

BMA210/310
Interpretation for Tourism

Semester 1, 2009

This unit will be offered in:

Locations:

Hobart and Launceston

The lecturer responsible will be:

Professor Trevor Sofield (Lecturer-in-Charge)

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<http://www.utas.edu.au/mgmt/student.htm>

Introduction to the Unit

Interpretation is a key component of any tourism experience. Without interpretation, people would not be inspired to engage in tourism, would not be able to find their way to locations or around them, nor would they understand the significance of, or be entertained by, the subject of interest. From subliminal interpretation such as architecture through to the more obvious forms such as maps, information boards and guiding, interpretation acts a key variable in creating a satisfactory tourism experience.

The purpose of this unit is to give students an understanding of ways in which the tourism experience can be interpreted, and insight into why interpretation is such an integral part of any tourism experience.

As well as examining different forms of interpretation, the unit will explore key learning theories related to communication. It will also provide an understanding of ways in which interpretation and communication can be planned and evaluated.

Enrolment in the unit

Unless there are exceptional circumstances, students should not enrol in BMA units after the end of week two of semester, as the School cannot guarantee:

- that any extra assistance will be provided by the teaching team in respect of work covered in the period before enrolment; and
- that penalties will not be applied for the late submission of any piece or pieces of assessment that were due during that period.

Learning Outcomes

On completion of this unit, you should be able to:

- Critique the theories and principles of interpretation
- Articulate how and why interpretation is multifaceted and can be audience-focussed and audience-led
- Explain to others that interpretation is more than the listing of facts and figures
- Relate the basic academic principles and theories about interpretation and communication to actual practice
- Critically question the lack of cross-cultural interpretation
- Demonstrate basic skills in designing interpretation for sites, places, events, touring routes, etc.
- Understand the importance of on-going evaluation and revision

Generic Graduate Attributes

The University has defined a set of generic graduate attributes (GGAs) that can be expected of all graduates (see <http://www.utas.edu.au/tl/policies/index.htm>). By undertaking this unit you should make progress in attaining the following attributes:

Knowledge

- Students will gain a holistic view of interpretation within tourism. Students will learn **why** interpretation is important for any tourist experience as well as **how** interpretation for tourism is implemented.

Communication Skills

- Interpretation is about communication. Students will learn how to identify the message and the best tactics for communicating that message with the wider public.
- Students will learn to communicate effectively through both written and oral mediums and to present well-reasoned arguments in a logical and coherent manner.

Problem Solving Skills

- Students will learn how to analyse communication problems and suggest feasible solutions to them.
- Students will learn how to formulate measurable goals for their interpretation activities.
- Students will learn how to evaluate outcomes effectively.

Global Perspective

- Interpreters understand their role within a global context in conjunction with their global audience.
- To demonstrate awareness of the impact of global trends on tourist attitudes and interpretation.
- To develop an understanding of the role of technology and global information systems and their effect on tourism and communications.

Social Responsibility

- To appreciate the ethical and legal issues involved in interpretation, especially in relation to the types of messages being communicated.
- To understand the social responsibilities inherent in conservation and preservation within tourism.

Prerequisites

For BTourism students: BMA104 Principles of Tourism or BMA105 Tourism Practices.

For other degrees: 100% of level 100 units.

Texts

Prescribed Texts

There is no prescribed text for this unit.

School Publications

Students must obtain the following electronic publications which are available from the School of Management website:

<http://www.utas.edu.au/mgmt/student.htm>

Writing Assignments: A Guide

School of Management Referencing Style

Recommended Reading

The publications listed below are highly recommended for further reading on the topics covered in the unit.

Books

Carter, J. (Ed.). 1997. *A sense of place: An interpretive planning handbook*. Inverness: Tourism and Environment Initiative. Chapters 2-6. Available online at <http://www.scotinterpnet.org.uk/> Click on 'Reports'.

Ham, S. 1992. *Environmental interpretation: A practical guide for people with big ideas and small budgets*. Golden, Colorado: Fulcrum Publishing.

Knudson, D., Cable, T., & Beck, L. 2003. *Interpretation of cultural and natural resources*. Pennsylvania: Venture Publishing.

McKercher, B. & du Cros, H. *Cultural tourism: The partnership between tourism and cultural heritage management*. 2002. Binghamton NY: The Haworth Press.

Moscardo, G. 1999. *Making visitors mindful: Principles for creating sustainable visitor experiences through effective communication*. USA: Sagamore Publishing.

Pastorelli, J. 2003. *Enriching the experience*. Frenchs Forest. NSW: Pearson Educational.

Rackham, Oliver. 1995. *History of the countryside*. London: Weidenfeld & Nicolson.

Roth, S. 1998. *Past into present: Effective techniques for first-person historical interpretation*. USA: The University of North Carolina Press.

Tilden, F. 1977. *Interpreting our heritage* (3rd ed.). USA: The University of North Carolina Press.

Uzzell, D. & Ballantyne, R. 1998. *Contemporary issues in heritage & environmental interpretation*. London: The Stationery Office.

Journals and Periodicals

Apart from books, you will find it valuable to get into the practice of reading relevant articles from journals and periodicals (including newspapers and magazines).

Annals of Tourism Research (online via Utas)

Journal of Environmental Education

Journal of Interpretation Research

Journal of Tourism Studies

Tourism Management (online via Utas)

Reader

There is a Resource CD prepared by Julia Crozier which will be made available to all students enrolled in this Unit. A Reader for Interpretation is included on the CD. The Reader contains supplementary articles and chapters which may be used in preparation for lectures, tutorials and assignments. The CD also contains lectures for this Unit from 2006 and 2007, and while the structure of the Unit has now changed for 2009, these lectures will provide useful additional background. **STRONGLY RECOMMENDED** are interviews on the CD of leading persons involved in interpretation in Tasmania, such as Ken Latona, architect and philosopher who runs The Cradle Track and the Bay of Fires treks, and Julia Clark who is in charge of interpretation for Port Arthur.

A Hint: when preparing assignments make sure you look for sources in the Reader as well as the Library or on the web. Many students have spent time and money photocopying articles and chapters which already appear in the Reader.

Flexible Learning: MyLO

MyLO software has been incorporated into the delivery of this unit to enhance the learning experience by providing access to up to date course materials and by allowing for online discussion through this web-based environment.

To access MyLO from your own computer you will need the appropriate software, and hardware to run that software. See **Learning Online** <http://uconnect.utas.edu.au/> for computer software you will need.

Note: Older computers may not have the hardware to run some of the required software applications. Contact your local IT support person or the Service Desk on 6226 1818 if you experience difficulties. The School of Management has prepared a MyLO Information Sheet which includes access guidelines and contact information. It is available to download as a Word document from the School of Management website: <http://www.utas.edu.au/mgmt/student.htm>

Privacy Policy and Notice

The School of Management takes the utmost care to protect the privacy and security of your personal information and to ensure its accuracy.

If you have any concerns about your privacy in MyLO please contact the lecturer-in-charge of this unit or view the University of Tasmania MyLO Privacy Policy Statement available from the university website on <http://www.utas.edu.au/coursesonline/privacy.htm>.

Assessment

In order to pass this unit you must achieve an overall mark of at least 50 per cent of the total available marks. Details of each item of Coursework are provided in the Assignment Topics section.

Method of Assessment	Value	Due Date	Length*
Coursework			
Short Answer Assignment	10%	Friday, 20 March 2009 (end of week 4)	10 questions
Tutorial Presentation	15%	3 students per tutorial,	Variable
Interpretation Evaluation - Group Essay (3 per group)	35%	Monday, 18 May 2009, 2.00 pm	2500-3000 words
Examination	40%	Exam Period	2 hours
Total Marks	100		

* **Word Limit:** The word count includes such items as headings, in-text references, quotes and executive summaries. It **does not** include the reference list at the end of the assignment.

Study Week

All undergraduate units offered by the School of Management are scheduled to include a Study Week. The dates for this Semester are shown in the attached Study Schedule.

The purpose of the Study Week is to allow students an opportunity to consolidate their studies thus far, and to research coming assignments.

Examination

Format

Students will answer three essay questions from a choice of five questions. The exam will take two hours.

Scheduled date and place

Your final examination for this unit will be held during the scheduled examination period as indicated by Student Administration in correspondence to you.

Examinations will normally be scheduled Monday to Saturday inclusive. Examinations may be held during the day or evening and students should consult the university information which will be made available towards the end of semester.

You are advised to make any necessary arrangements with employers now for time off during examination period to sit this examination. Your participation at the scheduled time is not negotiable unless there are exceptional circumstances.

Note that you will be expected to sit the examination at your recorded study centre.

Supplementary Examination

Except in special circumstances and on the recommendation of the lecturer-in-charge or the Head of School, a student who fails will not be granted a supplementary examination.

Special Consideration and Student Difficulties

If a student is experiencing difficulties with their studies or assignments, have personal or life planning issues, disability or illness which may affect their course of study, they are advised to raise these with their lecturer in the first instance. Students may also contact the Catalyst Officer, who will be able to help in identifying the issues that need to be addressed, give general advice, assist by liaising with academic staff, as well as referring students to any relevant University-wide support services. The Catalyst Officer is located in room 318a in the Commerce Building in Hobart and is contactable by phone on 6226 1916. There is also a range of University-wide support services available including Student Services, International Services and Learning Development. Please refer to the *Current Students* homepage at: <http://www.utas.edu.au/students/index.html>

Should a student require assistance in accessing the Library, visit their website for more information at <http://www.utas.edu.au/library/>

Students who have completed their examinations and who feel that they have been disadvantaged due to illness or other circumstances affecting their study, may fill out a form to request that their lecturer takes this into consideration when marking the examination. Forms should be submitted directly to the relevant school, accompanied by appropriate supporting documentation, as soon as possible after the completion of the examination. Granting of special consideration is at the discretion of the lecturer and school. The relevant form can be found at the following website:

http://www.studentcentre.utas.edu.au/examinations_and_results/forms_files/index.htm#eits

Students with a non-English speaking background may be permitted to take a bilingual dictionary into an exam. This dictionary must not be annotated, that is, it must have no notes written in it. In order to use a bilingual dictionary students must request permission from the Student Centre.

Submission of Coursework

Lodging Coursework

All Coursework must have the School of Management Assignment Cover Sheet and Title Page attached, both of which are available as a blank template from the School of Management website:

<http://www.utas.edu.au/mgmt/student.htm>

All assignments must include the tutor's name on the assignment Cover Sheets when they are handed in. If this is not done the assignment will not be accepted and therefore marked.

Please remember that you are responsible for lodging your Coursework on or before the due date. We suggest you keep a copy. Even in the most 'perfect' of systems, items sometimes go astray.

Note that you may also be required to submit an electronic copy of your Coursework. More details of this will be given in Lectures.

Hobart students: Lodge in assignment box near room 321, Commerce & Economics Building.

Launceston students: Lodge in assignment box beside room A170.

All coursework must be handed in at 2.00 pm on the due date.

Late Coursework

Written Work

Extensions will only be granted on medical or compassionate grounds and will not be granted because of work or other commitments. Requests for extensions should be **made in writing** to the lecturer-in-charge prior to the due date. Medical certificates or other evidence must be attached and must contain information which justifies the extension sought.

Late assignments which have **not** been granted an extension will, at the lecturer's discretion, be penalised by deducting ten per cent of total marks for each full day overdue.

Assignments submitted more than six days late will normally not be accepted by the lecturer-in-charge.

Tests

Students who are unable to sit a test on medical or compassionate grounds (work or other commitments are not considered 'compassionate grounds') may request that they be permitted to submit alternative Coursework.

Please do not expect a special test to be held for you if you choose to go on holidays or undertake other activities on the scheduled date. If you do need to request alternative Coursework, you should do so in writing to the lecturer-in-charge prior to the due date. Medical certificates or other evidence must be attached and must contain information which justifies the request. The telephone number of the doctor should also be included.

Return of Coursework

Coursework will be returned during classes or it can be collected from the lecturer's or tutor's room at nominated times; it will not be available from the School's offices.

Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own, for example:

- using an author's words without putting them in quotation marks and citing the source;
- using an author's ideas without proper acknowledgment and citation; or
- copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at <http://www.utas.edu.au/plagiarism/> & <http://www.academicintegrity.utas.edu.au/>

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline—Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/ord9.pdf>

The University reserves the right to submit (or to require you to submit) assignments to online plagiarism detection software, and might then retain a copy of the assignment on its database for the purpose of future plagiarism checking.

Occupational health and safety (OH&S)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's policy at: http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf

Tutorial Program

Tutorial Topics

Note that the tutorial program does not start until Week 2 of semester.

Students are responsible for contributing to the tutorials by way of presentation. A maximum of three presentations constitute a tutorial session (i.e. 10-15 minutes per student). Each of the tutorial topics is designed to reinforce a lecture topic and will normally be timed for two weeks after the lecture concerned so that students will have had an introduction to their tutorial topic with two weeks at least in which to prepare their presentation.

Depending upon the total numbers enrolled in the course, more tutorials may be added to the list below.

Week 2

Outline of topics for tutorial presentations and schedule for delivering these

Week 3

No tutorial

Week 4

Mindfulness: You are the director of a regional Tasmanian tourism authority with responsibility among other things for promoting the tourism products within your region. Cruise ship visitation has increased dramatically, a majority of whose passengers are international (American and European) senior citizens with high incomes, and the cruise ship companies are scheduling full-day coach tours to your region. In the past the seniors segment of the market has tended to be restricted to 'grey nomad' Australians, i.e. retirees with campervans and caravans, who have tended to look after themselves and their own needs and most tourism businesses have not focused on their needs. Identify impediments to the successful welcoming of such cruise ship visitors to your region and propose a strategy to provide an ideal trip for these visitors (bearing in mind that they are not young and active and some will have physical disabilities), setting out one or more guided tours for their enjoyment.

Week 5

No tutorial

Week 6

Analyse two Tasmanian tourist sites semiotically and relate these analyses to how they interpret their site/place/event. In your view, justify why the interpretations work or alternatively, are unsuccessful.

Week 7

Study Week. No tutorial

Week 8

Find a case of contested interpretation not covered in lectures and explore reasons for the different approaches

Week 9

No tutorial

Week 10

Compile a list of ten notices/signboards/panels for visitors to attractions and classify them according to Tilden's six main principles and Ham's EROT principles. You can make up your own notices, you can take examples from real life, you can apply some or all of the notices to a single attraction, or ten different attractions. Remember that your classmates are going to be encouraged to review each one critically.

Week 11

No tutorial

Week 12

Visitor Centres: Select one of four different types of Visitor Centres and formulate the structure of your Centre and its role in interpretation according to the needs you have identified and the functions it will carry out.

- i) Visitor Centre for a World Heritage cultural site at Angkor Wat, Cambodia, or Machu Picchu, Peru.
- ii) A Visitor Centre located at an international border post which experiences daily cross-border visitor flows of several thousand people from the neighbouring country, plus an equal number of international visitors from other countries.
- iii) A Visitor Centre for a community based ecotourism and cultural venture in a home-stay hill tribe village in Laos, Thailand or Nepal.
- iv) A Visitor Centre for a national park.

Week 13

Revision discussion, with questions to be prepared by students

Guidance for Assignments

General

For an assignment there are some fairly basic points to remember.

- Use a structure that is relevant to the type of assignment and instructions, the topic, and the depth of treatment.
- Take care in deciding on your approach and the argument you wish to present - try for an independent approach, a logically developed argument, an analytical rather than descriptive account of the subject, and an accurate presentation of evidence. This does not mean that description has no place in an assignment because some parts of an ethnography, for example, will require this approach.
- Your sources should be adequately acknowledged in your referencing system, along with a reference list. Make effective use of primary and secondary sources, representative and appropriate evidence.
- Watch your style and presentation - use fluent and succinct writing, effective paragraphs, economical and grammatical sentences, legible and well set out presentation, reasonable length, correct spelling. All written work needs to be subjected to editing! Remember, if your tutor can't read it they can't give it a good grade. When typed on a word processor or computer, there is no excuse not to use your Spellcheck. Failure to use the check will result in any spelling mistakes being doubly penalised because they will be the result of laziness.
- If in doubt about any aspect of an assignment, ask your tutor beforehand for advice!

Sexism and Racism

The University is committed to the use of non-discriminatory language in all forms of communication. Students and staff should avoid the use of discriminatory language in units and in all other activities within the University. This applies to both oral and written communication. Discriminatory language is that which refers in abusive terms to gender, race, age, sexual orientation, citizenship or nationality, ethnic or language background, physical or mental ability, or political or religious views, or which stereotypes groups in an adverse manner that is not supported by evidence. This is not meant to preclude or inhibit legitimate academic debate on any issue; however the language used in such debate should be non-discriminatory and sensitive to these matters.

Staff in this unit support the use of non-gendered language and research and the attempts to avoid racist and sexist usage in university discourse. Partly because our study area is concerned with observing and communicating accurately about the world around us, it is important to be clear and accurate in the language we use. There are also moral issues of discrimination involved, as well as the socialisation effects of using certain types of language. Sexist language and sexist expression is to be avoided in assignments. You should also watch for racist language. You will note that much of the material you read is not only gendered in its language but in the manner in which the research is carried out and reported.

Plagiarism

All sources of information, whether used in the form of direct quotations or of paraphrases, must be duly acknowledged. Whenever you use a sentence, or even a phrase from a published author, you must put quotation marks around the words concerned (or indent and single space for a long quote) and provide a specific reference, including page number. If you do not do so, you can be accused of plagiarism, which is a serious offence. Please be aware that copying large chunks of web material is plagiarism and that the University has a comprehensive software system which allows tutors to check on whether web material has been used without reference. Plagiarism can result in failing your assignment.

Tutorial Presentations

Tutorial presentations are worth 15%. Each presentation is marked out of 100 according to the table set out below, and then reduced as a percentage of 15%.

In other words, if you score 66, your percentage result would be 10% out of a possible 15% for this assignment, contributing 10% to your final mark out of the Unit's total of 100%.

Note that CONTENT is worth half of the possible total.

Presentations are oral and are assessed as followings:

<i>Aspect to be assessed</i>	<i>10.....continuum..... 1</i>	<i>Value</i>
Diction	clear/strong ----- weak/inaudible	10
Expression	good range/change of pitch ----- dull/monotonous	10
Stance	steady/purposeful ----- jiggety- jig/distracting	10
Audience contact	good ----- poor	10
	<i>(eg was presentation read with head down; or was there eye contact and other interaction with the audience?)</i>	
Audio-visual	effective ----- ineffective	10
	<i>(e.g. powerpoint slides' printing too small to read at back of room, maps unclear, no material utilised)</i>	
Content	Sound, accurate, interesting ----- poor, misleading	50
Total		100

Essays

Please make sure you read your Student Guide which sets out in detail what is required for the writing of essays, including comments on plagiarism **and referencing**. No University essay should be submitted without references (unless it is a piece of creative English writing – but that is not what the study of tourism is about!).

Attached is a copy of the **Essay Feedback Guide** which you will be given on completion of assessing your essay. It provides in detail the points which the assessor will be utilising to mark your essay.

Good luck with your work!!!

Trevor Sofield (Professor)
Tourism Programme

ESSAY FEEDBACK GUIDE

TOURISM PROGRAMME

Student's Name:	Date:
Tutor:	Essay Topic:

	<u>Rating Scale</u>					
Well Done	4	3	2	1	Needs work	

A. DEFINITION OF TOPIC & STRUCTURE OF THE ESSAY

- | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Has the topic been clearly defined? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Does the essay have a clear structure or organisation in which – | | | | | | |
| - there is a clear and useful <u>introduction</u> ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - there is a coherent flow to the essay? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Is there an effective conclusion drawing the main points together? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

COMMENT

B. CONTENT

- | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 4. Is there evidence of adequate research? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Is the breadth of coverage adequate? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Content and theme, thesis or argument relevant to the assignment? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Are arguments supported by evidence, examples, sources, quotes? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

COMMENT

Assignment Topics

Short Answer Assignment

Due Date: Friday, 20 March 2009 (end of week 4), 2.00pm

Length: 10 questions

Value: 10 marks

The content of this assignment is based on the principles of interpretation. Students need to read through the academic literature covered during the first three lectures. The assignment will consist of 10 short-answer questions, (no more than 4-5 lines for each answer). The questions will be handed out at the end of week one (ie 27th of February). Students have until the end of week 4 (Friday 20 March) to complete this assignment.

Interpretation Evaluation Essay

Due Date: Monday, 18 May 2009, 2.00 pm

Length: 2500-3000 words

Value: 35 marks

The cohort will be divided into groups of 3 students, and each group will be required to undertake an evaluation of an existing interpretation experience. This may require travel to a particular site, such as to Strahan for “The Ship That Never Was,” or from Hobart to Launceston (or vice-versa) undertaking the “Skullduggery” exercise along the Heritage Highway. Choice of interpretation exercise to be evaluated is to be decided between each group and your lecturer, so feel free to select any substantial interpretation exercise but **ensure that you obtain PRIOR approval from your lecturer**. Since this is an essential component of the Unit, in effect equivalent to a field trip if it takes you away from home, some assistance may be possible.

THE UNIVERSITY AS A 'FITNESS CENTRE'

The following comments by Dr Jim Macbeth (Sociology Department, Murdoch University, Perth, WA, 2000) about the nature of the university learning environment are recommended for your consideration.

"The university as 'fitness centre': customers, clients and products

Much social analysis focuses on the way in which social transactions have become defined as products and thus the relationship between people becomes a commercial exchange. This analysis is applied to many aspects of tourism but is also being applied to education as universities increasingly become 'entrepreneurial'; in Australia this is accompanied by corporatist management styles, fees and HECS. But, learning and education are still fundamental goals of universities and of staff, and learning is not simply a product.

The fitness centre is an apt analogy for a university, better than a supermarket or a factory. The fitness centre, for a fee, provides facilities, assessment, counselling and coaching. It invites you to put in considerable effort for your own improvement – and you can't blame the fitness centre if you don't work hard enough to get fit. The centre does not sell you fitness.

Likewise, a university does not sell you learning. It provides libraries, resources, counselling, lectures, tutors, assessment and a program of study. You make choices; you make commitments; you do the learning. The university does not sell you 'learning'. Without learning that is successfully applied to course work assignments, exams, and so on, the University cannot award you a degree any more than the Fitness Centre can award you a certificate of fitness.

It follows, then, that we do not think of you as a 'customer' or 'client'. We are not selling you a product that we pass over to you; it is not like a commercial exchange whereby we produce a product that you buy from us. We both have responsibilities. We offer you the educational context and materials and your responsibility is to participate fully and to work creatively and energetically so as to develop your learning and increase your knowledge; it is you that has to do the learning. Staff are here to facilitate your learning. We will endeavour to provide a supportive and challenging environment for your learning. But, we can't learn for you – that is your job."

Dr Jim Macbeth (Extract from: *Student Guide for Travel & Tourism*, Murdoch University, 2000).

Study Schedule

Semester 1, 2009

PLEASE NOTE: Timing of the lectures listed below while relatively firm is indicative only and may be changed depending upon the availability of guest speakers.

Week	Start of Week	Text Chapter	Topic Due Dates
1	23 February		Introduction: what is interpretation? Definition, theory, principles; authenticity
2	02 March		Mindfulness: communications theories and principles
3	09 March		Interpretation for cultural (built) heritage; minorities (ethnic) heritage; and natural heritage (including wildlife tourism)
4	16 March		Historical ecology (history of the countryside) and cultural landscapes
5	23 March		Who owns history? Alternative contested interpretations; dark tourism; the case of the Eureka Stockade Centre
6	30 March		<i>Guest lecturer. Port Arthur; the Heritage Highway</i>
7	06 April		<i>Study Week 6th - 8th of April & 16th - 17th of April</i>
<i>Mid-Semester Break 9th - 15th of April</i>			
8	20 April		Interpretation and cross-cultural communications/interaction; border tourism and interpretation. China's cultural landscapes
9	27 April		Cave tourism in China; wildlife tourism in China
10	04 May		Visitor Centres: social constructs designed specifically for tourism
11	11 May		Guides and Guiding: the core of inter-personal interpretation
12	18 May		Field Trip to Tasmanian Museum (Antarctica)/Inveresk Victoria Museum
13	25 May		Propaganda or education? (Forestry Tasmania; Mining in the Pilbara; nuclear power generation)
<p>A Calendar/Study Planner showing dates is available from School of Management website at http://www.utas.edu.au/mgmt/student.htm.</p>			