>Annals of Tourism Research</i> 50(1), 84-97.
INDICATIVE MATERIAL:	REQUIRED MATERIAL: N/A

<i>(e.g. audiovisual, digital material, etc.)</i>	RECOMMENDED MATERIAL: N/A
COMMUNICATION REQUIREMENTS:	Use of appropriate academic conventions as applicable in oral and written communications.
SOFTWARE REQUIREMENTS:	Blackboard, MS Office, search engines
WWW RESOURCES:	<p>Students are expected to use the internet at their own discretion to select information on the individual project. Useful sources include</p> <p> www.wttc.org/ www.world-tourism.org http://www.sete.gr http://www.abta.co.uk http://www.travelmole.com </p>
INDICATIVE CONTENT:	<ol style="list-style-type: none"> 1. The impacts of tourism development 2. Key theoretical perspectives on tourism development and policy making 3. The need for planning tourism development 4. The role of key stakeholders in tourism development planning 5. Tourism development planning structures 6. Destination examples and case studies 7. Challenges involved in planning tourism development and policy making