

SEMESTER AT SEA COURSE SYLCLASSUS

Colorado State University, Academic Partner

Voyage:	Fall 2019
Discipline:	Natural Resource Recreation and Tourism
Course Number and Title:	NRRT 320 International Issues-Recreation and Tourism
Division:	Upper
Faculty Name:	Simon Hudson
Semester Credit Hours:	3

Prerequisites: None

COURSE DESCRIPTION

Tourism is a powerful economic force, providing employment, foreign exchange, income, and tax revenue for countries all over the world. As a world export category, tourism ranks third after fuels and chemicals, and ahead of food and automotive products, and in many developing countries, tourism ranks as the first export sector. But in addition to the oft-cited economic indicators displaying the dominance of the industry, there has been a commensurate rise and recognition of the potentially negative impacts that the growth of this industry can have. Many have been critical of the pernicious social and environmental impacts tourism brings which has led to calls for the industry to exercise greater responsibility in order to protect the 'golden goose'. This course will focus, therefore, on sustainable tourism, defined by the UNWTO as *"Tourism that takes full account of its current and future economic, social and environmental impacts, addressing the needs of visitors, the industry, the environment and host communities"*. Students will analyze the concept of sustainable tourism via research projects, case studies and readings relating to the countries visited during this voyage.

LEARNING OBJECTIVES

- Understand the new skills, tools and investments required to protect irreplaceable global resources from the impacts of escalating tourism demand
- Analyze new travel supply chains and business models for hotels, tour operators, cruise lines, airlines and airports
- Propose environmental management techniques for each sector of the travel industry
- Offer a pragmatic set of solutions to support the transition to lower impact tourism development worldwide
- Understand innovative approaches to support the transition to green infrastructure and to engage local people in the monitoring of vital indicators to protect local resources

REQUIRED TEXTBOOKS

AUTHOR: Megan Epler Wood
TITLE: Sustainable Tourism on a Finite Planet
PUBLISHER: Routledge
ISBN #: 9781138217614
DATE/EDITION: 2017/1st Edition

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	Kizielewicz, J. (2013) Cruise ship tourism – a case study Poland. <i>Zeszyty Naukowe</i> , 35(107), 65-75.
Portugal	Viera et al. (2016) The role of local government management of tourism in fostering residents' support to sustainable tourism development: Evidence from a Portuguese historic town. <i>International Journal of Tourism Policy</i> , 6(2), 109-135.
Spain	Gomez-Martin et al. (2014) Adaption strategies to climate change in the tourism sector: The case of coastal tourism in Spain. <i>Tourism</i> , 62(3), 293-308.
Croatia	Responsible Travel (2018) Overtourism in Dubrovnik.
Morocco	Garcia-Almeida, F. (2017) Analysis of tourism policy in a developing country: the case of Morocco. <i>Journal of Policy Research in Tourism, Leisure and Events</i> , 10(1), 48-68.
Ghana	Mensah, I. (2015) The roots tourism experience of diaspora Africans: A focus on the cape Coast and Elmina Castles. <i>Journal of Heritage Tourism</i> , 10(3), 213-232.
Brazil	Terrero, L.S. (2014) Social Impacts of Tourism in Brazil. <i>Global Sustainable Tourism Review</i> .
Trinidad and Tobago	Ethical Traveler (2013) Trinidad and Tobago – sustainability with a smile.
Ecuador	Croes, R., & Rivera, M.A. (2017) Tourism's potential to benefit the poor: A social accounting matrix model applied to Ecuador. <i>Tourism Economics</i> , 23(1), 29-48.
Costa Rica	Parker, J. (2017) Meet the Heroes of Costa Rica Leading the Way for Sustainable Tourism

TOPICAL OUTLINE OF COURSE

B1–September 12: Introduction to course, readings and assessment; student introductions
The Challenge of Sustainably Managing Tourism on a Finite Planet
Readings: Chapter 1

B2–September 14: The Challenge of Sustainably Managing Tourism on a Finite Planet
Sustainable tourism in Poland
Readings: Chapter 1

Gdansk, Poland – September 15-20

B3–September 22: Reflections on tourism in Poland

B4–September 24: Managing a Spider Web: The Tourism Industry Supply Chains & Sustainability
Readings: Chapter 2
Sustainable tourism in Portugal and Spain

Lisbon, Portugal – September 26-28

Cadiz, Spain – September 29 – October 1

B5–October 2: Reflections on Portugal and Spain
Economic Development of Tourism in Emerging Economies
Readings: Chapter 3

B6–October 4: Sustainable Tourism in Croatia

Dubrovnik, Croatia – October 6-10

B7–October 11: Reflections on tourism in Croatia
Hotels – The Backbone of the Tourism Industry
Readings: Chapter 4

B8–October 13: Sustainable tourism in Morocco

Casablanca, Morocco – October 15-20

B9–October 21: Reflections on tourism in Morocco; Recap on first half of course – preparation for mid-term
Readings: Chapters 1 - 4

B10–October 23: Mid-term exam on Chapters 1 - 4

B11–October 26: Mid-term feedback

Sustainable tourism in Ghana

Tema, Ghana – October 28-30

Takoradi, Ghana – October 31 – November 1

November 1: Field Class

B12—November 2: Reflections on tourism in Ghana

I'll Fly Away- Airlines, Airports and the Global Circulation of Travelers

Readings: Chapter 5

B13—November 5: Tour Operators – Exporting and Importing Customers Worldwide

Readings: Chapter 6

B14—November 7: The Cruise Industry – Empire of the Seas

Readings: Chapter 7

Field class papers due at 9.40am.

B15—November 9: Sustainable tourism in Brazil

Salvador, Brazil – November 10-15

B16—November 17: Reflections on tourism in Brazil

Destinations - The Heart of Tourism Sustainability

Readings: Chapter 8

B17—November 19: Destinations - The Heart of Tourism Sustainability

Readings: Chapter 8

B18—November 22: Sustainable tourism in Trinidad and Tobago

Port of Spain, Trinidad and Tobago – November 24

B19—November 25: Reflections on tourism in Trinidad and Tobago

B20—November 27: The Future of Sustainable Tourism

Readings: Chapter 9

B21—November 30: Sustainable tourism in Ecuador

Guayaquil, Ecuador – December 2-7

B22—December 08: Reflections on tourism in Ecuador

B23—December 10: Sustainable tourism in Costa Rica

Puntarenas, Costa Rica – December 11-15

B24–December 17: Reflections on tourism in Costa Rica; Prep for final exam

B25–December 20: Final Exam – Chapters 5-9

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 required field class, students will complete independent field assignments that span multiple countries.

The field class will take place in **Ghana on Friday, 1 November 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: Impacts of roots tourism in Ghana

We will spend the morning at the University of Cape Coast interacting with students and faculty. The University is a prestigious public collegiate research university and was established in 1962 out of a dire need for highly qualified and skilled manpower in education. After lunch, we will experience a unique tour of the slave castles on the coast. The idea of the class is to explore the ways that roots tourism is experienced and promoted in Ghana, and to evaluate how this type of tourism has impacted Ghana. 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 roots tourism.** In your reflection paper you should relate to the article by Mensah (2015) that we have studied on board. **Reflection papers are due at 9.40am on B14–November 7.**

Independent Field Assignments

Beginning on B4 and ending B23, 30 minutes of the class will be facilitated by groups of three/four students. The focus of each class will be sustainable tourism in the country we are next visiting, and the session should allow some time (10 minutes) for interactivity. The first group will facilitate a class on B4 on sustainable tourism in Portugal and Spain. A timetable will be drawn up in the first day of class, and more information will be given at that time about how the class will be assessed.

METHODS OF EVALUATION

1. Field class (see below)	20%
2. Mid-term	20%
3. Group presentations	25%
4. Final exam	25%
5. Participation	10%
	100%

Field Class (20%): Impacts of roots tourism in Ghana (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 roots tourism.** In your reflection paper you should relate to the article by Mensah (2015) that we have studied on board. **Reflection papers are due at 9.40am on B14—November 7.**

Mid-term (20%)

A **mid-term closed-book exam** will be set in class on B10. This will be based on the first half of the book (Chapters 1-4) – the theory and the case studies.

Group Presentation (25%) (outlined above)

Beginning on B4 and ending B23, 30 minutes of the class will be facilitated by groups of three/four students. The focus of each class will be sustainable tourism in the country we are next visiting, and the session should allow some time (10 minutes) for interactivity. The first group will facilitate a class on B4 on sustainable tourism in Portugal and Spain. A timetable will be drawn up in the first day of class, and more information will be given at that time about how the class will be assessed.

Final Exams (25%)

A **final closed-book exam** will be set in class on B25. This will be based on the second half of the book (Chapters 4-8) – the theory and the case studies.

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 sustainable tourism. 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:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
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 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

Gringo Trails - <http://gringotrails.com>

ELECTRONIC COURSE MATERIALS

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

ADDITIONAL RESOURCES

None