

## SEMESTER AT SEA COURSE SYLLABUS

### Colorado State University, Academic Partner

<b>Voyage:</b>	Fall 2019
<b>Discipline:</b>	Natural Resource Recreation and Tourism
<b>Course Number and Title:</b>	NRRT 270 Principles of Natural Resource Tourism
<b>Division:</b>	Lower
<b>Faculty Name:</b>	Simon Hudson
<b>Semester Credit Hours:</b>	3

**Prerequisites:** None

### COURSE DESCRIPTION

This course is an introduction to tourism in a global context and has been designed to introduce students to the characteristics of tourism, the relationships between the key sectors, evolving issues and trends in the industry, and the role of industry and government organizations that support tourism at the regional, national and international level. Students will become acquainted with the economic, environmental and socio-cultural impacts tourism has on communities around the world, and will learn to appreciate international tourism's potential to foster intercultural understanding and world peace. Students will analyze the foundations of recreation and tourism via case studies and readings pertaining to the countries visited on this voyage, studying topics like *Game of Thrones* tourism in Croatia, 'dark tourism' in Poland and Ghana, wine tourism in Spain, surf tourism in Portugal, adventure tourism in Morocco, sport tourism in Brazil, music tourism in Trinidad and Tobago, eco-tourism in Ecuador, and medical tourism in Costa Rica.

### LEARNING OBJECTIVES

- Describe the composition, size, and growth of the international tourism industry
- Understand the tourism industry and provide a general background in the elements and characteristics of its various segments
- Identify the factors affecting the international tourism industry
- Explain the cohesive nature of international tourism, hospitality, and travel businesses
- Understand the fundamental operational principles associated with international tourism operations
- Summarize current consumer needs and trends
- Discuss current tourism career choices

### REQUIRED TEXTBOOKS

AUTHOR: Morrison, Lehto and Day  
 TITLE: The Tourism System  
 PUBLISHER: Kendall Hunt  
 ISBN #: 9781465299253  
 DATE/EDITION: 2018

## REQUIRED READINGS

The following readings will be placed in an electronic course folder housed on the ship's Intranet:

Country	Readings
All	World Travel & Tourism Council Reports for each country we are visiting
Poland	Tanas, S. (2013) Tourism death space and thanatourism in Poland. <i>Current Issues of Tourism Research</i> , 22-27.
Portugal	Hudson, S. (2017) Case study: Martinhal in Portugal – staying sensitive to the consumer
Spain	Lopez-Guzman et al. (2011) The development on wine tourism in Spain. <i>International Journal of Wine Business Research</i> , 223(4), 374-386.
Croatia	Tkalec, M., Zilic, I., & Recher, V. (2017) The effect of film industry on tourism: <i>Game of Thrones</i> and Dubrovnik. <i>International Journal of Tourism Research</i> , 19(6), 705-714. Waysdorf, A., & Reijnders, S. (2017) The role of imagination in the film tourist experience: the case of <i>Game of Thrones</i> . <i>Journal of Audience &amp; Receptions Studies</i> , 14(1), 170-190. Rigby, S. (2017) <i>Game of Thrones</i> is a blessing and a curse for Dubrovnik in Croatia. Quartz.
Morocco	Hudson, S. (2017) Ritzy Riads in Essaouira, Morocco
Ghana	Cobbinah, P.B., & Darkwah, R.M. (2016) Reflections on tourism policies in Ghana. <i>International Journal of Tourism Sciences</i> , 16(4), 170-190.
Brazil	Hudson, S. (2008) Targeting turtle lovers: Praia do Forte in Brazil
Trinidad and Tobago	Oxford Business Group (2016) Tourism to take center stage as Trinidad and Tobago's economic diversification intensifies.
Ecuador	Tourtellot, J. (2015) Galápagos tourism backfires, <i>National Geographic Blog</i> .
Costa Rica	Bazaweer et al. (2016) Medical tourism in Costa Rica

## TOPICAL OUTLINE OF COURSE

Depart Amsterdam – September 9

**A1—September 11:** The Tourism System and Destinations  
Readings: Chapter 1

**A2—September 13:** Tourism Impacts – focus on Poland  
Readings: Chapter 2

**Gdansk, Poland — September 15-20**

**A3—September 21:** Reflections on tourism in Poland; Government Involvement, Tourism Policy, and Organizations  
Readings: Chapter 3

**A4—September 23:** Tourism Legislation and Regulation  
Readings: Chapter 4

**A5—September 25:** Presentations on tourism in Portugal and Spain

**Lisbon, Portugal — September 26-28**

**Cadiz, Spain — September 29 – October 1**

**A6—October 3:** Reflections on Portugal and Spain; Tourism Destination Planning  
Reading: Chapter 5

**A7—October 5:** Sustainable Tourism Development  
Presentation on tourism in Croatia  
Readings: Chapter 6

**Dubrovnik, Croatia — October 6-10**

**Monday October 7: Field Class**

**A8—October 12:** Reflections on tourism in Croatia; Tourism Marketing  
Readings: Chapter 7

**A9—October 14:** Tourism Promotion; Presentation on tourism in Morocco  
Readings: Chapter 8  
**Field class papers due at 17.10pm**

**Casablanca, Morocco — October 15-20**

**A10—October 22:** Reflections on tourism in Morocco; Recap on first half of course – preparation for mid-term  
Readings: Chapters 1 - 8

**A11—October 25: Mid-term exam on Chapters 1 - 8**

**A12—October 27:** Mid-term feedback; Presentation on tourism in Ghana

**Tema, Ghana — October 28-30**

**Takoradi, Ghana — October 31 – November 1**

**A13—November 3:** Reflections on tourism in Ghana; Tourism Products and Experience Development

Readings: Chapter 9

**A14—November 6:** Tourism Motivation and Travel Benefits

Readings: Chapter 10

**A15—November 8:** Tourism Experience

Presentation on tourism in Brazil

Readings: Chapter 11

**Salvador, Brazil — November 10-15**

**A16—November 16:** Reflections on tourism in Brazil; Travel Purchase

Readings: Chapter 12

**A17—November 18:** Forces Shaping Tourism

Readings: Chapter 13

**A18—November 20:** Traveler Segments

Readings: Chapter 14

**A19—November 23:** The Evolution of Travel and Travel Flows

Presentation on tourism in Trinidad and Tobago

Readings: Chapter 15

**Port of Spain, Trinidad and Tobago — November 24**

**A20—November 26:** Reflections on tourism in Trinidad and Tobago; Travel Trade Intermediaries

Readings: Chapter 16

**A21—November 28:** Traveling—Transportation Modes and Carriers

Readings: Chapter 17

**A22—December 1:** Presentation on tourism in Ecuador

**Guayaquil, Ecuador — December 2-7**

**A23—December 9:** Reflections on tourism in Ecuador; Presentation on tourism in Costa Rica

**Puntarenas, Costa Rica — December 11-15**

**A24–December 16:** Reflections on tourism in Costa Rica; Prep for final exam

**A25–December 19:** Final Exam – Chapters 9-17

**Arrive San Diego, California – December 23**

## FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

This field class takes place in **Dubrovnik, Croatia on Monday, 7 October 2019.**

Field Class attendance is mandatory for all students enrolled in this course. Do not book any individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

### **Field Class & Assignment: Game of Thrones tourism in Croatia**

The idea of the class is to explore the different ways that the tourism industry in Dubrovnik and Croatia has capitalized on the Game of Thrones phenomenon. Upon completion of this field class, you will write an individual reflection paper of 1,000 words describing what you have learned and how it pertains to film tourism. You should relate to the Game of Thrones research in your paper that we have studied on board, and how the field class enhanced your understanding of film tourism. **Reflection papers are due at 17.10pm on A9–October 14.**

### **Independent Field Assignments**

As part of the group work (see below) you will be facilitating a 30-minute reflection session about a country you have just visited. You will therefore be expected to gather data for this while you are in the country that is assigned to your group.

## METHODS OF EVALUATION

1. Field class (see below)	20%
2. Mid-term	20%
3. Group presentations	30%
4. Final exam	20%
5. Participation	10%
	100%

**Field Class (20%): Game of Thrones tourism in Croatia (outlined above)**

Upon completion of the field class, you will write an individual reflection paper of 1,000 words describing what you have learned and how it pertains to film tourism. You should relate to the Game of Thrones research in your paper that we have studied on board, and how the field class enhanced your understanding of film tourism. **Reflection papers are due at 17.10pm on A9—October 14.**

### **Mid-term (20%)**

A **mid-term closed-book exam** will be set in class on A11. This will be based on the first half of the book (Chapters 1-8).

### **Group Presentations (30%) (outlined above)**

Groups of three/four students will be assigned a country on the itinerary, and just before visiting that country the group will make a 30-minute presentation about tourism in that country. You should assume the role of a tour operator that I considering doing business in that country. So do your research and find out as much as you possible can about the country's strengths and weaknesses as a tourism destination. Then the same group will then facilitate a 30-minute reflection session in the first class after that visit. Was the research you did before visiting accurate? Did you discover something new about the country as a tourism destination? Involve the class in your reflection exercise. More guidance on these presentations will be given in class.

### **Final Exam (20%)**

A **final closed-book exam** will be set in class on A25. This will be based on the second half of the book (Chapters 9-17).

### **Participation (10%)**

We will discuss the readings in the text and case studies in each class, so come prepared. We will also spend time reflecting on our port visits and how these observations pertain to hospitality marketing. You are encouraged to ask questions during class over things you feel need clarification, or to make comments based on your own experiences. Any contributions you wish to make during class are encouraged. You are expected to actively participate in class by asking questions and sharing personal experiences. Class participation is expected (it is part of your grade). Perfect attendance and continual engagement will earn you a participation grade of 100%. Conversely, you will lose 5 points each time you miss class, are tardy, or are grossly unprepared.

## **GRADING SCALE**

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

Excellent

Good

Satisfactory/Poor

Failing

97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

## **ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM**

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

## **LEARNING ACCOMMODATIONS**

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to [academic@isevoyages.org](mailto:academic@isevoyages.org) as soon as possible, but no later than two months prior to the voyage.

## **STUDENT CONDUCT CODE**

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

## **RESERVE BOOKS FOR THE LIBRARY**

None

**FILM REQUEST**

None

**ELECTRONIC COURSE MATERIALS**

The readings listed above will be provided to students in an electronic course folder that will be housed on the ship's Intranet.

**ADDITIONAL RESOURCES**

None