

## SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

|                                 |   |
|---------------------------------|---|
| <b>Voyage:</b>                  | Spring 2020                                     |
| <b>Discipline:</b>              | Natural Resource Recreation and Tourism         |
| <b>Course Number and Title:</b> | NRRT 270 Principles of Natural Resource Tourism |
| <b>Division:</b>                | Lower   |
| <b>Faculty Name:</b>            | Kelly Virginia Phelan                           |
| <b>Semester Credit Hours:</b>   | 3   |

**Prerequisites:** None

### COURSE DESCRIPTION

Over 1.3 billion people travel internationally each year. One in ten jobs is dependent on tourism. The tourism industry also accounts for 10% of global GDP. This course provides students with a comprehensive overview of the world's largest industry. The historical establishment and development of tourism, the various sectors and stakeholders involved in the industry, and the behaviors and motivations that influence tourists' decision-making will be examined. Given the increasing trend towards globalisation, both socially and economically, the course will take an international perspective of tourism activities to exemplify how they are related to, and influence, one another. The course also contextualises tourism within broader social, cultural, economic, political, and natural environments. Each destination represented on the Spring 2020 Semester at Sea itinerary will serve as real life case studies illustrating critical components of tourism.

### LEARNING OBJECTIVES

After successfully completing this course, students should be able to:

1. Clearly define the various elements which comprise the tourism industry;
2. Understand the relationships between tourists, tourism suppliers, and organizations which provide tourism experiences;
3. Comprehend and evaluate the concepts, evolution, and impacts of tourism globally; and
4. Identify challenges in the tourism industry and propose feasible solutions.

### REQUIRED TEXTBOOK

**AUTHOR:** Cook, R.A., Yale, L.J. & Marqua, J.J.  
**TITLE:** Tourism: The Business of Travel Fourth Edition.  
**PUBLISHER:** Prentice Hall  
**ISBN:** 978-0137147298

DATE/EDITION: 2010, 4<sup>th</sup> Edition

**TOPICAL OUTLINE OF COURSE**

| Date                             | Topic  | Readings/Assessment(s) Due   |
|----------------------------------|--|--|
| January 4                        | <b>Depart Ensenada, MEXICO</b>                       |  |
| <b>Part 1: Tourism Overview</b>  |  |  |
| A1—January 6                     | Class Intro  | NONE   |
| A2—January 8                     | What is Tourism?                                     | 1. UNWTO Highlights 2018<br>2. Textbook- Chapter 1   |
| A3—January 10                    | Tourism Organizations &<br><i>Field Class Prep</i>   |  |
| <b>January 12</b>                | <b>Honolulu, HAWAII- FIELD STUDY CLASS!!</b>         |  |
| <b>January 13</b>                | <b>Reflection and Study Day (No Class)</b>           |  |
| A4—January 14                    | <i>Hawaii Debrief &amp;</i><br>Tourist Motivations   | <b>Complete HI site visit evals and bring to class for debrief discussion.</b><br>2. Textbook- Chapter 2 |
| <b>January 16</b>                | <b>International Date Line Crossing – (Lost Day)</b> |  |
| A5—January 17                    | Destination Development                              | 1. WTTC: World Highlights<br>2. WTTC: Benchmark reports for each country visited on SAS Sp2020           |
| <b>January 19</b>                | <b>Study Day – (No Class)</b>                        |  |
| A6—January 20                    | Delivering Quality Tourism Services                  | 1. Textbook- Chapter 3   |
| A7—January 22                    | Quality & Customer Service                           |  |
| <b>January 24-28</b>             | <b>Kobe, JAPAN</b>                                   |  |
| A8—January 29                    | Tourism Cases in Action                              |  |
| <b>January 31 – February 5</b>   | <b>Shanghai, CHINA</b>                               |  |
| A9—February 6                    | Tourism Suppliers & Distribution Channels            | 1. Textbook- Chapter 4<br><b>Japan group presentation</b>  |
| A10—February 8                   | Revenue Management & Profitability                   | 1. Textbook- Chapter 5<br><b>China group presentation</b>  |
| <b>February 10-15</b>            | <b>Ho Chi Minh, VIETNAM</b>                          |  |
| <b>Part 2: Service Suppliers</b> |  |  |
| A11—February 16                  | Transportation                                       | 1. Textbook- Chapter 6   |
| <b>February 17</b>               | <b>Community Programming – (No Class)</b>            |  |
| <b>February 19-24</b>            | <b>Port Klang/Kuala Lumpur, MALAYSIA</b>             |  |
| A12—February 25                  | Accommodation  | 1. Textbook- Chapter 7<br><b>Vietnam group presentation</b>  |

|                                |  |   |
|--------------------------------|--|---|
| A13–February 27                | Food & Beverage                          | 1. Textbook- Chapter 8<br><b>Malaysia group presentation</b>      |
| <b>February 29 – March 5</b>   | <b>Cochin, INDIA</b>                     |   |
| A14–March 6                    | Attractions & Entertainment              | 1. Textbook- Chapter 9  |
| <b>March 7</b>                 | <b>Community Programming –(No Class)</b> |   |
| A15–March 9                    | Gaming & Cruise Tourism                  | <b>Indian group presentation</b>                                  |
| <b>March 11</b>                | <b>Port Louis, MAURITIUS</b>             |   |
| A16–March 12                   | Tourism Destinations                     | 1. Textbook- Chapter 10   |
| <b>Part 3: Tourism Impacts</b> |  |   |
| A17–March 14                   | Economic Impacts of Tourism              | 1. Textbook- Chapter 11<br><b>Mauritius group presentation</b>    |
| A18–March 16                   | Socio-Cultural & Political Impacts       | 1. Textbook- Chapter 12   |
| <b>March 18-23</b>             | <b>Cape Town, SOUTH AFRICA</b>           |   |
| A19–March 24                   | Tourism & the Environment                |   |
| <b>March 26</b>                | <b>Study Day – (No Class)</b>            |   |
| A20–March 27                   | Sustainable Tourism Practices            | 1. Textbook- Chapter 13<br><b>South Africa group presentation</b> |
| A21–March 29                   | The Future of Tourism                    | 1. Textbook- Chapter 14   |
| <b>March 30-April 3</b>        | <b>Tema &amp; Takoradi, GHANA</b>        |   |
| A22–April 5                    | Critical Issues in Tourism               |   |
| A23–April 7                    | Exam Review                              | <b>Ghana group presentation</b>                                   |
| A24–April 9                    | Final Exam                               |   |
| <b>April 11-14</b>             | <b>Casablanca, MOROCCO</b>               |   |
| <b>April 15</b>                | <b>Study Day – (No Class)</b>            |   |
| A25–April 16                   | Course Wrap-Up                           | <b>Morocco group presentation</b>                                 |
| <b>April 20</b>                | <b>Arrive Amsterdam, THE NETHERLANDS</b> |   |

## 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.

The field class for this course is on **Sunday, 12 January** in Honolulu, Hawaii, USA.

**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.

Title: A Survey of the Tourism Industry in Hawaii

**Description:**

The goal of this field class is to visit a variety of different tourism operations from each major sector in the industry. Students will also learn how to properly conduct site visits of tourism locations/experiences using a critical eye as required by industry professionals. The activities and evaluation methods utilized during the field class will serve as the benchmark for how students should conduct independent site visits at all other ports throughout their SAS journey.

Each element of the field class visit will be considered for critique. As we disembark from the MV World Odyssey, the tourism experience begins. While students will no doubt be excited to get off the ship, the rose-colored glasses need to come off! Students will critique the disembarkation process and transition through the port to our bus bound for the USS Arizona. As we are transported through Honolulu, students should pay attention to traffic patterns and congestion, signage, and other elements that may impact a tourist's experience. Upon arriving at the USS Arizona Memorial, consider ALL elements of the experience, including but not limited to the museum facilities, ticketing procedures, and the efficiency of operations to see the ship itself.

After touring the USS Arizona which is visited by more than one million people annually, we will be transported to downtown Waikiki where we will have a traditional Hawaiian lunch at one of the oldest family owned restaurants in the area, Haili's Hawaiian Foods. After lunch, we will visit the five-star Royal Hawaiian Hotel for a back-of-the-house tour. The Royal Hawaiian is the second oldest luxury property in Hawaii with a rich history- the U.S. Navy leased the entire property for \$17,500 a month during World War II to house sailors between tours of duty. Students should use this opportunity to ask the manager(s) hosting us about their experiences in tourism industry, the legacy of the Royal Hawaiian, and the hospitality industry in Hawaii, among other things. Upon the conclusion of the hotel tour, we will climb Diamond Head where we will watch the sun set over Honolulu.

**Objectives:**

1. Visit operations within each sector of the tourism industry and critically evaluate those experiences.
2. Identify aspects of tourism unique to Hawaii's culture, history, and environment.
3. Understand how various stakeholders complement and interact with one another to formulate a holistic tourism experience.

**Independent Field Assignments**

In each port, students are expected to make observations about the tourism industry and draw parallels to the material covered in class throughout the semester. Similar to the site evaluations completed during the field class in Hawaii, students will evaluate their travel experiences using guidelines provided by the instructor. These observations and evaluations will serve as starting points for in-class discussions. In order to obtain full participation points, students should utilize these independent field experiences during class activities.

In addition to the informal sharing of independent field experiences, each student will be placed in a group of 3-4 students and assigned a specific destination on the SAS itinerary to investigate more thoroughly. While you will present your experiences as tourists in your selected destination, you will also take the perspective of a tourism industry professional to evaluate the destination from an operations perspective. Your presentation will be based on: (1) research conducted about the destination prior to visiting, (2) ethnographic field data

collected on the ground (notes, photos, videos), (3) your observations as a tourist, and (4) your analysis as a tourism professional. Students will also link their presentation back to critical material addressed in class (Cohen's Modes, the Destination Mix, etc.). A detailed rubric will be provided to guide students' presentations.

## **METHODS OF EVALUATION**

### **Field class participation and reflection paper (30%)**

Students are expected to attend the **MANDATORY** field class in **Hawaii on January 12**. During the field class, students will conduct a number of site visits and evaluate locations with a critical eye from the perspective of a tourism industry professional. These evaluations will be submitted and marked. In addition, students will write a paper reflecting upon their field class experience. **Reflection papers (1,000 words)** are due **January 22 at 8pm**.

### **Group presentation post-destination (20%)**

Excluding Hawaii, after each destination visited, **groups of 3-4 students**, will present on the port/country visited based on their own experiences as tourists. Students will also take the perspective of a tourism industry professional to evaluate the destination from an operations perspective. Presentations are expected to be approximately **15-20 minutes** in length, with 10 minutes permitted for questions and/or discussion. Students will also link their presentation back to critical material addressed in class (Cohen's Modes, the Destination Mix, etc.). A detailed rubric will be provided to guide students' presentations.

### **Final exam (30%)**

A comprehensive final exam will be administered on A24. The final exam will cover ALL material and theories addressed during the semester.

### **Attendance and participation (20%)**

Students are expected to attend class and **actively participate DAILY**. This class is designed to be **interactive**. In addition to the course content presented by the instructor, we will discuss a number of case studies as well as your experiences in each country visited. Students will get out of this class what they put into it. Students are expected to ask questions and share their experiences. Perfect attendance and regular participation will result in an attendance/participation grade of 100%. Conversely, lack of attendance, subpar participation, and under preparation will be noticed and penalized accordingly (5 points will be deducted for each day this occurs).

## **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.

## 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@isevoyages.org](mailto:academic@isevoyages.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

None

## ELECTRONIC COURSE MATERIALS

1. AUTHOR: UNWTO

ARTICLE/CHAPTER TITLE: UNWTO Tourism Highlights: 2018 Edition

JOURNAL/BOOK TITLE: See Link Below

VOLUME:

DATE:

PAGES: <https://www.e-unwto.org/doi/pdf/10.18111/9789284419876>

2. AUTHOR: World Travel & Tourism Council

ARTICLE/CHAPTER TITLE: Travel & Tourism: Economic Impact 2019- World

JOURNAL/BOOK TITLE: See Link Below

VOLUME:

DATE: 2019

PAGES: <https://www.wttc.org/-/media/files/reports/economic-impact-research/regions-2019/world2019.pdf>

3. AUTHOR: World Travel & Tourism Council

ARTICLE/CHAPTER TITLE: Country Analysis: Country Data AND Benchmark Reports: Country Results for EACH country visited on SAS Sp2020 itinerary

JOURNAL/BOOK TITLE: See Link Below to obtain the two reports per country.

VOLUME:

DATE: 2019

PAGES: <https://www.wttc.org/economic-impact/>

## ADDITIONAL RESOURCES

None