Voyage: SPRING 2017  
Discipline: Natural Resources – Recreation & Tourism  
Course Number and Title: NRRT 320 International Issues - Recreation and Tourism  
Division: Upper  
Faculty Name: Claudia G. Green, Ph.D. RD  
Semester Credit Hours: 3

Prerequisites: None

I. COURSE DESCRIPTION  
Tourism is one of the fastest growing global economic sectors encompassing natural resources, recreation, transportation, lodging/accommodations, food/beverage, entertainment, destinations, sports, events, festivals, meetings and conferences. The business volume of tourism exceeds that of oil exports, food products and automobiles and can be an economic catalyst in development countries if it is planned sustainably (UNWTO, 2016).

Following the United Nations Conference on Environment and Development (UNCED) (the Rio de Janeiro Earth Summit or Rio 92’), international tourism development efforts at local, regional and national levels have focused on tourism as a means to sustainable development. Tourism is seen as an instrument in achieving the United Nations Sustainable Development Goals (SDGs), geared towards reducing poverty and fostering sustainable development. Sustainable tourism development requires innovation on a conceptual, process and product level.

This course analyses the role of governmental, business and “third sector” organizations in the sustainable development process and the associated trends and issues. Instruments for sustainable tourism development are examined and discussed in international case studies and selected field trips during the SAS Spring 2017 voyage. Methods and techniques that reconcile the different interests are discussed and applied in various international contexts. The central issues are sustainability, globalization and intervention strategies.

II. LEARNING OBJECTIVES
Upon the completion of this course, students should be able to:

- Understand the dimensions of tourism and recreation and the social, cultural, environmental and economic impact globally.
- Discuss trends and issues in tourism and recreation and sustainable development globally.
- Examine tourism as an instrument in achieving the United Nations Millennium Development Goals (MDGs), geared towards reducing poverty and fostering sustainable development.
• Know and apply principles of sustainable development in a case study evaluation
• Explain the diverse concerns stakeholder groups have about sustainable tourism development
• Apply intervention strategies for sustainable tourism product development
• Engage in debates about the trends and issues in sustainable global tourism.

III. REQUIRED TEXTBOOKS

1. Mason, P.
TITLE: Tourism impacts, planning and management **
PUBLISHER: Butterworth-Heinemann
ISBN #:0-7506-5970-X
DATE/EDITION:2003

IV. BOOKS ON RESERVE FOR SELECTED CHAPTERS

1- Bricker, K.S., R. Black & S. Cottrell
Sustainable Tourism and the Millennium Development Goals: Effecting positive change
Jones & Bartlett Learning
ISBN #: 978-1-4496-2823-9
2013

2- Spenceley, A. (.pdf )
Tourism, Local Livelihoods and the Private Sector in South Africa: Case studies on the growing role of the private sector in natural resources management.
2003

3- Chon, K. S.
Tourism in Southeast Asia: A new direction.
Routledge.
2013.
ISBN

The Tourism System 7th edition
Kendal Hunt Publishing Company
ISBN 978 0 7575 9976 7
2012

V. TOPICAL OUTLINE OF COURSE
<table>
<thead>
<tr>
<th>Topic/Questions/Class activities</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| **A1** Jan 7                    | Book**: Tourism Impacts, Planning & Management (TIPM)**  
**Overview of course and assignments**  
- Field classes  
- Field assignments  
- How to write a case study.pdf (CSU)  
- What is a Green Passport (UNDEP)?  
Intro to technology and tourism  
- Natural resources  
- Recreation  
- Transportation  
- Lodging/Accommodations  
- Food/beverage  
- Entertainment  
- Destinations  
- Sports  
- Events, festivals, meetings and conferences  |
| **A2** Jan 9                    | TIPM  
**Chapter 2 Theoretical perspectives on tourism development**  
**Articles to read before class:**  
What is tourism?  
What type of traveler are you?  
Travel quiz (online) [http://besttripchoices.com/travel-personalities/quiz/](http://besttripchoices.com/travel-personalities/quiz/)  
What is Plog’s theory?  
What is Butler’s model?  
Gringo trails (I purchased on YouTube) [https://www.youtube.com/watch?v=T1yXtnqex_U](https://www.youtube.com/watch?v=T1yXtnqex_U)  
What are the types of tourism?  
- Cultural tourism  
- Environmental tourism  
- Adventure tourism  
- Social tourism  
- Volunteer tourism |
| A 3 Jan 11 | What is the economic impact? | **Articles to read before class:**  
Chapter 3 An introduction to tourism impacts  
Chapter 4 The economic impacts  
**Book on reserve:**  
Jones & Bartlett Learning  
**Reports to skim before class and be prepared to discuss**  
FAO 17 Sustainable Development Goals (report)  
UN Transforming our world: The 2030 Agenda for Sustainable Development (report)  
Sustainable Development Goals (UNDP)  
Preparation for destination & case study: Hawaii |
| --- | --- | --- |
| Dark tourism  
### Articles to read before class (Hawaii):


- **Video**


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<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Jan 12</td>
<td>Arrive Honolulu, Hawaii</td>
<td>Field Assignment</td>
</tr>
<tr>
<td>A 4 Jan 14</td>
<td>Debrief Honolulu, Hawaii</td>
<td>Chapter 5 The socio-cultural impacts</td>
</tr>
<tr>
<td></td>
<td>What are the cultural impacts of tourism?</td>
<td>Articles to read before class:</td>
</tr>
<tr>
<td></td>
<td>What are the advantages and disadvantages?</td>
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<tr>
<td>A6 Jan 20</td>
<td>EXAM 1 Instructions on how to write a case study using books on reserve, text, articles and field experiences on the tour.</td>
<td>Articles to read before class: PDF Tourism distribution systems 1915 to 2010. Pdf What do travel really need from a GDS today?.pdf.</td>
</tr>
<tr>
<td>A7 Jan 22</td>
<td>Case study – Japanese tourism</td>
<td>Preparation for destination &amp; case study: Japan</td>
</tr>
</tbody>
</table>
### Jan 24-28
**Arrive in Kobe, Japan**

**Debrief Kobe, Japan**

- Destinations- image, marketing
- CNN First look at Disney Shanghai (video)

- Social and cultural issues: Focus on Global Disney
- Disney- Florida, California, Tokyo, Hong Kong, Shanghai

- About the Disney leadership team
  [https://aboutdisneyparks.com/about/leadership-team](https://aboutdisneyparks.com/about/leadership-team)

- Discussion
  How does Disney manage social and cultural issues in its global expansion? What are their successes and what are their failures?

- NPR Podcast
  For Chinese Tourists Behaving Badly, A

### Articles to read before class:


### Jan 29
**Debrief Kobe, Japan**

- Preparation for destination & case study: Shanghai, China

**Articles to read before class:**


**Milman, A., Okumus, F., & Dickson, D. (2010).** The contribution of theme parks and attractions to the social and economic sustainability of...
Government Blacklist
http://www.npr.org/sections/parallels/2015/05/08/405183120/beijing-clamps-down-on-chinese-tourists-behaving-badly

NPR Podcast
A Chinese Tourism Boom Has South Koreans Cramming
http://www.npr.org/sections/parallels/2015/03/19/393752309/the-chinese-tourism-boom-has-south-koreans-cramming

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<p>| Jan 31- Feb 5 | Arrive in Shanghai | Field Assignment |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 6</td>
<td>What are the environmental impacts?</td>
<td>Chapter 6 The environmental impacts</td>
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<tr>
<td></td>
<td></td>
<td><strong>Articles to read before class:</strong></td>
</tr>
<tr>
<td></td>
<td>What about climate change and tourism?</td>
<td>Case studies on climate change and world heritage.</td>
</tr>
<tr>
<td>Feb 8</td>
<td>Vietnam</td>
<td>Preparation for destination &amp; case study: Vietnam</td>
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<tr>
<td></td>
<td>Welcome to Vietnam</td>
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</tbody>
</table>
### Videos

**23 Things To Do In Saigon (Ho Chi Minh City) Vietnam**

[https://youtu.be/zSR9MJIrY7o](https://youtu.be/zSR9MJIrY7o)

**Vietnam**

[https://www.youtube.com/watch?v=N0crXGYLYlg](https://www.youtube.com/watch?v=N0crXGYLYlg)

### Articles to read before class:


Poverty reduction through community based tour in Viet Nam: A Case study

<p>| Feb 10 – Feb 14 | Arrive Ho Chi Minh City, Vietnam | Field class |</p>
<table>
<thead>
<tr>
<th>A 11</th>
<th>Feb 15</th>
<th>Social issues and tourism</th>
<th>Sex tourism, crime, gambling and drugs</th>
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</thead>
</table>

**Articles to read before class:**


**Articles to read before class:**
Responsible tourism in Myanmar: current situation and challenges.pdf
Report on tourism in Burma.pdf |
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</thead>
<tbody>
<tr>
<td>Feb 20- Feb 24</td>
<td>Yangoon, Burma</td>
<td>Field Assignment</td>
<td></td>
</tr>
</tbody>
</table>
| A 13 Feb 25 | Debrief Yangoon, Burma | Natural resources and tourism
Battle for the Elephants (National Geographic Video)
Discussion Questions | **Articles to read before class:**


| A 14 Feb 27 | India | Preparation for destination & case study: India
**Articles to read before class:**
Bansal, A., KThakur, S., & Mishra, S. | |

<table>
<thead>
<tr>
<th>Title</th>
<th>URL</th>
<th>Author(s)</th>
<th>Year</th>
<th>Journal</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 1-March 6</td>
<td>Arrive in Cochin, India</td>
<td>Field Assignment</td>
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</tbody>
</table>
A 16 March 10

Port St Louis, Mauritius

Environmental tourism

My country will soon be underwater
https://www.ted.com/talks/anote_tong_my_country_will_be_underwaterSoon_unless_we_work_together

Mauritius Vacation Travel Video Guide • Great Destinations
https://www.youtube.com/watch?v=KwSSIeLPSUE

Preparation for destination & case study:

**Articles to read before class:**


Selected chapters from book on reserve:

- Ecotourism and the challenge of climate change: vulnerability, resources and mitigation. p 207.

- Role of ecotourism in preserving natural areas and biodiversity. P 169.
<table>
<thead>
<tr>
<th>March 12</th>
<th>Arrive in Port St Louis, Mauritius</th>
<th>Field Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 18 March 16</td>
<td>Tourism Planning</td>
<td><strong>Book:</strong> <em>The Tourism System</em> Chapter 4 Tourism Regulation – Controlling tourism Chapter 5 Tourism Planning</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>March 19-March 24</th>
<th>Arrive in Cape Town, Africa</th>
<th>Field Assignment</th>
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<tbody>
<tr>
<td>B 19 March 25</td>
<td>Debrief of Cape Town, Africa</td>
<td></td>
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<td></td>
<td></td>
<td>Culinary tourism</td>
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<td></td>
<td></td>
<td>Culinary Tourism (general points adaptable to all destinations) <a href="https://youtu.be/EFbdiOdCz6A">https://youtu.be/EFbdiOdCz6A</a></td>
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<tr>
<td></td>
<td>Ghana</td>
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<tr>
<td>March 31-April 3</td>
<td>Arrive in Tema, Ghana</td>
<td>Field Assignment</td>
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</tr>
<tr>
<td>A 22 April 4</td>
<td>Debrief Tem, Ghana</td>
<td></td>
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<tr>
<td></td>
<td>Volunteerism and tourism</td>
<td></td>
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<td></td>
<td>NPR Podcast</td>
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<tr>
<td></td>
<td>As 'Voluntourism' Explodes In Popularity, Who's It Helping</td>
<td></td>
</tr>
</tbody>
</table>

**Tourism, 19(2), 197-213.**


**Articles to read before class:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 6</td>
<td>Morocco</td>
<td>Preparation for destination &amp; case study</td>
</tr>
<tr>
<td>April 6</td>
<td></td>
<td><strong>Articles to read before class:</strong></td>
</tr>
<tr>
<td>April 8</td>
<td></td>
<td>Review for final exam.</td>
</tr>
<tr>
<td>April 11-14</td>
<td></td>
<td>Arrive in Casablanca, Morocco</td>
</tr>
<tr>
<td>Final exams</td>
<td></td>
<td>Debrief Casablanca, Morocco</td>
</tr>
<tr>
<td>April 15</td>
<td></td>
<td>Debrief Casablanca, Morocco</td>
</tr>
</tbody>
</table>
## VI. GRADING SCALE/METHODS OF EVALUATION

### GRADING SCALE

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20%</td>
</tr>
<tr>
<td>Case study paper - Sustainable Development Goals and Tourism - selected country/site</td>
<td>10%</td>
</tr>
<tr>
<td>Case study presentation - Sustainable Development Goals and Tourism - selected country/site</td>
<td>10%</td>
</tr>
<tr>
<td>Field class</td>
<td>10%</td>
</tr>
<tr>
<td>Field assignment reports (7) (1 page report/blog)</td>
<td>10%</td>
</tr>
<tr>
<td>Field assignment presentation (during debrief following respective ports)</td>
<td>10%</td>
</tr>
<tr>
<td>Exercise in class/homework/attendance</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>97-100%: A+</td>
</tr>
<tr>
<td>Good</td>
<td>87-89%: B+</td>
</tr>
<tr>
<td>Satisfactory/Poor</td>
<td>77-79%: C+</td>
</tr>
<tr>
<td>Failing</td>
<td>Less than 60%: F</td>
</tr>
</tbody>
</table>

| Field assignment report (7) (1 page report/blog) | 10% |
| Field assignment presentation (during debrief following respective ports) | 10% |
| Exercise in class/homework/attendance | 10% |

### METHODS OF EVALUATION

**Exam 1**
Based on course discussion, lectures, videos, articles, reports, field work through January 20th.

**Exam 2**
Based on course discussion, lectures, videos, articles, reports, field work through April 15th.

**Case study paper**
Teams will select a destination and will use articles, books on reserve, and site visits to develop a SWOT analysis of the destination and related how that one might achieve one or more of the Sustainable Development Goals at the destination.

**Case study presentation**—
Team presentation on case paper.

**Field work- (Field class and Field assignments)**
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- Shanghai**

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.

**Shanghai Field Class**
Locations:
- Shanghai Office of Tourism
- Disney Shanghai

Upon the completion of this field class to meet tourism and Disney officials in Shanghai, students will be able to:
1. discuss the dramatic increase in domestic and outgoing international tourism in China;
2. propose options for controlling mass tourism that may be destructive to various cites;
3. observe understand how Disney Corporation new theme park has attempted to adapt to the Chinese food, culture and society;
4. identify the motivations for increased Chinese travel domestically and internationally.

- **Field assignment reports (8)**

In each port, students will identify and evaluate a specific destination (museum, trail, monument, hotel, restaurant, tour, artisan market etc). Each student will write a one page narrative/blog about the destination which will include the following. You can select a tour, a site such as park, iconic location, entertainment, etc.

- This narrative/blog should be posted before the next destination is reached. Answer as many of the following questions as you can. You may not be able to get all of the information, but do the best that you can. If the site also has a website, you may also get more information there.
- Historical importance- does this support the history and culture of the area?
- Impact on the local society- are local people involved and are the benefiting by
employment?

- Impact on the environment- is the event sustainable? Is it overloaded with tourists? How is waste managed? Is the site being maintained well?
- Impact on the local economy- does it appear that the location benefits the local economy
- Ownership/operation – is it locally owned and operated or it is based in another country? (for instance, a restaurant like Planet Hollywood which is based in US- Las Vegas)
- Motivation of the travels who visit the site (using Plog’s model) – why do tourists want to visit this location? What motivates them?
- Stage of development based on Butler’s model- at what stage of development is this location? Support your opinion.
- Strengths and weaknesses of the location- what is compelling and positive about the location and what are some of the problems that it may be facing?

Field assignment presentation
Informal during the debrief after departure from each port.
Each student will report out and discuss their field assignment in each of the 8 respective countries reflecting on as many of the points listed above as possible.

Exercise in class/homework/attendance
For each class, you will be assigned 1 specific article. You will be expected to lead and participate in a discussion about the contents and relevance of that specific article to the class at large.
This is based on participation and contribution to class discussion. It is important that all students review reading before class and attend each class. If you are not able to attend for any reason, please advice professor in ADVANCE of class.

VII. LOGISTICS OF CLASS MANAGEMENT
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 memo from the student’s home institution verifying the accommodations received on their home campus 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.”

VIII. RESERVE BOOKS AND FILMS FOR THE LIBRARY

1. Mason, P.
TITLE: Tourism impacts, planning and management**
PUBLISHER: Butterworth-Heinemann
ISBN #:0-7506-5970-X
DATE/EDITION:2003

IV. BOOKS ON RESERVE FOR SELECTED CHAPTERS
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2013

2- Spenceley, A. (.pdf )
Tourism, Local Livelihoods and the Private Sector in South Africa: Case studies on the growing role of the private sector in natural resources management.
2003

3- Chon, K. S.
Tourism in Southeast Asia: A new direction.
Routledge.
2013.
ISBN
The Tourism System 7th edition
Kendal Hunt Publishing Company
ISBN 978 0 7575 9976 7
2012

ELECTRONIC COURSE MATERIALS
Video
Hawaii Tourism

http://www.bloomberg.com/news/videos/b/13e986c6-cb5a-4945-b95a-b3e81f4782d8

CNN First look at Disney Shanghai (video)

About the Disney leadership team
https://aboutdisneyparks.com/about/leadership-team

Climate Change 101 With Bill Nye the Science Guy | Smithsonian

My country will soon be underwater
https://www.ted.com/talks/anote_tong_my_country_will_be_underwater_soon_unless_we_work_together

Gringo trails (I purchased on YouTube) I
https://www.youtube.com/watch?v=T1yXtnqex_U

Battle for the Elephants (National Geographic Video)
http://dai.ly/x1gmgmf

For tolerance, we need more tourism
https://www.ted.com/talks/aziz_abu_sarah_for_more_tolerance_we_need_more_tourism
Mauritius Vacation Travel Video Guide • Great Destinations
https://www.youtube.com/watch?v=KwSsleLPSUE

Culinary Tourism (general points adaptable to all destinations)
https://youtu.be/EFbdiOdCz6A

Welcome to Vietnam
https://youtu.be/zSR9MJlrY7o

23 Things To Do In Saigon (Ho Chi Minh City) Vietnam
https://www.youtube.com/watch?v=N0crXGYLYlg

WEBSITES
Your travel personality
http://besttripchoices.com/travel-personalities/quiz/

PODCASTS

NPR Podcast
As 'Voluntourism' Explodes In Popularity, Who's It Helping

NPR Podcast
For Chinese Tourists Behaving Badly, A Government Blacklist
http://www.npr.org/sections/parallels/2015/05/08/405183120/beijing-clamps-down-on-chinese-tourists-behaving-badly

NPR Podcast
A Chinese Tourism Boom Has South Koreans Cramming
http://www.npr.org/sections/parallels/2015/03/19/393752309/the-chinese-tourism-boom-has-south-koreans-cramming

NPR Podcast
Myanmar’s Isolation Gives Way To A Flood Of Visitors
http://www.npr.org/2012/04/12/150500105/myanmars-isolation-gives-way-to-a-flood-of-visitors

NPR Podcast
Tourists Banned From India's Tiger Reserves
http://www.npr.org/2012/09/26/161796984/tourists-banned-from-indias-tiger-reserves

NPR Podcast
A Passage to India for Medical Treatment

ARTICLES
Resources

**Articles to read before class:**


**Articles to read before class:**
Chapter 3 An introduction to tourism impacts
Chapter 4 The economic impacts

**Reports to skim before class and be prepared to discuss**
FAO 17 Sustainable Development Goals (report)

UN Transforming our world: The 2030 Agenda for Sustainable Development (report)

Sustainable Development Goals (UNDP)

Preparation for destination & case study: Hawaii

**Articles to read before class (Hawaii):**
**Articles to read before class:**


**Articles to read before class:**


**Articles to read before class:**

Tourism distribution systems 1915 to 2010. **Pdf**

What do travel really need from a GDS today?.pdf.

**Articles to read before class:**


**Articles to read before class:**


Milman, A., Okumus, F., & Dickson, D. (2010). The contribution of theme parks and
attractions to the social and economic sustainability of destinations. Worldwide Hospitality and Tourism Themes, 2(3), 338-345.


Articles to read before class:


Poverty reduction through community based tour in Viet Nam: A Case study

Articles to read before class:
Gu, M., & Wong, P. P. (2006). Residents' perception of tourism impacts: A case study of homestay operators in Dachangshan Dao, North-East China. Tourism Geographies, 8(3), 253-

**Articles to read before class:**

Responsible tourism in Myanmar: current situation and challenges.pdf

Report on tourism in Burma.pdf

**Articles to read before class:**


**Articles to read before class:**


Jauhari, V., & Sanjeev, G. M. (2010). Managing customer experience for spiritual and

### Articles to read before class:


### Articles to read before class:


**Selected chapters from book on reserve:**


**Chapters:**
- Ecotourism and the challenge of climate change: vulnerability, resources and mitigation. p 207.
- Role of ecotourism in preserving natural areas and biodiversity. P 169.

### Articles to read before class:

- **Mammadov, R. (2012, May).** The importance of transportation in tourism sector. In *7th Silk Road International Conference “Challenges and Opportunities of Sustainable Economic Development in Eurasian Countries”*. 

### Articles to read before class:

- **Briedenhann, J., & Wickens, E. (2004).** Tourism routes as a tool for the economic
development of rural areas—vibrant hope or impossible dream?. Tourism management, 25(1), 71-79.

Articles to read before class:

Articles to read before class:
Bormann, F. (2015)
|---------------------------------|-------------------------------------------------------------------------------------|

**Articles to read before class:**


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- Case study Fez Morocco Rehabilitation of the Fez Medina.