

## SEMESTER AT SEA COURSE SYLLABUS

### Colorado State University, Academic Partner

<b>Voyage:</b>	Spring 2023
<b>Discipline:</b>	Natural Resource Recreation and tourism
<b>Course Number and Title:</b>	NRRT 320 International Issues-Recreation and Tourism
<b>Division:</b>	Upper
<b>Faculty Name:</b>	Dr. Stuart Cottrell
<b>Semester Credit Hours:</b>	3

**Prerequisites:** None

### COURSE DESCRIPTION

“Travel is fatal to prejudice, bigotry, and narrow-mindedness.” Mark Twain

The world is open to discover through recreation and travel, to learn about other people and places, and ourselves, the essence of Semester at Sea (SAS). Since Rio 1992’ international tourism development efforts at local, regional, and national levels have focused on tourism as a means to sustainable livelihoods. Travel and Tourism, an instrument to achieve the United Nations Sustainable Development Goals (SDGs), can be geared towards reducing poverty and fostering sustainable development. Sustainable travel is an inspiration and a challenge, thus sustainable tourism development at countries visited during SAS require innovation on a conceptual, process and product level. This course analyzes the role of governmental, business and “third sector” organizations in sustainable tourism and the associated trends and issues via the SDGs. Instruments for sustainable tourism development are examined and discussed in case studies from the countries on this voyage. Methods and techniques to reconcile the different interests are discussed and applied in various contexts: urban as well as rural areas in the north and south and from the east to west. Central issues are sustainability, globalization and intervention strategies.

### LEARNING OBJECTIVES

- To examine trends and issues in recreation, tourism, and sustainable development globally.
- To examine tourism as an instrument in achieving the United Nations Sustainable Development Goals (SDGs)
- To know and apply principles of sustainable development in a case study evaluation
- To generate awareness of stakeholder concerns about sustainable tourism development
- To apply service-based learning intervention strategies for sustainable tourism product development
- To engage students in the sustainability debate pertinent to trends and issues in global tourism.

## 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, Trends and Issues of Sustainable Tourism**

### **2—What is sustainability**

Readings: Chapter 1, Harris et al., 2002

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

### **3—Overview of tourism issues**

Readings: Klein, 2011

### **4—What kind of traveler are you**

Readings: Trendies on the Trail, Mowforth & Munt 2009, Chapter 5

### **5—What is responsible tourism and Assessing solutions to tourism issues**

Readings: Wallace, 1999

### **6—Reflections on tourism issues (Group 1)**

Readings: TBD

### **7—Tourism sustainability**

Readings: Cottrell 2001

### **8—Interventions in tourism**

Readings: Spenceley, (2010)

### **9—Reflections on tourism issues (Group 2)**

Readings: TBD

### **10—Innovation in STD**

Readings: McGrady & Cottrell, 2018

### **11—Cases studies in Innovation**

Readings: Carlsen et al. (2008)

### **12—Reflections on tourism issues (Group 3)**

Readings: TBD

### **13—Tourism and the SDGs**

Readings: Tourism and the SDGs Website materials

### **14—Social Cultural issues in Tourism**

Video: Big Fella Canoe, Reading – Big Fella fact sheet

### **15—Reflections on tourism issues (Group 4)**

Readings: TBD

### **16—Indicators and Standards in Sustainable Tourism**

Readings: Manning, 2004 (pp. 1-19)

### **17—Reflections on tourism issues (Group 5)**

Readings: TBD

### **18—Pan Parks – and ecolabeling**

Readings: Cottrell & Cottrell, 2013

### **19—Volunteer Tourism**

Video: Gringo Trails, Reading: Eddins, 2012

### **20—Reflections on tourism issues (Group 6)**

Readings: Terrero, L.S. (2014)

### **21—Global Issues debate – can tourism be sustainable**

- **Task 2** – mid voyage exam

### **22—Framing the Other**

Readings: Video and Půtová, B. (2018)

### **23—Reflections on tourism issues (Group 7)**

Readings: Garcia-Almeida, F. (2017)

### **24—Discussion on Framing the other**

- **Task 3.** Destination issues assessment

### **25—FINAL CLASS – Task 6 Sustainability Debate**

**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. 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 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)

**Proposal Title #2: 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).

**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) students' tourism experience and expectations, e.g. regarding the trip ahead (5% of grade)

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

Task 3 Destination 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 issues of tourism development as per guidelines given in class. The assessment will be a SWOT analysis 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 tourism issues and recommended interventions to present to the class after the port of call visit to lead the reflections session about that destination (guidelines TBD).

Task 6 Sustainability Debate inclass – assessed via constructive debate team arguments.

## METHODS OF EVALUATION

NRRT 320 Assignments	
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. Exam	10%
Task 3. Destination 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. Sustainability Debate	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: 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 FILM: Big Fella Canoe - Instructor copy

## 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)**

Carlsen, J., Liburd, J., Edwards, D., & Forde, P. (2008). Innovation for sustainable tourism: International case studies. *BEST EN*.

<https://core.ac.uk/download/pdf/50655897.pdf>

Chapter 1. Harris, R., Griffin, T. & Williams, P. (2002). *Sustainable Tourism: A global perspective*. Elsevier: NY. Select chapters.

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.

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.

Garcia-Almeida, F. (2017) Analysis of tourism policy in a developing country: the case of Morocco. *Journal of Policy Research in Tourism, Leisure and Events*, 10(1), 48-68.

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

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

Manning, T. (2004). Indicators of sustainable development for tourism destinations. [\*Indicators of Sustainable Development for Tourism Destinations. A Guidebook. \(Links to an external site.\)\*](#) World Tourism Organization, Madrid, Spain.

McGrady, P. & Cottrell, S.P. (2018). Factors affecting corporate sustainability among Colorado ski resorts: a mixed methods approach, *Journal of Tourism and Hospitality Management*, 6(4), 167-186. [10.17265/2328-2169/2018.08.003](#)

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

Půtová, B. (2018). Anthropology of Tourism: Researching Interactions between Hosts and Guests. *Czech Journal of Tourism*, 7(1), 71-92. doi:10.1515/cjot-2018-0004

Spenceley, A. (2010). Tourism Product Development Interventions and Best Practices in sub-Saharan Africa: Parts 1 & 2: Synthesis & Analysis. Report to the World Bank [Retrieved 5/27/2014

Terrero, L.S. (2014) Social Impacts of Tourism in Brazil. *Global Sustainable Tourism Review*.  
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