

**Semester at Sea Course Syllabus  
Colorado State University, Academic Partner**

<b>Voyage:</b>	Fall 2017
<b>Discipline:</b>	Natural Resource Recreation and Tourism
<b>Course Number and Title:</b>	NRRT 470 Tourism Impacts
<b>Division:</b>	Upper
<b>Faculty Name:</b>	Heather Gibson, Ph.D.
<b>Semester Credit Hours:</b>	3

**Meeting:** A Day 1530-1650, Kaisersaal Port

**Prerequisites:** One (1) principles of natural resource tourism course

### **COURSE DESCRIPTION**

This course adopts a critical perspective to examine both the positive and negative impacts of tourism from social, political, economic and environmental perspectives. Students will gain an appreciation for the need to understand impacts from a multidimensional perspective, in order to engage in tourism development that will enhance the positive and mitigate the negative impacts through enlightened planning, policy, and educating mindful tourists. Students will engage with both conceptual and case study readings tailored where possible to the destinations they will be visiting. From the core concepts of socio-cultural, environmental and economic impacts, students will learn about a range of different topics, which will be integrated with the students' first-hand experiences of tourism and being a tourist.

### **LEARNING OBJECTIVES**

1. To provide students with a more in-depth understanding of the environmental, socio-cultural, historical, political, and economic impacts of travel and tourism within a global context
2. To provide students with a more in-depth understanding of the opportunities and threats associated with travel and tourism with a view to enhancing the positives and mitigating the negatives through sustainable development and management strategies.
3. To critically examine the role of sustainable development in future tourism planning.
4. To develop a new generation of responsible tourists among the students and get them to reflect upon what they see and experience in the ports of call over the semester.

### **REQUIRED TEXTBOOKS**

Individual readings are assigned for each class. The readings can be found in the electronic course folder for this class. Please download and read the appropriate reading before each class.

## TOPICAL OUTLINE OF COURSE

Depart Bremerhaven, Germany – September 9

**A1 – September 11: Introduction to class and overview of positive and negative impacts. Watch video Gringo Trails in class to start the discussion**

Weber, F. (2017). Tourism destinations under pressure: Challenges and innovative solutions. Hochschule Luzerne: Lucern University of Applied Sciences and Arts.

**Read if you have time, but definitely for September 13th**

Vucetich, J., & Nelson, M. (2010 July/August). Sustainability: Virtuous or Vulgar? *Bioscience*, 60 (7), 539-544.

**A2 – September 13: Triple Bottom Line Thinking: Exploring socio-cultural and historical impacts of tourism – reflection on Gringo Trails- thinking ahead to Barcelona and Spain.**

Dogan, H. (1989). Forms of adjustment: Socio cultural impacts of tourism. *Annals of Tourism Research*, 16, 216-236.

Cohen., E., & Cohen, S. (2012). Current sociological theories and issues in tourism. *Annals of Tourism Research*, 39, 4, 2177-2202. – focus on the issues in this reading

Barcelona and Valencia, Spain – September 15-18

**A3 – September 19: Social impacts and legacies of mega sport events: reflections on Barcelona and beyond**

Preuss, H. (2007). The conceptualization and measurement of mega sport event legacies. *Journal of Sport & Tourism*, 12 (3/4), 207-228.

Gaffney, C. (2013). Between discourse and reality: The un-sustainability of mega-event planning. *Sustainability*, 5, 3926-3940.

**A4 – September 21: Triple Bottom Line Part 2: Understanding Economic Impact and tourism**

Crompton, J. (1995). Economic impact analysis of sports facilities and events: Eleven sources of misapplication. *Journal of Sport Management*, 9, 14-35.

No Class – September 23

**A5 – September 24: Triple Bottom Line Part 3: Understanding Environmental Impact and Tourism- Growing Effects of Climate Change on Tourism**

Honey, M. (2008). **The world travel industry going green? Chapter 2.** In. M. Honey, *Ecotourism and sustainable development: Who owns paradise* (2<sup>nd</sup> edition) Island Press – e-book EBSCOhost.

Becken, S. Zammmit, C., & Hendrik, J. (2015). Developing climate change maps for tourism: Essential information or awareness raising? *Journal of Travel Research*, 54(5) 430-441.

**A6 – September 26: Harnessing Tourism for Environmental Good?**

**Honey, M. (2008) South Africa: People and parks under majority rule Chapter 9.** In. M. Honey, *Ecotourism and sustainable development: Who owns paradise* (2<sup>nd</sup> edition) Island Press – e-book EBSCOhost.

Wildlife watching vs. hunting in Africa  
Video: Milking the Rhino

Tema and Takoradi, Ghana – September 27-30

**A7 – October 3: In-class group discussions I: Mitigating the negatives and maximizing the positive impacts of tourism. Reflections on what we have learned and what you have seen so far.**

**A8 – October 5: Pro-poor tourism: Grassroots Tourism Development vs Voyeurism?. Get ready for field trip**

Rolfes, M. (2010). **Poverty tourism: Theoretical reflections and empirical findings regarding an extraordinary form of tourism.** *GeoJournal*, 75, 421-442.

**De Beer, A., & de Beer F. (2011). Pro-poor tourism: a vehicle for poverty alleviation? Some policy recommendations for South Africa .** *Journal of Contemporary Management*, 8, 591-606.

**Optional Reading:**

Koens, K., & Thomas, R. (2016). “You know that’s a rip-off”: Policies and practices surrounding micro-enterprises and poverty alleviation in South African township tourism. *Journal of Sustainable Tourism*, 24(12), 1641-1654.

Mann, M. (2000). Community tourism: An alternative. *The community tourism guide: Exciting holidays for responsible travelers.* (pp. 17-32). Routledge. E-book EBSCOHOST

Cape Town, South Africa – October 7-12

**Field Trip: Thursday October 12th**

**A9 – October 13: Ethnographic research pairs’ reports on Township Visit: Pros and cons of pro-poor tourism . Discussion on writing an ethnography, coding and reporting on field notes.**

**A10 – October 15: Real or Fake? Reflections on authenticity in Tourism. Linking back to the Township tour and looking at tourist attractions and destinations with a critical eye.**

Wang, N. (1999). Rethinking authenticity in tourism experience. *Annals of Tourism Research*, 26, 2, 349-370.

No Class – October 16

**A11 – October 18: Island tourism: Threats and Opportunities**

Durberry, R. (2002), The economic contribution of tourism in Mauritius. *Annals of Tourism Research*, 29 (3), 862-865.

Becken, S., Hay, J., & Espiner, J. (2011). The risk of climate change for tourism in the Maldives. (Chapter 6; pp. 72-84). In J. Carlsen & R. Butler (Eds.). *Island Tourism: Sustainable Perspectives*. CAB International.

**Optional Readings:**

Belle, N., & Bramwell, B. (2016). Climate change and small island tourism: Policy maker and industry perspectives. *Journal of Travel Research*, 44, 32-41.

Lim, C., & Cooper, C. (2009). Beyond sustainability: Optimising island tourism development. *International Journal of Tourism Research*, 11, 89-103.

Port Louis, Mauritius – October 19

**A12 – October 21: Cruise Tourism: Opportunities and Threats? Linking back to island tourism and thinking more broadly about the growing popularity for cruise tourism and what this may mean.**

Johnson, D. (2002). Environmentally sustainable cruise tourism: A reality check. *Marine Policy*, 26, 261-270.

No Class – October 22

**A13 – October 24: Responsible Tourism I– Tourism in the Developing World : The case of India**

**Ethnography from township tour due.**

Mann, M. (2000). Tourism in the developing world: The Community Tourism Guide: Exciting Holidays for Responsible Travellers. (pp. 3-16). Routledge. E-book EBSCOhost.

Sreekumar, T. & Parayil, G. (2002). Contentions and contradictions of tourism as development option: The case of Kerala, India. *Third World Quarterly*, 23 (3), 529-548.

Cochin, India — October 25-30

No Class — October 31

**A14 — November 2: Responsible Tourism II: Reflections on India**

Scheyvens, R. (2002). Backpacker tourism and third world development. *Annals of Tourism Research*, 29, (1), 144-164.

Yangon, Myanmar — November 4-8

**A15 — November 9: Responsible Tourism III: Understanding Indigenous Rights**

Johnston, A. (2003). Self-determination: Exercising Indigenous Rights in Tourism (pp. 115-134) Chapter 9 In S. Singh, D.J. Timothy & R.K. Rowling (Eds.). *Tourism Destination Communities*. CABI Publishing. E-book, EBSCOhost.

No Class — November 11

**A16—November 12: Dark Tourism – linking into Vietnam War heritage, Cambodia and the Killing Fields etc.**

Stone, P., & Sharpley, R. (2008). Consuming dark tourism: A thanatological perspective. *Annals of Tourism Research*, 35, 2, 574-595.

Ho Chi Minh City, Vietnam — November 14-18

**A17 — November 19: Sex Tourism**

Leheny, D. (1995). A political economy of Asian Sex Tourism. *Annals of Tourism Research*, 22, 367-384.

No Class — November 21

**A18 — November 22: Tourism and Risk: The impact of perceived risk on tourism flows**

Carter, S. (1998). Tourists' and travellers' social construction of Africa and Asia as risky locations. *Tourism Management*, 19, (4), 349-358.

Lepp, A., & Gibson, H. (2003). Tourist roles, perceived risk and international tourism. *Annals of Tourism Research*, 30, 3, 606-624.

Shanghai, China — November 24-29

**A19 – November 30: In class group discussions II - : Mitigating the negatives and maximizing the positive impacts of tourism. Reflections on what we have learned and what you have seen so far.**

Kobe, Japan – December 2-6

**A20 – December 7: The role of sustainable development and planning in mitigating impacts.**

Clarke, J. (1997). A Framework of Approaches to Sustainable Tourism. *Journal of Sustainable Tourism*, 5 (3), 224-233.

Liu, Z. (2003) Sustainable Tourism Development: A Critique. *Journal of Sustainable Tourism*, 11 (6), 459-475.

**A21 – December 9: Virtual and Space Tourism: Are these the future of Tourism and what does this mean for the industry today?**

Cole, S. (2015). Space tourism: prospects, positioning, and planning. *Journal of Tourism Futures*, 1(2), 131-140.

Guttentag, D. (2010). Virtual reality: Applications and implications for tourism. *Tourism Management*, 31, 637-651.

**Optional Reading:**

Webber, D. (2013). Space tourism: Its history, future and importance. *ActAstronautica*, 92(2), 138-143.

**A22 – December 11: Summary of class themes, preparation for stakeholder debate and last minute video presentation discussions.**

**A23 – December 13: In class video presentations part one**

**A24 – December 15- Finish in video class presentations**

Field note book due

Honolulu, Hawaii – December 16

**A25 – December 18: A Day Finals: Stakeholder Debate: Sustainable tourism case study.**

Groups will be assigned on December 11<sup>th</sup>. Materials and discussion ideas will be talked over in class on Dec 11<sup>th</sup>.

San Diego, California – December 23

**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.

**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.

### **Field Class & Assignment**

The Field Class for this course will take place on Thursday, 12 October, in Cape Town, South Africa.

Class Title: Township Tours: An example of local community tourism development or a form of voyeurism?

South Africa was one of the first countries to engage in pro-poor tourism or slum tourism as it may be called. We will spend the day in a township accompanied by a local faculty member (Andries de Beer <https://independent.academia.edu/AndriesDeBeer>). We will meet local people and entrepreneurs and critically evaluate the impacts of pro-poor tourism and other initiatives on the community.

Learning Objectives:

1. To provide the students with first-hand experience of grassroots tourism development in the form of a township tour.
2. To understand the wider benefits to community development that is associated with these tours.
3. To provide students with the chance to form their own opinions about the benefits and disadvantages of pro-poor tourism.

### **Assignments**

#### **1. Field Class Assignment:**

**Working in groups of two, conduct** a quasi-ethnography of the township tour that we participate in as part of our class field trip.

**Maximum 600 words (excluding headings and references)**

**Due October 24<sup>th</sup>**

As you take part in the township tour, take field notes, photos (with permission), record your thoughts/impressions as you see and listen, and when appropriate engage the locals in conversation. Your overall research question is: **Are township tours a viable tool for tourism and community development?** In the class following the field trip we will talk as a class about your field notes. I will provide instructions as to how to code your field notes. Write up the results of your ethnography **with your partner** using the following headings:

**I. Introduction** – introduce the topic/focus of your ethnography; include a purpose of the study statement and any research questions. You may want to include a relevant fact from the literature here.

**II. Methods** – describe your study site (at least a half page narrative describing the township). Then describe how you collected your data, how you analyzed your data; if you conducted any conversational interviews include a description of your research participants.

**III. Results/Findings** – Start by describing how many themes you identified and name/label them. Then describe each of your themes in turn. This is where you describe the results of your coding process.

**IV. Discussion** – State an overview of what you found and then choose your key findings. **Compare and contrast your findings back to the readings from class and other relevant tourism readings.** Come to the conclusion at the end of your paper on one side of the other of the research question: Are township tours a viable tool for tourism and community development?

**V. References:** list any sources you cited in your paper using APA style. (excluded from your word count)

#### **Format of Paper:**

1. Writing style is formal academic; **600 words max**
2. One inch margins, 12 point font size.
3. Submit in hard copy, stapled with your names and a title for the paper on first page.
4. **Paper is due October 24<sup>th</sup>.**

#### **2. Independent Field Assignments: Five minute Video: Tourism Impact/Issue**

**Working in groups of 3 or 4**, over the course of the semester develop a five minute video focused on the impacts of tourism. You may choose to focus on one particular impact or issue or several different impacts/issues. Using a Go Pro or your phone, take video of places, people (with permission), objects etc. that illustrate your impact/issue. Either narrate your video or include captions with major points. Narration or captions will necessitate writing a story board and script for your video. The tone of the video is to be informative/documentary in nature. During the last two classes of the semester, the class will watch your video and rate it based on the following criteria: 1. Content; 2. Quality/Appearance; 3. Ability to inform. I will independently grade the video, but will take the peer assessment into consideration. Video viewing will take place in class on December 13<sup>th</sup> and 15<sup>th</sup>. **To maintain class parity, all video files need to be submitted to me on December 13<sup>th</sup>** so that groups presenting first are not disadvantaged.

**Format of Assignment – Edited video file – Due December 13<sup>th</sup>. Viewings take place December 13<sup>th</sup> and 15<sup>th</sup>**

### 3. Field Notebook

This class will provide you with critical insights on the positive and negative impacts of the travel and tourism industry and tourism as a social phenomenon. As you visit each port of call you are encouraged to observe tourism in action. In a field note book write down your observations as you visit each port and engage with different tourism providers. Observations should be organized under the following headings. 1. What tourism attractions are present in each of the various ports we visit? (Attractions inventory; type of tourism e.g. heritage, ecotourism etc.) 2. Describe at least one of the tourism attractions/components you visited in each port. What did you see? What interactions did you have with tourism workers (tour guides; hotel staff); 3. From your interactions with tourism workers and residents of the host communities what impacts (positive and negative) does tourism have on the destination? As you report back on each of three sectors refer back to class material and the text book. Is the material we talk about in class relevant to the real world? Why or why not? Please incorporate photos and other memorabilia in your field notebook.

**Due on December 15<sup>th</sup>**

**Format of Assignment two choices: 1. Submit as a traditional journal in a hard bound journaling note book. 2. Electronic format as a saved PDF**

### 4. Class Participation

Throughout the semester I expect that you will have completed the required readings prior to class and that you will come ready to discuss the day's issues and contribute any relevant observations and experiences that you have had. Throughout the semester we will engage in various in-class brainstorming sessions, stakeholder debate, where you may be working in small groups with other students and then reporting back to the class. Your participation grade will include your engagement in these group discussions and any notes/materials that you develop as part of these in class assignments.

**5. Stakeholder Debate. December 18<sup>th</sup> (final exam day). Details will follow.**

## METHODS OF EVALUATION / GRADING SCALE

### 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%:
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

## Assignments:

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|--|--|-----|
| 1. Field Class Ethnographic Report   | Due October 24th   | 30% |
| 2. Five minute Video   | Presented December 13 <sup>th</sup> and 15 <sup>th</sup> . Video file due Dec 13 <sup>th</sup> . | 25% |
| 3. Field Journal   | Due December 15 <sup>th</sup>  | 30% |
| 4. Participation in class discussions, engagement in brainstorming sessions, etc.. |  | 10% |
| 5. Stakeholder debate  | takes place December 18 <sup>th</sup> as our final exam  | 5%  |

## 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](mailto: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."

## **RESERVE BOOKS AND FILMS FOR THE LIBRARY**

Gringo Trails

Milking the Rhino

## **ELECTRONIC COURSE MATERIALS**

See assigned readings listed for each class session. The full citations are listed.

## **ADDITIONAL RESOURCES**

Basic media/video software will be needed as the students have a five minute video to develop. This basic software is available on many laptops or other devices.