

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

| | |
|---------------------------------|--|
| Voyage: | Spring 2023 |
| Discipline: | Natural Resource Recreation and tourism |
| Course Number and Title: | NRRT 262 Principles of Environmental Communication |
| Division: | Upper |
| Faculty Name: | Dr. Stuart Cottrell |
| Semester Credit Hours: | 3 |

Prerequisites: None

COURSE DESCRIPTION

This course provides an overview of the most important environmental communication issues of our time as experienced on Semester At Sea. Students will become informed critical thinkers regarding environmental change, human society, and the sustainability of natural resources internationally and how to communicate change. An analytical framework for understanding a number of current issues at SAS countries visited will be used to evaluate communication strategies for environmental sustainability. The daily news and the scientific literature suggest that humanity faces a number of grave threats that undermine ecosystem and human wellbeing (e.g., biodiversity loss, fisheries collapse, climate change, soil degradation; unemployment, endemic poverty and malnutrition juxtaposed with diseases linked to obesity). Despite some successes, policies and investments to address such problems are either inadequate or ineffective. Why have modern societies and international institutions so far, with a couple of notable exceptions, failed to effectively tackle global social and environmental challenges and what communication strategies were used? We will see that not only are there debates over the nature and extent of global issues through various discourses, but there are different schools of thought as to how humanity's prognosis can be improved. Communication strategies are the focus of the course.

LEARNING OBJECTIVES

- Students will demonstrate an understanding of basic theories and application of environmental communication.
- Students will select and employ the communication skills and strategies most appropriate for specific environmental communication objectives.
- Students will evaluate a variety of media based on environmental communication theory and concepts in SAS countries visited.
- Students should be able to critically evaluate media regarding environmental issues. Such analyses should distinguish among the facts, theories, and opinions or biases presented in the media.
- Students will advance their ability to think critically about information they receive regarding environmental issues.

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, and environmental communication issues

2—Environmental Communication What is it?

Readings: Cox Chapter 1

- Due Task 1. Brief reflection paper

3—Reflections on environmental communication issues

Readings: Corbett, 2006

4—Communication Models

Readings: Cox Chapter 2 & 3, (pp. 59 to 69)

5—Environmental Communication: Who Are we communicating to?

Readings: Po-Hsin et al., 2009

6—Reflections on environmental communication issues (Group 1)

Readings: TBD

7—Values, Attitudes and Beliefs – the Cognitive Hierarchy

Readings: Donnelly & Vaske, 1999

8—Media and the Environment, continued and Message Framing

Readings: Boykoff, 2005

9—Reflections on environmental communication issues (Group 2)

Readings: TBD

10—Communicating Risk and Uncertainty

Readings: Roche & Muskavitch, 2003

11—Fears and Nature
Readings: Coble et al., 2003

12—Reflections on environmental communication issues (Group 3)
Readings: TBD

13—Social Marketing
Reading Cox, chapter 8 (pp. 209-230)

14—Reflections on environmental communication issues (Group 4)

- Task 2 – mid voyage exam – Big Fella Canoe

15—Reflections on environmental communication issues (Group 5)
Readings: TBD

16—MDGs to the SDGs
Readings: SDGs Website materials

17—Reflections on environmental communication issues (Group 6)
Readings: TBD

18—Social Media and the Online Environment
Readings: Cox Chapter 7

19—Climate Change Communication
Readings: Schweizer et al. 2009

20—Reflections on environmental communication issues (Group 7)
Readings: Keisha-Khan, 2004

21—Green Marketing – what is it?
Reading: Cox Chapter 10

22—Framing the Other, Challenges for photo memorabilia
Video inclass & discussion

23—Reflections on environmental communication issues (Group 8)
Readings: Ilahiane & Sherry, 2008

24—The Arts of EC

- Task 3. EC Issues Assessment

25—**Final Class** Task 6 Global EC Photo Marathon

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 Environmental Communications

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. Ethic, 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: Sustainable cities and Communities –city efforts to meet SDG #11 targets

Idea: There are many environmental challenges large urban port cities deal with involving environmental communication. As per Sustainable Development Goal #11, Sustainable Cities and communities, cities are hubs for ideas, commerce, culture, science, productivity, social development etc. At best, cities enable people to advance socially and economically. With the number of people living within cities projected to rise to 5 billion people by 2030, it's important that efficient urban planning and management practices are in place to deal with the challenges brought by urbanization. The purpose of this field course is to examine and experience sustainability practices in Aqaba, Jordan in meeting the targets of SDG 11. As a port city with historical heritage attributes, working with city and NGO organizations, this experience will feature visits to key parks and attractions in the city to discuss, compare and contrast environmental initiatives for a sustainable city. 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 pertinent to SDG 11. The report constitutes 20% of the grade.

Objectives:

- To learn what makes Aqaba a sustainable city with visits to key attractions within the urban core zone
- To observe sustainable practices at local parks, zoos, and other city infrastructure.
- To observe the interaction between visitors, residents, and the cultural attributes in the urban core associated with current environmental issues in the city and communication measures used in the city.
- To discuss environmental messaging efforts among city organizations and what makes Aqaba, Jordan inclusive, safe, resilient, and sustainable as per the targets of SDG 11.

Proposal Title #2: Sustainable cities, parks and communities –NGO efforts to meet SDG #11 targets

Idea: There are many environmental challenges port cities deal with involving environmental communication, especially in remote small island destinations such as Mumbai. As per Sustainable Development Goal #11, Sustainable Cities and communities, communities are hubs for ideas, commerce, culture, science, productivity, social development etc. At best, cities and communities enable people to advance socially and economically. The purpose of this field course is to examine and experience sustainability practices in Mumbai as a cruise port city and the surrounding areas of Mumbai in meeting the targets of SDG 11. Working with community and NGO organizations, this experience will feature visits to key parks and attractions. 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 pertinent to SDG 11. The report constitutes 20% of the grade.

Objectives:

- To observe sustainable practices at local parks, and protected area attractions.
- To observe the interaction between visitors, residents, and the cultural attributes and the associated environmental issues on the island and communication measures used.
- To discuss environmental messaging efforts among community organizations and what makes Mumbai inclusive, safe, resilient, and sustainable as per the targets of SDG 11.

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.

Overview of course tasks (see Table for dates and grade percentages)

Task 1 Brief reflection paper (4-600 words) what are the most important environmental communication issues globally (5% of grade)

Task 2 mid Voyage exam inclass open book open note essay style with written and verbal components

Task 3 EC issues assessment (6 countries visited) – Of the 10 Ports of Call, students will have time on their own to explore and experience the cities/ports. For this task, students must select 6 destinations to compare and contrast environmental communication issues of as per guidelines given in class. The assessment will based criteria as discussed in class culminating in a minimum of 8 page paper including introduction, methods, assessment per country and conclusive remarks.

Task 4 – Field Excursion – see guidelines

Task 5 Group Case Study 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 environmental communication issues and recommended media messages to present to the class after the port of call visit to lead the reflection session about that destination (guidelines TBD).

Task 6 Global EC Issues photo marathon in class.

METHODS OF EVALUATION

| | |
|--|------|
| NRRT 262 Assignments | |
| Task 1. Brief reflection paper (4-600 words) what are the most important environmental communication issues globally (5% of grade) | 5% |
| Task 2. Exam | 10% |
| Task 3. EC issues assessment (6 countries visited) | 15% |
| Task 4. Field Class with written report and photos, date TBA | 20% |
| Task 5. Group Case Study Assessment and presentation, date dependent on country visit | 30% |
| Task 6. Global EC Issues photo marathon | 5% |
| Participation / Attendance | 15% |
| 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: Cowspiracy

TITLE OF FILM: Big Fella Canoe

ELECTRONIC COURSE MATERIALS

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

Required Readings as noted in the schedule: (note – additional port of call country specific readings will be added at a later date)

Boykoff, M. (2005). The disconnect of news reporting from scientific evidence. *Nieman Reports* (Winter), 86-87.

Coble, T. G., Erickson, B. B., & Selin, S. W. (2003). Hiking alone: Understanding fear, negotiation strategies and leisure experience. *Journal of Leisure Research*, 35(1), 1-22.

Corbett, J.B. (2006). *Communicating Nature: How We Create and Understand Environmental Messages*. Washington DC: Island Press (chapter 1, pp. 12--25).

Corbett, J.B. (2006). *Communicating Nature: How We Create and Understand Environmental Messages*. Washington DC: Island Press (chapter 1, pp. 12-25).

Cox, R. (2013). *Environmental Communication and the Public Sphere*, 3rd Edition, Sage.

Ilahiane, H., & Sherry, J. (2008). Joutia: Street vendor entrepreneurship and the informal economy of information and communication technologies in Morocco. *The Journal of North African Studies*, 13(2), 243-255.

Keisha-Khan, Y. P. (2004). The roots of black resistance: Race, gender and the struggle for urban land rights in Salvador, Bahia, Brazil. *Social Identities*, 10(6), 811-831.

Po-Hsin Lai, Michael G. Sorice, Sanjay K. Nepal, & Chia-Kuen Cheng (2009). Integrating Social Marketing into Sustainable Resource Management at Padre Island National Seashore: An Attitude-Based Segmentation Approach. *Environmental Management* (2009) 43:985–998.

Roche, J. & Muskavitch, M. (2003). Limited precision in print media communication of West Nile Virus Risks. *Science Communication*, 24, 353-364.

Schweizer, S., Thompson, J.L., Teel, T., & Bruyere, B. (2009). Strategies for communicating about climate change impacts on public lands. *Science Communication*, 31(2), 266-274.

Spenceley, A. (2008) and Read: The Cape Town Declaration, see:

https://www.capetown.gov.za/en/tourism/Documents/Responsible%20Tourism/Tourism_RT_2002_Cape_Town_Declaration.pdf

Vaske, J. J., & Donnelly, M. P. (1999). A value-attitude-behavior model predicting wildland preservation voting intentions. *Society & Natural Resources*, 12(6), 523-537.