

Updated On	2023/09/16																																
Curricular Year / Period	2023/24 / S1																																
Course	Tourism																																
Curricular Unit	Tourism Principles																																
Language(s) of Instruction	Português																																
ECTS/tempo de trabalho (horas)	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">ECTS</th> <th rowspan="2">Total</th> <th colspan="9">Horas de contacto semestral</th> </tr> <tr> <th>T</th> <th>TP</th> <th>PL</th> <th>S</th> <th>TC</th> <th>E</th> <th>O</th> <th>OT</th> <th>EC</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>150</td> <td>0</td> <td>63</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>12</td> <td>0</td> </tr> </tbody> </table> <p>T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; ; EC - Clinical teaching; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.</p>	ECTS	Total	Horas de contacto semestral									T	TP	PL	S	TC	E	O	OT	EC	6	150	0	63	0	0	0	0	0	0	12	0
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		T	TP	PL	S	TC	E	O	OT	EC																							
6	150	0	63	0	0	0	0	0	0	12	0																						
Teacher in charge (GDPR consent) <small>[complete name, email]</small>	Eva Maria Marques Milheiro / eva@ippportalegre.pt																																
Prerequisites <small>[Curricular Units that must precede and specific entry competences]</small>	None																																
Learning outcomes <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<p>The curricular unit of Principles of Tourism, from the first year of the Degree in Tourism, is intended to provide students with basic but essential knowledge about tourism and its problems, making them aware of the situation in our country, in particular.</p> <p>By the end of the semester, students should have acquired the following skills:</p> <ul style="list-style-type: none"> - To know the basic concepts in tourism and its historical evolution; - Understand the need for a multidisciplinary and interdisciplinary approach to tourism; - Follow the evolution of the organizational structures of Tourism (at the national level) - Understand the importance of the role of the State in tourism development, its various forms and areas of intervention; - Understand the tourism system and its main subsectors; - Analyze the regulatory framework of tourism activity in Portugal; - Understand the harmful effects that tourism may have when not subject to proper planning; - Understand and have critical awareness about the moral, ethical and environmental frameworks that allow for best practices in Tourism. <p>Translated with www.DeepL.com/Translator</p>																																
Sustainable Development Goals																																	
Syllabus	<p>Basic Concepts and Definitions: Tourism and leisure; Evolution of the concept of leisure; Evolution of the concept of tourism; Concepts of visitor, tourist and hiker.</p> <p>Classifications and types of tourism. Differences between hospitality, travel and tourism. Tourism as a system and its main subsectors. Tourism in the world - evolution of tourism and its characteristics. Tourism in Portugal - phases of development.</p> <p>The role of the State in the development of tourism. Forms of State intervention in tourism. Areas of State intervention in the tourism sector.</p>																																

	<p>Regulatory framework of tourism activity in Portugal. Organization and political-administrative structure of tourism in Portugal. Tourism demand and supply: concepts and components. Main impacts of tourism (introduction). Ethics in tourism: the World Tourism Code of Ethics.</p>
<p>Teaching methodologies (including assessment)</p> <p>[Specify the types of assessment and the weights and evaluation criteria]</p>	<p>1 - Teaching methodologies</p> <p>The curricular organization of the curricular unit of Principles of Tourism includes theoretical and practical classes. The theoretical lessons will take a more expositive character, in order to disseminate some knowledge and basic scientific information. Will be reserved spaces for discussion and critical reflection on the different topics of the program or others linked to it. The practical classes will be used for the analysis of texts, visualization and critical analysis of videos; realization, and discussion of a practical work and conducting study visits. There will also be, and whenever possible, open classes with guests specialized in different themes of the program.</p> <p>2 - Period assessment</p> <p>Approval is obtained with a minimum score of 9.5. Evaluation parameters:</p> <ul style="list-style-type: none"> - test - 40% - individual works- 20%; - Practical research work, group report 20%; oral presentation 20%. - Participation and attendance - 1 for those who attend all classes. <p>It is mandatory to attend 75% of the lessons taught.</p> <p>3 - Examination assesement</p> <p>Exam 100%</p>
<p>Bibliography</p>	<p>1 - Main Bibliography</p> <p>Burkart, A. J. & Medlik, S. (1981). <i>Tourism Past, Present and Future</i>, Second Edition. Oxford: Butterworth-Heinemann.</p> <p>Conselho Setorial do Turismo (2011). <i>90 Anos do Turismo em Portugal</i>.</p> <p>Cunha, L. (2001). <i>Introdução ao Turismo</i>. Lisboa: Verbo.</p> <p>Cunha, L. & Abrantes, A. (2013). <i>Introdução ao Turismo</i>. Lisboa: Lidel.</p> <p>Goeldner, C. R., Ritchie, J. R. B. & McIntosh, R. W. (2000). <i>Tourism Principles, Practices, Philosophies</i> Eighth Edition. New York: John Wiley & Sons.</p> <p>INE. (2017). <i>Estatísticas do Turismo</i>, Lisboa: INE.</p> <p>Mill, R & Morrison, A. (1992). <i>The Tourism System an introductory text</i>, Second Edition. Englewood Cliffs: Prentice Hall.</p> <p>Pina, P.(1998). <i>O Turismo no século XX</i>, Lucidus.</p> <p>Tribe, J. (1997). <i>The Indiscipline of Tourism</i>. <i>Annals of Tourism Research</i>. 24(3), 638-657.</p> <p>Turismo de Portugal. (2017). <i>Estratégia para o Turismo 2027</i>, Lisboa: TP.</p> <p>Williamson, A (1998). <i>The Golden Age of Travel: The Romantic Years of Tourism in Images from the Thomas Cook Archives</i>. Peterborough: Thomas Cook Publishing.</p> <p>2 - Complementary Bibliography</p> <p>Brito, S. P. (2003). <i>Notas Sobre a Evolução do Viajar e a Formação do Turismo</i>. Medialivros.</p> <p>Cunha, L. (2010). <i>Desenvolvimento do Turismo em Portugal: os Primórdios. Fluxos & Riscos</i>, nº 1, 2010, pp. 127-149.</p> <p>Cunha, L. (1997). <i>Economia e Política do Turismo</i>. Lisboa: McGraw-Hill.</p> <p>Gonçalves, A. C. (2002). <i>O Recreio e lazer na reabilitação urbana</i>. Lisboa: GEPE e IFT.</p> <p>Jafari, J. (2000). <i>Encyclopedia of Tourism</i>. London: Routledge.</p> <p>LOUSADA, M, PIRES, A. (2010) (coord.). <i>Viajar, Viajantes e Turistas à Descoberta de Portugal no Tempo da I República</i>, Comissão Nacional para as Comemorações do Centenário da República e Turismo de Portugal.</p> <p>Mathieson & Wall. (1982). <i>Tourism: economic, physical and social impacts</i>. New York: Longman Scientific & Technical.</p>
<p>Special Situations</p> <p>[Students with special status]</p>	<p>1 - Period assessment - Students with special status</p>

Curricular Unit Form (Document waiting approval from Course Commission)

The recommendations of the Pedagogical Council in each case will follow.

2 - Examination assesement - Students with special status

The recommendations of the Pedagogical Council in each case will follow.
