NRRT320 – International Issues in Recreation & Tourism Summer 2022

Department of Human Dimensions of Natural Resources

Colorado State University

**Instructor**: Stuart P. Cottrell, Ph.D.

**Restrictions:** Freshmen / Sophomores Not Allowed except with permission of instructor

## Course Description

Since the United Nations Earth Summit in Rio (1992), 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)](http://www.un.org/millenniumgoals/index.shtml), geared towards reducing poverty, fostering sustainable development, and enhancing the resilience of at-risk communities around the world. Increasing destination resilience requires innovation on many levels, and this course analyzes ways in which government, business, and “third sector” organizations may implement sustainable tourism to address an array of international issues and to minimize related vulnerabilities. Instruments for sustainable tourism development are examined and discussed in case studies (international, national, regional and local). Methods and techniques that reconcile different interests are discussed and applied in various contexts: urban as well as rural areas in the USA, Europe, and less economically developed countries. The central issues include a range of social and ecological concerns (ranging from policy approaches and political instability, to natural disasters and economic crises), with main questions of the course considering 1) how these issues may influence recreation and tourism, and 2) how sustainable tourism may support destination resilience.

## Course Prerequisites

Required course for all Global Tourism majors at the junior level after completion of NRRT 270.

## Instructional Objectives

The following objectives will be met during this course.

* 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)](http://www.un.org/millenniumgoals/index.shtml), geared towards reducing poverty, fostering sustainable development, and enhancing community resilience.
* To know and apply principles of sustainable development in a multiple case study evaluation.
* To generate awareness of concerns stakeholder groups have about sustainable tourism development.
* To apply intervention strategies for sustainable tourism product development in view of international issues.
* To engage students in the sustainability debate pertinent to trends and issues in global tourism.

## Book, Canvas, and literature used for the course

#### Required Text: Required readings are provided through Canvas course companion site.

#### **NO BOOK necessary to buy**

##### Canvas companion site

Canvas course companion site provides information, syllabus online, links, resources, and schedule information. This site is constantly updated and will develop during the term.

## Grading

Discussion Exercises (8x) 160 points

Quizzes (3x) 60 points

Interview Paper (Individual assignment) 100 points

(Group Project) 180 points

500 points

***Grading Scale using +/- system:***

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Scale** | **Grade** | **Scale** |
| A+ | 98+ | C+ | 77 - 79.9 |
| A | 93 - 97.9 | C | 70 - 76.9 |
| A- | 90 - 92.9 | D | 60 - 69.9 |
| B+ | 87 - 89.9 | F | Less than 60% |
| B | 83 - 86.9 |
| B- | 80 - 82.9 |  |  |

## Course Requirements

***16 Modules***

The course over 8 weeks includes 16 learning modules across four sections. These sections are characterized as follows:

* Section I (Sustainability and Resilience) – Modules 1-4
* Section II (Socio-Political Issues) – Modules 5-8
* Section III (Environmental Issues) – Modules 9-12
* Section IV (Remaining Issues) – Modules 13-16

Each module is comprised of two or three lessons and contains a mixture of recorded lectures, short videos (e.g., filmed interviews), required readings (online news, case studies, academic articles, etc.), and assignment descriptions.

***8 Discussion Exercises*** *(20 points each).*

You will be posting Discussion Exercises (DEs) online to synthesize course content in Modules 1, 2, 5, 6, 9, 10, 13, and 14. These posts will be visible to the class unless we decide to create discussion groups then only visible to other members of your discussion group (to be randomly assigned by the instructor). Each time that a DE is due, you must complete the following two tasks by 11:59pm MST of the due date, respectively:

1. a ‘Synthesis of Course Content’ post
2. response/reaction to the posts of two or more classmates

Specific requirements for these tasks are as follows (everything underlined below should receive its own heading in your posts):

PRIMARY POST (due date at 11:59pm MST):

1. Synthesis of Course Content (~400 words) – this section will critically analyze course readings and content, synthesizing and applying the information in a personal, professional, and/or societal context. Guiding questions for these posts will be provided in module descriptions. The student should write this commentary in paragraph form referencing providing citations of each of reading for that module and giving references in APA syle.

RESPONSE/REACTION TO CLASSMATES (due date at 11:59pm MST):

1. Response to (write the Classmate’s Name here) – each student should provide a respectful and incisive response to the PRIMARY POST of at least two other classmates. Responses should highlight issue complexity by providing in-depth questions and commentary, differing perspectives, and/or personal connections linked to course content. Each response should be in paragraph form (not bullet points).

20-point rubric for each of eight DEs:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | Excellent | Very Good | Good | Fair | Needs more work |
| Synthesis of Course Content (10 points)   * On-time, ~400-word submission, in paragraph form, with a clear heading (i.e., SYNTHESIS OF COURSE CONTENT) * Synthesizes incisive responses to the guiding questions given in the module – **cite references using APA** * Effectively and succinctly applies ideas from the readings/videos, previous discussion posts (if applicable), and personal experience to real world issues and events * Writing is clear and easy to understand * Proper use of grammar and spelling is followed | 10 | 9 | 8 | 7 | <7 |
| Response to Classmates (10 points)   * On-time responses to the primary post of ***at least two*** other classmates, in paragraph form and with a clear heading (i.e., RESPONSE TO CLASSMATE NAME), * Responses demonstrate respectful engagement and in-depth understanding/application of both course content and posts from other classmates | 10 | 9 | 8 | 7 | <7 |

***3 Quizzes*** *(20 points each).*

These are open-note, will be based on class lectures and readings, and will include 10 questions each in multiple-choice format.

***Interview Project*** *(100 points total)*.

In this individual assignment, you will write a ~1,000 word summary (in paragraph form) of interviews with three to five individuals in which you describe their thoughts about international issues in recreation and tourism. These individuals can be friends and family, but ***to get a 91% or higher on the assignment***, at least one of the interviews must be with someone who works in recreation or tourism (e.g., park managers, tour operators, hotel staff, planners of events such as festivals or conferences, etc.).

Interview one individual at a time and either record each interview or take down notes on each response for your reference. You don’t need to share these recordings or notes with the instructor. Focus your questions first on international issues more generally. Then, incorporate questions on the relationship between those issues, recreation/tourism, and sustainability/resilience. Remember to ***ask the same questions*** ***in each interview*** so you can compare responses (select five to ten questions beforehand that you want to ask). Below are some possible interview questions to use.

Possible interview questions:

* + 1. Can you describe what you think is the most significant international issue affecting our world today?
    2. How is the issue you’ve described affecting people in this state/region, if at all?
    3. What do you think are the top tourism activities in this state/region?
    4. How do recreation and tourism help our state/region?
    5. Do you think the issue you described influences recreation and tourism in this state/region in any way? Explain.
    6. Are there any other global issues that you think are influencing tourism activities here?
    7. How can our state/region better address the issues affecting us?
    8. In your opinion, what changes can we make in recreation and tourism to help us better address those issues?
    9. What do you think is the most important thing we can do in this state/region to make us stronger (i.e., more resilient) as a people?
    10. How might sustainable tourism relate to what you proposed in the preceding question?
    11. Etc….

Items to include in the synopsis (uploaded in Canvas as a discussion post) are as follows:

* Title with student name
  + - * Introduction
        + Briefly describe the purpose of the interviews, the backgrounds of the individuals you interviewed (use of pseudonyms is recommended), and major themes that emerged from the interviews.
      * Key Findings
        + Divide this section into several paragraphs (with additional subtitles, if necessary) in which you describe your interviewees’ perspectives on international issues linked to recreation/tourism and sustainability/resilience. Subtitles in this section could be something like *Climate Issues and Recreation*, or *Sustainable Tourism Helps AND Hurts Communities*, for example. You are NOT required to describe how individuals responded to each interview question; describe the major (or more surprising/interesting) findings only.
      * Table 1. Summary of key findings.
        + Here, create a table that summarizes the more surprising findings described in the preceding section. The importance of tables cannot be overstated, as they force you to synthesize the information more deeply while helping readers understand the major ideas you’re proposing. This table might look something like this:

|  |  |  |
| --- | --- | --- |
| Table 1. *Summary of key findings1*. | | |
| Topic | Major themes | Example quote(s) |
| International Issues | * Terrorism a threat to all * … | * … |
| Recreation and Tourism | * Colorado depends on tourism * … | * … |
| Sustainability and Resilience | * Protecting environments promotes human health * … | * … |
| 1. Based on interviews with four individuals in Fort Collins, CO in Fall 2019. | | |

* + - * Conclusions
        + Offer your own definitions of sustainability and resilience in this section. Then, provide specific suggestions for improving recreation and tourism (making them more sustainable) based on the key findings from your interviews.

Rubric for Interview Project (100 points total):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | Excellent | Very Good | Good | Fair | Needs more work |
| Format (30 points)   * On-time, ~1,000-word submission in Canvas (12-point font, single-spaced except between clearly-labeled sections) | 30 | 27 | 24 | 21 | <21 |
| Content (50 points)   * All sections have clear headings in final submission (Title, Intro, Key Findings, Table, and Conclusions), addressing everything outlined in assignment description * Synopsis effectively and succinctly links interview findings to ideas from course readings/videos, discussion posts, and personal experience | 50 | 45 | 40 | 35 | <35 |
| Writing (10 points)   * Writing is succinct and easy to understand, and proper use of grammar and spelling is followed | 10 | 9 | 8 | 7 | <7 |
| Interviews (10 points)   * At least one interviewee works in a recreation- or tourism-related field | 10 | 9 | 8 | 7 | <7 |

***Group Project*** *(180 points total).*

In this project, you will work in a small group (three to five students) assigned by the instructor to create an outreach document on international issues in recreation and tourism for tourism managers or policy makers, applying the key principles from this course on sustainability and resilience. The outreach document will be in PowerPoint-type format and will incorporate case studies and data to make specific recommendations for enhancing destination resilience through more sustainable recreation and tourism. The final document will be compiled in three parts, with reviews of other projects required in the last module, as follows:

* Part I (50 points; due in Week 4 - Module 8) – first draft incorporating an analysis of, and recommendations for addressing, Socio-Political Issues in Recreation and Tourism
* Part II (50 points; due in Week 6 - Module 12) – second draft addressing previous instructor feedback on Part I, but also including an analysis of, and recommendations for addressing, Environmental Issues in Recreation and Tourism
* Part III (50 points; due in Week 8 Module 15) – final document addressing previous instructor feedback on Parts I and II, but also including an analysis of, and recommendations for addressing, Remaining Issues in Recreation and Tourism
* Final Reflections (30 points; due in Week 8 Module 16) – final Outreach Documents are uploaded once more, but this time for whole-class viewing, with each student being required to review and provide feedback on two or more other projects

## EACH of the three parts of the outreach document should include the following:

* **Introduction** – a brief introduction to the two or more international issues in recreation and tourism to be addressed in that part of the project
* **Sustainable Development Goal Analysis** – a succinct overview of the UN SDGs most relevant to those issues
* **Data** – at least two data tables or graphs created (***not copied and pasted from other sources***) to provide broad insights into the issues being discussed in that part of the project. Here, you are expected to create your own tables or graphs, incorporating relevant data (e.g., visitor numbers, protected area hectarage, terrorist activity, tourism jobs/income, etc.) that you find in course readings and additional websites/sources.
* **Two Case Studies** – based on the framework introduced in Module 3, each case study should describe:
  + The case study context/background (is this a community-, regional-, or national-level case study? etc...)
  + Destination vulnerability (i.e., the primary issue(s) in that destination, mentioned in the introduction)
  + Destination assets (destination and recreation/tourism industry characteristics)
  + Destination opportunities (responses and suggestions for addressing the issue(s) at hand)
* **Recommendations for Destination Resilience** – concluding recommendations for recreation and tourism managers and policy makers (i.e., suggested adaptations and innovations)

General Rubric for Parts I-III of Group Project (50 points each):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | Excellent | Very Good | Good | Fair | Needs more work |
| Format (10 points)   * On-time submission of PowerPoint-type document in Canvas * Document is visually appealing and well-organized – with clear section headings, use of bullet points, and consistent font style / size throughout | 10 | 9 | 8 | 7 | <7 |
| Content (30 points)   * Submission includes a title page with student names, a Table of Contents, and an appropriate reference list using APA 6th * All other sections are included in submission (Intro, SDG Analysis, >2 tables/graphs, 2 Case Studies, and Recommendations), addressing everything outlined in assignment description * Document provides a thorough and insightful analysis of, and recommendations for addressing, international issues in recreation and tourism linked to course content | 30 | 27 | 24 | 21 | <21 |
| Writing (10 points)   * Writing is succinct and easy to understand, and proper use of grammar and spelling is followed | 10 | 9 | 8 | 7 | <7 |

## Late work

Assignments are due by the date and time given. Late assignments will lose points according to the rubrics provided.

## Academic Integrity

All students are expected to familiarize themselves with the university academic integrity policy. Please make sure all materials used are correctly cited.

## Writing Center

The University has a good writing center – please use it. Details can be found at http://writing.colostate.edu/ with a link to the APA Style Manual.

**Course Schedule/Outline**

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| **Section I – Sustainability and Resilience** | | | | | |
| **Week** | **Module** | **Lesson** | **Geographical Focus** | **Readings/Resources** | **Assignment** |
| Week 1 | Module 1 Course Intro | 1. Syllabus | - | Syllabus | Discussion Exercise #1 – due June 15 midnight |
| 1. Defining terms | - | Definition of Recreation: <http://www.humankinetics.com/excerpts/excerpts/definitions-of-leisure-play-and-recreation>  Definition of Tourism:  <http://www.tourismsociety.org/page/88/tourism-definitions.htm>  International Issues affecting tourism (Charles Darwin University, Australia): <http://libguides.cdu.edu.au/c.php?g=167994&p=1103289> |
|  | Module 2 Sustainable Tourism | 1. Sustainability | Global | UNWTO. (2015). Tourism and the Sustainable Development Goals. Madrid, Spain: United Nations World Tourism Organization. | Discussion Exercise #2 due June 19 midnight |
| 1. Sustainable tourism | Global | McCool, S. F. (2016). In S. F. McCool & K. Bosak (Eds.), *Reframing Sustainable Tourism*, Chapter 2 – The changing meanings of sustainable tourism (pp. 13-32). New York: Springer. |
| 1. End of sustainability? | Global | Benson, M. H., & Craig, R. K. (2014) The end of sustainability. *Society & Natural Resources: An International Journal, 27*(7), 777-782. |
| Week 2 | Module 3 Resilience | 1. Resilience | Global | Folke, C., Carpenter, S. R., Walker, B., Scheffer, M., Chapin, T., & Rockström, J. (2010). Resilience thinking: Integrating resilience, adaptability and transformability. *Ecology and Society 15*(4): 20. Retrieved May 24, 2017 from <http://www.ecologyandsociety.org/vol15/iss4/art20/>. | Quiz #1 due 6/22 midnight |
| 1. Resilience and tourism | Local | CNN article (2015) on “Dying Destinations”: <http://www.cnn.com/2015/07/08/travel/9-tourist-attractions-that-are-literally-dying/index.html>  Bec, A., McLennan, C.-L., & Moyle, B. D. (2016). Community resilience to long-term tourism decline and rejuvenation: A literature review and conceptual model. *Current Issues in Tourism, 19*(5), 431-457. DOI: 10.1080/13683500.2015.1083538. |
|  | Module 4 Section Review | 1. Interview Project | - | Modules 1-3 | Tourism Analysis Paper due 6/26 midnight |

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| **Section II – Socio-Political Issues** | | | | | |
| **Week** | **Module** | **Lesson** | **Geographical Focus** | **Readings/Resources** | **Assignment** |
| Week 3 | Module 5 International Policy | 1. Managing risk | Global | Ural, M. (2016). Risk management for sustainable tourism. *European Journal of Tourism, Hospitality, and Recreation, 7*(1), 63-71. | Discussion Exercise #3 **Due June 29 midnight** |
| 1. Trade policy | Global | Wood, R.E. (2009). Tourism and international policy: Neoliberalism and beyond. In T. Jamal & M. Robinson (Eds.), *The SAGE Handbook of Tourism Studies* (pp. 596-614), DOI: <http://dx.doi.org/10.4135/9780857021076.n33>. |
| 1. Trends | China | China’s “New Silk Road”: <https://www.weforum.org/agenda/2016/06/why-china-is-building-a-new-silk-road>  East v. West cultural comparison: <https://www.visualnews.com/2013/10/02/east-meets-west-infographic-portrait-yang-liu/>  Video Interview: Lev Navarro (Yale researcher) discussing Chinese tourism trends |
|  | Module 6 Terrorism | 1. Political violence | Global | Sandler, T. (2016). Political violence: An introduction. *Public Choice, 169*, 161-170. | Discussion Exercise #4 **Due July 3 midnight** |
| 1. Conflict | Colombia | Bassols, N. (2016). Branding and promoting a country amidst a long-term conflict: The case of Colombia. *Journal of Destination Marketing and Management, 5*, 314-324. |
| Week 4 | Module 7 Political Instability | 1. Political instability | Ukraine | Ivanov, S., Gavrilina, M., Webster, C., & Ralko, V. (2017). Impacts of political instability on the tourism industry in Ukraine. *Journal of Policy Research in Tourism, Leisure and Events, 9*(1), 100-127. DOI: 10.1080/19407963.2016.1209677. | Quiz #2  **Due July 6 midnight** |
| 1. Alternative regimes | North Korea | Connell, J. (2017). Shining light on the darkness: Placing tourists within North Korean tourism. *Current Issues in Tourism, 20*(4), 356-362.  Video Interview: Thai grad students discussing tourism in Thailand linked to Chinese-Korea conflict |
|  | Module 8 Section Review | 1. Project Part I: Socio-political issues | - | Modules 5-7 | Group Project – Part I **Due 7/10 midnight** |

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| **Section III – Environmental Issues** | | | | | |
| **Week** | **Module** | **Lesson** | **Geographical Focus** | **Readings/Resources** | **Assignment** |
| Week 5 | Module 9 Natural Disasters | 1. Disasters | Taiwan | Tsao, C.-Y., & Ni, C.-C. (2016). Vulnerability, resilience, and the adaptive cycle in a crisis-prone tourism community. *Tourism Geographies, 18*(1), 80-105. DOI: 10.1080/14616688.2015.1116600. | Discussion Exercise #5 **Due July 13 midnight** |
| 1. Development | Honduras | Loperena, C. A. (2017). Honduras is open for business: Extractivist tourism as sustainable development in the wake of disaster? *Journal of Sustainable Tourism, 25*(5), 618-633. |
|  | Module 10 Conservation | 1. Protected Areas | Global | IUCN website on Protected Areas: <https://www.iucn.org/theme/protected-areas/about>  Wallace, G. N. (1996). Toward a principled evaluation of ecotourism ventures. *Yale School of Forestry and Environmental Studies Bulletin, 99*, 119-140.  Video interview: Jim Barborak (CPAM) | Discussion Exercise #6 **Due July 17 midnight** |
| 1. Common Pool Resources | Peru | Stronza, A. L., (2009). Commons management and ecotourism: Ethnographic evidence from the Amazon. *International Journal of the Commons, 4*(1), 56–77. DOI: <http://doi.org/10.18352/ijc.137> |
| 1. Critical views | Tanzania | Article on burned Kenya ecolodge: <http://www.telegraph.co.uk/news/2017/03/31/cattle-herders-fire-italian-author-kenyan-lodge-set-ablaze/>  Gardner, B. (2017). Elite discourses of conservation in Tanzania. *Social Semiotics, 27*(3), 348-358, DOI: 10.1080/10350330.2017.1301799. |
| Week 6 | Module 11 Climate Change | 1. Recreation | USA | Overcrowding in U.S. National Parks:  <http://e360.yale.edu/features/greenlock-a-visitor-crush-is-overwhelming-americas-national-parks>  Brice, B., Fullerton, C., Hawkes, K. L., Mills-Novoa, M.,O'Neill, B. F., & Pawlowski, W. M. (2017). The impacts of climate change on natural areas recreation: A multi-region snapshot and agency comparison. *Natural Areas Journal, 37*(1), 86-97. DOI: <http://dx.doi.org/10.3375/043.037.0111>. | Quiz #3  **Due July 20 midnight** |
| 1. Park visitation | Canada | Hewer, M., Scott, D., & Fenech, A. (2016). Seasonal weather sensitivity, temperature thresholds, and climate change impacts for park visitation. *Tourism Geographies, 18*(3), 297-321. DOI: 10.1080/14616688.2016.1172662. |
|  | Module 12 Section Review | 1. Project Part II: Environmental issues | - | Modules 9-11 | Group Project – Part II **Due 7/24 midnight** |

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| **Section IV – Remaining Issues** | | | | | |
| **Week** | **Module** | **Lesson** | **Geographical Focus** | **Readings/Resources** | **Assignment** |
| Week 7 | Module 13 Economic/ Food Crises | 1. Economic crises | Spain | Cortes-Vazquez, J. A. (2017). The end of the idyll? Post-crisis conservation and amenity migration in natural protected areas. *Journal of Rural Studies, 51*, 115-124. | Discussion Exercise #7 **Due July 27 midnight** |
| 1. Food security | Arabian Peninsula | Pirani, S. I., & Arafat, H. A. (2016). Interplay of food security, agriculture and tourism within GCC countries. *Global Food Security, 9*, 1-9. DOI: 10.1016/j.gfs.2016.05.002. |
|  | Module 14 Water | 1. Freshwater resources | Bali | Cole, S., & Browne, M. (2015). Tourism and water inequity in Bali: A social-ecological systems analysis. *Human Ecology, 43*, 439–450. DOI 10.1007/s10745-015-9739-z. | Discussion Exercise #8 **Due July 31 midnight** |
| 1. Coastal/marine issues | Caribbean Sea/ Africa | Forster, J., Lake, I. R., Watkinson, A. R., & Gill, J. A. (2014). Marine dependent livelihoods and resilience to environmental change: A case study of Anguilla. *Marine Policy, 45*, 204-212. DOI: 10.1016/j.marpol.2013.10.017.  Website (Regional Ocean Forum Africa): <https://bluesolutions.info/images/Summary-report_Blue-Solutions-Forum-Zanzibar_ENGLISH.pdf?dm_i=2GI3,12932,48BQFC,37SBO,1> |
| Week 8 | Module 15 Epidemics | 1. Zika virus | Global | Ali, S., Gugliemini, O., Harber, S., …& Mordecai, E. A. (2017). Environmental and social change drive the explosive emergence of Zika virus in the Americas. *PLOS Neglected Tropical Diseases, 11*(2). DOI: 10.1371/journal.pntd.0005135. | Final Group Project  **Due Aug. 3 midnight** |
| 1. Zika and travel | Taiwan | Ho, L.-L., Tsai, Y.-H., Lee, W.-P., Liao, S.-T., Wu, L.-G., & Wu, Y.-C. (2017). Taiwan’s travel and border health measures in response to Zika. *Health Security, 15*(2), 185-191. DOI: 10.1089/hs.2016.0106. |
| 1. Final project submission | - | Modules 1-15 |
|  | Module 16 Whole-Course Reflection | 1. Final project and course feedback | Course | Final projects from other groups | Project and Course Feedback  **Due Aug. 7 midnight** |