**COURSE DESCRIPTION**

People, planet, and/or profits? These are the over-arching themes of the International Issues-Recreation and Tourism class that are discussed and experienced during the Semester at Sea. Understand issues and trends such as waste disposal, health and wellness, and even the growing need for dog parks! Recognize the advantages and disadvantages of tourism and recreation to a destination and the matters of contention over sustainable development and economic impact on destinations. Discuss cultural dos and taboos during ship board learning and from field excursions. Master an awareness of what it means to be a global citizen through travel. Synthesize field experiences from international settings to develop leadership skills.

**LEARNING OBJECTIVES**

By the end of this class students will be able to:

1. Identify the Triple Bottom Line of “people, planet, and/or profits” to a company/attraction or recreational aspect from a visited Semester at Sea port city and classify each of the Triple Bottom Line effectiveness of that company/attraction or recreational aspect based on observation and research.
2. Summarize, based on a visit to an attraction or recreational experience from a Semester at Sea port city, your perspective and observation of how the attraction or recreational experience successfully utilized the Triple Bottom Line.
3. Examine a tourism or recreational trend from each Semester at Sea port city and interpret a possible impact to the Triple Bottom Line.
4. Create pre and post journal entries of how cultural dos and taboos from each Semester at Sea port city affected tourism and recreation experience.
5. Respond and elaborate on SAS field experiences and Triple Bottom Line Tourism Company or Attraction on how it has impacted growth in personal leadership skills as they relate to leadership theories.
REQUIRED TEXTBOOKS AND SUPPLIES

AUTHOR: Goeldner, Charles R. & Ritchie, Brent
TITLE: Tourism: Principles, Practices, Philosophies
PUBLISHER: Wiley
ISBN: 978-1-118-21524-1

Spiral Notebook to serve as your journal.

TOPICAL OUTLINE OF COURSE

Depart Hamburg, Germany – September 9

A1—September 11: Knowledge Assessment of Tourism & Recreation, Course Introduction
A2—September 13: Tourism & Recreation Prospective, Triple Bottom Line Paper Discussion

Casablanca, Morocco – September 15-19

A3—September 20: Tourism & Recreation Through the Ages (Specific to SAS Ports of Call)
A4—September 22: Career Opportunities, Leadership in Tourism & Recreation Theories and Presentation Discussion
A5—September 24: World, National, Local, and Other Organizations
A6—September 26: Passenger Transportation

Takoradi, Ghana – September 27-28
Tema, Ghana – September 29-October 1

A7—October 3: Hospitality and Related Services
Community Programming – October 4 (No Class)
A8—October 6: Hospitality and Related Services
A9—October 8: Organizations in the Distribution Process

Cape Town, South Africa – October 9-14

A10—October 16: Attractions, Recreation, and Other Tourist Draws
A11—October 18: Attractions, Recreation, and Other Tourist Draws

A12—October 20: Motivation for Pleasure Travel and Recreational Needs

Port Louis, Mauritius — October 22-24

A13—October 25: Culture and International Travel & Recreation

A14—October 27: Culture and International Travel & Recreation

Community Programming — October 28 (No Class)

A15—October 30: Sociology of Tourism & Recreation

Mumbai, India — November 1-6

A16—November 7: Tourism & Recreation Components and Supply

A17—November 9: Tourism & Recreation Components and Supply

Reflection & Study Day — November 11 (No Class)

A18—November 12: Measuring and Forecasting Demand

A19—November 14: Measuring and Forecasting Demand

Port Klang/Kuala Lumpur, Malaysia — November 15-19

A20—November 21: Tourism and Economic Impact

Ho Chi Minh City, Vietnam — November 22-27

A21—November 29: Tourism and Economic Impact, Student Presentation Review

A22—December 1: Tourism & Recreation Policies: Structure, Content, Process

A23—December 3: Student Presentations

Kobe, Japan — December 5-9

A24—December 10: Student Presentations

Busan, South Korea — December 12-16

Study Day — December 17 (No Class)

A25—December 18: Final Exam
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.

Field Class & Assignment

[Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the Fall 2020 Courses and Field Class page when available.]

Field Class attendance is mandatory for all students enrolled in this course. Do not book 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 Proposal I:  NRRT 320 – International Issues – Recreation and Tourism
Kuala Lumpur, Malaysia

A review of industry and academic journals have found that there are ten important issues facing tourism for 2020 and beyond.

1. Maintaining a destinations sustainable tourism development: social, cultural, natural, and built resources.
2. Concerns for safety and security.
3. Responding to interest in long-term impacts of tourism of climate change and global warming.
4. The impact on tourism industry resulting from global economic-political prospective.
5. Increased need for local/regional/national leadership in tourism policies.
6. Resolving barriers to travel visas, passports, airline services (delays and fees).
7. Educating users about optimizing the application of new technologies in tourism industry.
8. Understanding the transformative effect has on geo-political and socio-economic progress.
9. Effect on tourism from natural/human induced disaster, health issues, and political disruption.
10. Seeking a quality experience and positive balance for both local residents and tourists of a destination.

Students will have an opportunity to visit the Petronas Twin Towers while visiting Kuala Lumpur. The Council on Tall Buildings and Urban Habitats official definition and ranking of towers noted that they were the tallest buildings in the world from 1998 to 2004 until they
were surpassed by Taipei 101. According the History Channel the buildings would survive approximately 500 years without human maintenance. Eventually, they would collapse from the weathering and erosion of the Malaysian tropical climate!

The 88 floors of the Petronas Twin Towers have a discernable connecting bridge that is a part of the unique architecture of the buildings. The towers structural design is a tube in a tube design, that is constructed of re-enforced concrete with steel and glass design motifs found in Islamic art. The art forms are a reflection of the Malaysian Muslim religion.

In addition to the unique design of the buildings, these towers sit on top of the KLCC park and spans 17 acres. There are jogging and walking paths, a fountain that incorporates a light show, wading pools, and even a children's playground.

Students are to prepare a paper that outlines their tourist experience of visiting the towers and address the 10 issues facing the tourism industry for 2020 and beyond with reference to the Kuala Lumpur Tourist experience.

Field Class Proposal II: NRRT 320 – International Issues – Recreation and Tourism
Ho Chi Minh City, Vietnam

A review of industry and academic journals have found that there are ten important issues facing tourism for 2020 and beyond.

1. Maintaining a destinations sustainable tourism development: social, cultural, natural, and built resources.
2. Concerns for safety and security.
3. Responding to interest in long-term impacts of tourism of climate change and global warming.
4. The impact on tourism industry resulting from global economic-political prospective.
5. Increased need for local/regional/national leadership in tourism policies.
6. Resolving barriers to travel visas, passports, airline services (delays and fees).
7. Educating users about optimizing the application of new technologies in tourism industry.
8. Understanding the transformative effect has on geo-political and socio-economic progress.
9. Effect on tourism from natural/human induced disaster, health issues, and political disruption.
10. Seeking a quality experience and positive balance for both local-residents and tourists of a destination.

Students will have an opportunity to visit the Cu Chi Tunnels while visiting Ho Chi Ming City, Vietnam. The tunnels of Cu Chi are an immense network of connecting tunnels located in the Cu Chi District of Ho Chi Minh City, and are a part of a much larger network of tunnels that underlie much of the country.
The tunnels were used by the Viet Cong soldiers as hiding spots during combat. In addition, the tunnels served as communication and supply routes, hospitals, food and weapons storage, and even living quarters for North Vietnam fighters.

The tunnels as a tourist destination has been preserved by the government and the have since turned areas surrounding the tunnels into a war memorial park. Tourists are invited to crawl around in the safer part of the 75-mile-long complex of tunnels. Above ground attractions include caged monkeys and vendors selling souvenirs.

Students are to prepare a paper that outlines their tourist experience of visiting the tunnels and address the 10 issues facing the tourism industry for 2020 and beyond from their Ho Chi Minh tourist experience.

**METHODS OF EVALUATION**

(15) Quizzes @ 10 points each 150 points

(8) **Independent Field Assignments:** Mini Summary Tourism or Recreation Papers @ 20 points each 160 points

(8) **Independent Field Assignments:** Mini Field Tourism Trend Examination Papers @ 20 points each 160 points

(1) Triple Bottom Line Tourism or Recreation Paper 100 points

(1) Student Presentation on Triple Bottom Line Leadership Growth 100 points

(8) Cultural Do’s and Taboos Dining Journal Submission @ 5 points each for each SAS Port City 40 points

(3) **Independent Field Assignments:** Mini Student Presentations on a notable attraction @ 50 points each (Select 3 SAS Port Cities) 150 points

(1) Final Exam 100 points

(1) **Field Class Assignment Experience Paper**  “The Ten Important Issues Facing Tourism” 240 points

Total Points: 1200 points

**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

Point Breakdown:
1164 - 1200 Points = A+
1152 - 1163 Points = A
1104 - 1151 Points = A-
1068 - 1103 Points = B+
1032 - 1067 Points = B
984 - 1031 Points = B-
948 - 983 Points = C+
840 - 947 Points = C
720 - 839 Points = D
719 and below = F

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 students’ home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to academic@ieseoyages.org as soon as possible, but no later than two months prior to the voyage. More details can be found within the Course Registration Packet, as posted to the Courses and Field Classes page no later than one month prior to registration.

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

FILMS
TITLE OF FILM: The Travel Detective Season 1, 2, & 3
DISTRIBUTOR: PBS, 2016

ELECTRONIC COURSE MATERIALS
None

ADDITIONAL RESOURCES
None