

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2023
Discipline:	International Education
Course Number and Title:	IE 272 World Interdependence-Current Global Issues (Focus: Ecotourism)
Division:	Lower
Faculty Name:	Dr. Stuart Cottrell
Semester Credit Hours:	3

Prerequisites: None

COURSE DESCRIPTION

Ecotourism is becoming increasingly significant and its economic potential has received increased recognition. Globally coastal regions have become the number one tourist destinations while island tourism continues to increase as illustrated during Semester At Sea. This course is about ecotourism and key issues involved in ensuring the sustainable development of ecotourism destinations around the world as experienced on Semester At Sea. An overview of the concept of ecotourism and its role in sustainable development from an environmental, cultural, and economic context is the focus conceptually and applied with hands on experience during your field excursion. Principles of ecotourism as a form of sustainable tourism will be explored and debated in different international contexts to develop an understanding of the strengths and weaknesses of ecotourism as a sustainable development approach. The motives and behaviors of tourists, natural resources as attractions and destinations, social and resource responsibility and establishing policies and principles for sustainability will be discussed. To meet these goals, students will synthesize current global issues of ecotourism from field experiences to international settings on Semester At Sea to gain a global understanding of issues and suitable approaches to mediate over tourism.

LEARNING OBJECTIVES

On successful completion of the course, you should be able to do the following:

- Understand key concepts and principles that underpin ecotourism
- Recognize and critically discuss a range of issues associated with running an ecotourism business
- Gain an overview of the concept of ecotourism and its role in sustainable development from an environmental, cultural, and economic context
- Describe the scope of ecotourism experiences available in SAS course visited
- Learn and apply principles of ecotourism in assessing the benefits of ecotourism to countries visited.

- Understand the motives and behaviors of ecotourists in the provision of ecotourist experiences for social and resource responsibility
- synthesize current global issues of ecotourism from field experiences
- Determine management issues related to ecotourism activities/enterprises, giving due consideration to environmental and ethical concerns.
- Develop an awareness of ecotourism destinations in existence and possibilities (in SAS countries).
- Apply principles of ecotourism to an ecotour experience in an SAS destination.

REQUIRED TEXTBOOKS

- Required Text: Required readings are provided through the course companion site on ship.
- NO BOOK necessary to buy, the course is developed around the themes of sustainability, responsibility, ethics and service-based learning. Each class will deal with a key article or book chapter devoted to a topic related to each of these themes as they will be analyzed in turn.

TOPICAL OUTLINE OF COURSE

Embarkation Day – January 5

1—Introduction to course, readings and assessment; student introductions

2—Ecotourism: What is it and how does it differ from other forms of tourism.

Readings: Blamey, 2001

- **Due Task 1.** Brief reflection paper

3—Reflections on ecotourism

Readings: TBD

4—Are you an ego or ecotourist

Readings: Mowforth and Munt, 2009 Chapter 5

- **Due Task 2.** What type of tourist are you – ego or ecotourist?

5—Evaluating Ecotourism, preparations

Readings: Wallace 1996

6—Reflections on ecotourism issues (Group 1)

Readings: TBD

7—Sustainable Tourism

Readings: Cottrell, 2001

8—Cultural aspects of ecotourism

Video: Big Fella Canoe, Read Big Fella Canoe Fact Sheet & Klein, 2011

9—Reflections on ecotourism issues (Group 2)

Readings: TBD

10—Video: Framing the other

11—Wild Tiger Conservation as Ecotourism

Readings: Bricker et al., 2013

12—Reflections on ecotourism issues (Group 3)

Readings: TBD

13—Marine Ecotourism

Readings: Garrod, B. and Wilson, J.C. (2003), Chapter 1

14—Reflections on ecotourism issues (Group 4)

Readings: TBD

15—Reflections on ecotourism issues (Group 5)

Readings: TBD

16—Economic benefits of ecotourism – do they exist

Readings: Stronza 2007

17—Reflections on ecotourism issues (Group 6)

Readings: TBD

18—Volunteer Tourism

Video: Gringo Trails and Read Eddins, 2012)

19—Coastal Tourism Impacts

Readings: Halpenny, 2002

20—Reflections on ecotourism issues (Group 7)

Readings: Pegas, F. D. V., & Castley, J. G. (2014).

21—Trekking on Tourism

Video shown in class

22—Social cultural impacts of ecotourism

Readings: Mowforth & Munt, Chapter 8

23—Reflections on ecotourism issues (Group 8)

Readings: Hadi, H. E., Tahiri, A., Brilha, J. B., Maidani, A. E., Baghdad, B., & Zaidi, A. (2015)

24—Rethinking ecotourism – does it exist (Discussion)

- Due Task 3. Journals

25—FINAL CLASS – Task 6 Ecotourism media display

Disembarkation Day – April 20

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 a Comparative Experiential Project that span multiple countries.

Field Class & Assignment

STUDENTS: Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the [Spring 23 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 20% of the contact hours for each course.

In relation to this course, a field class and class assignments are directly related to one port but presented material and documentaries showed will concretize the issues of sustainability, responsibility and ethics with examples related to each port as outlined above.

- A field class is in Proposal option #1 or Proposal Option #2
- Class assignment is related to Ecotourism

The objective of the class assignment and field classes is that the students develop keen powers of observation and employ writing skills and various communication technologies to record and evaluate their experiences. Therefore, classes and assignments outlined above require students to actively reflect on their port of call experiences and relate them to the tourism topics being discussed and analyzed in each class. Ethics, responsibility, and sustainability are profoundly centered on individual practices and therefore actively reflecting on visits at each port is essential to come to terms with the topics of this course. The practical component of the course is service-based learning. This will be addressed at the very start of the course and the students will be required to think through solutions they can identify in relations to each port of call.

Proposal Title #1: Marine Ecotourism –role of marine ecosystems for conservation & livelihoods

Idea: This field course focused on marine ecotourism will explore issues associated with tourism to the marine environment and the associated role marine ecosystems play for sustainability in small island nations from a social, environmental, and economic perspective. In working with a local marine conservation NGO, we will examine the role of coral reef system ecology and its importance to marine ecosystems, tourism, and livelihoods. We will snorkel at a Marine Park and visit with the park management team to

discuss park management issues while engaging in nearshore coastal dynamics and shallow reef ecosystems. The outcome should include a fully written field report to be complemented with pictures and field notes as appropriate. This field report will be evaluated focusing specifically on originality, keenness of observation and structure of material. The report constitutes 20% of the grade."

Objectives:

- To learn about safety and interaction with marine organisms in a responsible manner
- To learn about visitor management efforts in the Tahitian Marine Park and the associated challenges
- To observe the interaction between visitors and the organisms
- To gain understanding of the role of marine protected areas for small island destination sustainability
- To participate in a marine conservation project of benefit to the park (i.e., beach cleanup, benthic coral count, species observation, etc).

Proposal Title #2:: Is swimming with sharks and rays ecotourism?

Idea: In working with a local marine conservation NGO, we will examine the role of marine protected area conservation and its importance to coastal ecosystems, tourism and livelihoods. The outcome should include a fully written field report to be complemented with pictures and field notes as appropriate. This field report will be evaluated focusing specifically on originality, keenness of observation and structure of material. The report constitutes 20% of the grade.

Objectives:

- To learn about safety and interaction with sea turtles
- To learn about visitor management efforts in the Marine Reserve and the associated challenges
- To observe the interaction between visitors, sea turtles and coastal marine organisms
- To gain understanding of the sea turtle for coastal destination sustainability
- To participate in a marine conservation project of benefit to the Marine Reserve (i.e., beach cleanup)

Comparative Experiential Project

The CEP is the required comparative assignment that span multiple countries. The Comparative Experiential Project constitutes at least 5% of the grade for each course.

Task 1 Brief reflection paper (4-600 words) students' ecotourism experience and expectations, e.g. regarding the trip ahead

Task 2 What type of Tourist are you – ego or eco tourist? Students will give a brief mini-paper (4-600 words) discussing themselves as either an ego or ecotourist with supporting rationale

Task 3 Journal (6 countries visited) – Of the various Ports of Call, students will have time on their own to explore and experience the cities/ports in a journal style report. For this task,

students must select 6 destinations to compare and contrast ecotourism benefits as per guidelines given in class. Specific guidelines for the journal will be given on the first day of class.

Task 4 Field Class – see guidelines – date TBA

Task 5 Group Ecotourism Country Assessment and presentation, date dependent on country visit – students as a group (3 to 4 students) effort will select a country of interest to conduct a thorough analysis of ecotourism to present to the class after the port of call visit while leading the reflections session about that destination (guidelines TBD).

Task 6 Ecotourism media display – individual photo essays via Powerpoint or medium of choice to share with others in class about their ecotourism experiences.

METHODS OF EVALUATION

IE 272 Assignment Tasks	
Task 1. Brief reflection paper (4-600 words) students' tourism experience and expectations, e.g. regarding the trip ahead (5% of grade)	5%
Task 2. What type of Tourist are you – ego or eco tourist?	5%
Task 3. Journal - reflection on ecotourism (6 countries visited)	20%
Task 4. Field class with written report and photos, date TBA	20%
Task 5. Group Ecotourism Country Assessment and presentation, date dependent on Port of Call schedule	30%
Task 6. Ecotourism media display	10%
Participation / Attendance	10%
Total	100%

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.

CLASSROOM CLIMATE

Semester at Sea® is committed to the Voyage Community Values. Consequently, the classroom environment is founded on mutual respect, community, and an aim toward equity. The Voyage Community Values support the creation of a collaborative and vibrant community. Our community is the foundation of our learning, critical inquiry, and discovery. Each member of this course has a responsibility to uphold these values when engaging with one another.

With that, please review the following Voyage Community Values:

- **Well-Being:** We commit to the health, safety and well-being of ourselves, all members of our voyage community, *and* members of the communities we will visit.
- **Interconnectedness:** We understand our actions and attitudes have an impact locally and globally. We always seek to positively affect the planet and the people around us near and far.
- **Respect:** We honor the inherent dignity of *all people* with an abiding commitment to freedom of expression, scholarly discourse and the advancement of knowledge. We have the right to be treated, and the responsibility to treat others, with fairness and equity.
- **Inclusion:** We ensure inclusive environments that welcome, value, affirm and embrace *all people* within the shipboard community and in each country we visit.
- **Integrity:** We are honest and ethical in all of our interactions, including our academic work. We hold ourselves accountable for our actions.
- **Excellence:** We model the highest academic standards of preparation, inquiry and knowledge and consistently seek to understand complex issues and express informed opinions with courage and conviction.

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 their Student Services advisor as soon as possible, but no later than two months prior to the voyage. More details can be found within the **Course Registration Packet**, posted to the student portal 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: Gringo Trails, G155.D44 G75 2013,
DISTRIBUTOR: Zebra Films presents ; a film by Pegi Vail & Melvin Estrella ; producers: Pegi Vail, Melvin Estrella

TITLE OF FILM: Framing the Other, Online CSU library
DISTRIBUTOR: Kok, Ilja, producer.; Timmers, Willem, 1985- producer.; Kanopy (Firm); San Francisco, California, USA : Kanopy Streaming; 2014

TITLE OF FILM: Cannibal Tours, DVD Ships library
DISTRIBUTOR: Dennis O'Rourke ; produced in association with the Institute of Papua New Guinea Studies ; Channel 4 ; producer/director, Dennis O'Rourke.

TITLE OF FILM: Vendemmia" (2013) Wine Tourism and Cinque Terre National Park, Italy
DISTRIBUTOR: Krista Lee Weller & Sharon Boeckle, see
<http://www.cultureunplugged.com/documentary/watch-online/play/53496/Vendemmia>

TITLE OF THE FILM: Trekking on Tourism – personal DVD

ELECTRONIC COURSE MATERIALS

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

Readings: (note – additional port of call country specific readings will be added at a later date)

Blamey, R.K. (2001). Principles of Ecotourism. In Weaver D.B. (ed) *The Encyclopedia of Ecotourism* (pp. 5--22). New York: CAB International.

Bricker, K. S., Black, R., & Cottrell, S. (Eds.). (2013). *Sustainable tourism and the millennium development goals*. Jones & Bartlett Publishers.

Cottrell, S.P. (2001). Sustainable Tourism Development - a Dutch international development approach. *Parks & Recreation*. September Issue, 86-93.

Cottrell, S.P. & Raadik-Cottrell, J. (2013). PAN Parks – Monitoring the balance between nature conservation and tourism. In K. Bricker, R. Black, & S.P. Cottrell (Eds.) *Sustainable Tourism & the Millennium Development Goals: Effecting Positive Change*. Boston, MA: Jones & Bartlett Learning.

Chapter 1 Garrod, B. and Wilson, J.C. (2003). *Marine Ecotourism: Issues and Experiences*. Channel View Publications: Buffalo, NY.

Eddins, E. (2012). Bridging the Gap: Volunteer Tourism's Role in Global Partnership Development. In Bricker, K., Black, R. & Cottrell, S.P. (Eds.). *Sustainable Tourism & the Millennium Development Goals: Effecting Positive Change* (pp. 251-264). Jones & Bartlett Learning.

Eddins*, E.A. & Cottrell, S.P. (2014). Sustainable Development and Sustainable Livelihoods Frameworks: Theory and Practice in Volunteer Tourism, *The International Journal of Sustainability Policy and Practice*. 9(1), 47-60.

Hadi, H. E., Tahiri, A., Brilha, J. B., Maidani, A. E., Baghdad, B., & Zaidi, A. (2015). Geodiversity examples of Morocco: From inventory to regional geotourism development. Halpenny, E.A. (2002). Chapter 10 Tourism in Marine Protected Areas. In P.F.J. Eagles and S.F. McCool (Eds) *Tourism in National Parks and Protected Areas: Planning and Management*. NY, NY: Cabi Publishing.

Klein, R. A. (2011). Responsible cruise tourism: Issues of cruise tourism and sustainability. *Journal of Hospitality and Tourism Management*, 18(1), 107-116.

Mowforth, M. & Munt. (2009). Chapter 5 Trendies on the Trail. In *Tourism and sustainability : development, globalisation and new tourism in the Third World*. Call #: G155.D44M69 2009

Mowforth, M. & Munt. (2009). Chapter 8 Hosts and participation. In *Tourism and sustainability : development, globalisation and new tourism in the Third World*. Call #: G155.D44M69 2009

Pegas, F. D. V., & Castley, J. G. (2014). Ecotourism as a conservation tool and its adoption by private protected areas in Brazil. *Journal of Sustainable Tourism*, 22(4), 604-625.
Stronza, A. (2007). The economic promise of ecotourism for conservation. *Journal of Ecotourism*, 6(3), 210-230.

Wallace, G.N. (1996). Toward a principled evaluation of ecotourism ventures. *Yale School of Forestry and Environmental Studies Bulletin*, 99, 119-140.

Other readings: may be included as determined necessary or better than the proposed readings