

Fall 2023 NRRT320 – International Issues in Recreation & Tourism

Department of Human Dimensions of Natural Resources

Colorado State University

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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), 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), 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 course reserves available via CANVAS **NO BOOK to buy**

Canvas companion site Canvas course companion site provides information, syllabus online, links, resources, and schedule information, access to required readings. 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
International Issues Case study group project	150 points
Individual / inclass exercises	50 points
<u>Class session participation</u>	<u>100 points</u>
	620 points Total

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 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 only to other class members. Each week that a DE is due, you must complete the following two tasks by Thursday 3:30 pm and Friday at 11:59pm MST, respectively:

1. Due every Thursday at 3:30pm MST – a ‘Synthesis of Course Content’ post
2. Due every Friday at 11:59pm MST – 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 on Thursday at 3:30 pm 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. You are expected to cite each reading for the week as you write using APA style with references. Tip – it helps to give at least one or 2 key lessons learned from each reading/lecture etc.

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

2. 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	Good	Average	Fair	Needs more work
Synthesis of Course Content (15 points) <ul style="list-style-type: none"> • 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 • 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 	15	12	10	9	8≤

<ul style="list-style-type: none"> Citing / referencing each reading using APA format 					
Response to Classmates (5 points) <ul style="list-style-type: none"> 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 	5	4	3	2	<1

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 interviewees must be 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. Clearly state the purpose of your report and 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 findings*¹.

Topic	Major themes	Example quote(s)
International Issues	<ul style="list-style-type: none"> • Terrorism a threat to all • ... 	<ul style="list-style-type: none"> • ...
Recreation and Tourism	<ul style="list-style-type: none"> • Colorado depends on tourism • ... 	<ul style="list-style-type: none"> • ...
Sustainability and Resilience	<ul style="list-style-type: none"> • Protecting environments promotes human health • ... 	<ul style="list-style-type: none"> • ...

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) <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • 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 – cite those sources using APA 	50	45	40	35	<35
Writing (10 points) <ul style="list-style-type: none"> • Writing is succinct and easy to understand, and proper use of grammar and spelling is followed. Give references and intext citations in APA style. 	10	9	8	7	<7
Interviews (10 points) <ul style="list-style-type: none"> • At least one interviewee works in a recreation- or tourism-related field, give the interviewees fictitious names or use a coding system (e.g., X1, X2) etc. to protect their identity 	10	9	8	7	<7

International Issues Case study Group Project (150 points total).

Ten case studies from various sources are provided through Canvas course companion site in a special folder representing different topics of interest (more details to be given). In this project, you will work in a small group (three to five students) 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 specific to that case study topic (e.g., Wild Tiger Tourism). Each student will select the case of most interest to them during week 4 of the course. The outreach document will be in PowerPoint-type format and 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 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 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 Module 15) – final document addressing previous instructor feedback on Parts I and II, but also including an analysis of, and recommendations for addressing economic/institutional issue in Recreation and Tourism

Some in-class exercises worth additional points such as a brief of overview of issues done will be scheduled as part of your group work.

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

- **Introduction** – a brief introduction to the case study and the international issues in recreation and tourism to be addressed in that part of the project (one issue per student in the group)
- **Sustainable Development Goal Analysis** – a succinct overview of the UN SDGs most relevant to the issues identified by your group
- **Data** – at least one data table or graph created (*not copied and pasted from other sources*) per issue 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 hectareage, terrorist activity, tourism jobs/income, etc.) that you find in course readings and additional websites/sources.
- **For the case study** – based on the resilience framework introduced in Module 3, each case issue should describe:
 - The 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) for each issue

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

Criteria	Excellent	Very Good	Good	Fair	Needs more work
Format (10 points) <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • 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. Be sure to state the purpose of the assignment. • 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)					
<ul style="list-style-type: none"> Writing is succinct and easy to understand, and proper use of grammar and spelling is followed, cite your sources and references 	10	9	8	7	<7

Individual Exercises – a series of individual exercises will be given to supplement course content in the form of in-class exercises, presentations, additional discussion threads etc. These will total up to approximately 50 points and vary from week to week as the course flows during the semester. Dates may change depending on material covered in class.

09/12 Big Fella Canoe (5 points)

Framing the Other (5 points)

Group present minipresentations

12/05 Sustainability Debate in class (5 points)

Other exercises to be determined

Participation / Attendance – The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments. *One unexcused* absence will be allowed after the first week of classes (100 points). Excused absences (doctor's appointment, health issue) are acceptable by letting us know 24 hours before class – the key is communicating with us to get credit for missing that class. The general way your grade will be calculated is if we have for instance 20 class sessions and you miss one you still receive 100%. If you have attended 18 out of 20 sessions – missing two sessions your grade percentage will be based on $18 / 20 = 95\%$ for example.

Late work

Assignments are due by the date and time given. Late assignments will lose points deducted from the total depending on how many days past the due date.

Academic Integrity

This course will adhere to the CSU Academic Integrity Policy as found in the General Catalog, the Graduate and Professional Bulletin, and the Student Conduct Code. Academic integrity is conceptualized as doing and taking credit for one's own work. Violations of the university's academic integrity standards include, but are not limited to:

- Cheating—includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member.
- Plagiarism—includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment.
- Unauthorized Possession or Disposition of Academic Materials—includes the unauthorized selling or purchasing of examinations or other academic work; stealing another student's work; unauthorized entry to or use of material in a computer file; and using information from or possessing unauthorized information.

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
Schedule might change due to unforeseen circumstances

Section I – Sustainability and Resilience

Week	Module	Lesson	Geographical Focus	Readings/Resources	Assignment
1	Course Intro	1. Syllabus Intro by <i>Tues. 8/22</i>		Syllabus	Discussion Exercise #1 – <i>due Thurs. Aug. 24 by 3:30 pm</i>
		2. Defining terms and importance of - <i>Thurs. 8/24</i>		Definition of Recreation: http://www.humankinetics.com/excerpts/excerpts/definitions-of-leisure-play-and-recreation Definition of Tourism: https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/t/Tourism International Issues affecting tourism (Charles Darwin University, Australia): http://libguides.cdu.edu.au/c.php?g=167994&p=1103289	
2	Sustainable Tourism	1. Sustainability – <i>Tues. 8/29</i>	Global	UNWTO. (2015). Tourism and the Sustainable Development Goals. Madrid, Spain: United Nations World Tourism Organization.	Discussion Exercise #2 – <i>due Thurs Aug 31st by 3:30 pm</i>
		2. Sustainable tourism <i>Tues. 8/29</i>	Global	McCool, S. F. (2016). In S. F. McCool & K. Bosak (Eds.), <i>Reframing Sustainable Tourism</i> , Chapter 2 – The changing meanings of sustainable tourism (pp. 13-32). New York: Springer.	
		3. End of sustainability? <i>Thurs. 8/31</i>	Global	Benson, M. H., & Craig, R. K. (2014) The end of sustainability. <i>Society & Natural Resources: An International Journal</i> , 27(7), 777-782.	
3	Resilience	1. Resilience - <i>Tues. 9/05</i>	Global	Folke, C., Carpenter, S. R., Walker, B., Scheffer, M., Chapin, T., & Rockström, J. (2010). Resilience thinking: Integrating resilience, adaptability and transformability. <i>Ecology and Society</i> 15(4): 20. Retrieved May 24, 2017 from http://www.ecologyandsociety.org/vol15/iss4/art20/ .	Quiz #1 – <i>due Sept. 10th by Sun. midnight</i>
		2. Resilience and tourism – <i>Thurs. 9/07</i>	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. <i>Current Issues in Tourism</i> , 19(5), 431-457. DOI: 10.1080/13683500.2015.1083538.	
4	Section Review	1. Interview Project <i>T 9/12 Big Fella Th 9/14 Class</i>		Modules 1-3	Tourism Analysis Paper – <i>due 9/17 Sun. midnight</i>

Section II – Socio-Political Issues

Week	Module	Lesson	Geographical Focus	Readings/Resources	Assignment
5	International Policy	1. Managing risk Tues. 9/19	Global	Ural, M. (2016). Risk management for sustainable tourism. <i>European Journal of Tourism, Hospitality, and Recreation</i> , 7(1), 63-71.	Discussion Exercise #3 – due Thur. 9/21 3:30 pm
		2. Trade policy Tues. 9/19	Global	Wood, R.E. (2009). Tourism and international policy: Neoliberalism and beyond. In T. Jamal & M. Robinson (Eds.), <i>The SAGE Handbook of Tourism Studies</i> (pp. 596-614), DOI: http://dx.doi.org/10.4135/9780857021076.n33 .	
		3. Trends Thurs. 9/21	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.migrationtranslators.com.au/the-differences-between-eastern-and-western-cultures/ Video Interview: Lev Navarro (Yale researcher) discussing Chinese tourism trends	
6	Terrorism	1. Political violence Tues. 9/26	Global	Sandler, T. (2016). Political violence: An introduction. <i>Public Choice</i> , 169, 161-170.	Discussion Exercise #4 – due Thur. 9/28 3:30 pm
		2. Conflict Thurs. 9/28	Colombia	Bassols, N. (2016). Branding and promoting a country amidst a long-term conflict: The case of Colombia. <i>Journal of Destination Marketing and Management</i> , 5, 314-324.	
7	Political Instability	1. Political instability Tues. 10/03	Ukraine	Ivanov, S., Gavrilina, M., Webster, C., & Ralko, V. (2017). Impacts of political instability on the tourism industry in Ukraine. <i>Journal of Policy Research in Tourism, Leisure and Events</i> , 9(1), 100-127. DOI: 10.1080/19407963.2016.1209677.	Quiz #2 – due Sun. 10/08 by midnight
		2. Alternative regimes Thurs. 10/05	North Korea	Connell, J. (2017). Shining light on the darkness: Placing tourists within North Korean tourism. <i>Current Issues in Tourism</i> , 20(4), 356-362. Video Interview: Thai grad students discussing tourism in Thailand linked to Chinese-Korea conflict	
8	Section Review	1. Project Part I: Socio-political issues	T 10/10 Class Th 10/12 Class	Modules 5-7	Group Project – Part I – due Sun. 10/15 by midnight

Section III – Environmental Issues

Week	Module	Lesson	Geographical Focus	Readings/Resources	Assignment
9	Natural Disasters	1. Disasters Tues. 10/17	Taiwan	Tsao, C.-Y., & Ni, C.-C. (2016). Vulnerability, resilience, and the adaptive cycle in a crisis-prone tourism community. <i>Tourism Geographies</i> , 18(1), 80-105. DOI: 10.1080/14616688.2015.1116600.	Discussion Exercise #5 – due Thur. 10/19 by 3:30 pm
		2. Development Thurs. 10/19	Honduras	Loperena, C. A. (2017). Honduras is open for business: Extractivist tourism as sustainable development in the wake of disaster? <i>Journal of Sustainable Tourism</i> , 25(5), 618-633.	
10	Conservation	1. Protected Areas Tues. 10/24	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. <i>Yale School of Forestry and Environmental Studies Bulletin</i> , 99, 119-140. Video interview: Jim Barborak (CPAM)	Discussion Exercise #6 due Thur. 10/26 by 3:30 pm
		2. Common Pool Resources Tues. 10/24	Peru	Stronza, A. L., (2009). Commons management and ecotourism: Ethnographic evidence from the Amazon. <i>International Journal of the Commons</i> , 4(1), 56–77. DOI: http://doi.org/10.18352/ijc.137	
		3. Critical views Thurs. 10/26	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. <i>Social Semiotics</i> , 27(3), 348-358, DOI: 10.1080/10350330.2017.1301799.	
11	Climate Change	1. Recreation Tues. 10/31	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. <i>Natural Areas Journal</i> , 37(1), 86-97. DOI: http://dx.doi.org/10.3375/043.037.0111 .	Quiz #3 – due Sun. 11/05 by midnight
		2. Park visitation Th. 11/02	Canada	Hewer, M., Scott, D., & Fenech, A. (2016). Seasonal weather sensitivity, temperature thresholds, and climate change impacts for park visitation. <i>Tourism Geographies</i> , 18(3), 297-321. DOI: 10.1080/14616688.2016.1172662.	
12	Section Review	1. Project Part II: Environmental issues	T 11/07 present Th 11/09 present	Modules 9-11	Group Project – Part II due Sun. 11/12 by midnight

Section IV – Remaining Issues

Week	Module	Lesson	Geographical Focus	Readings/Resources	Assignment
13	Economic/ Food Crises	1. Economic crises <i>Tues. 11/14</i>	Spain	Cortes-Vazquez, J. A. (2017). The end of the idyll? Post-crisis conservation and amenity migration in natural protected areas. <i>Journal of Rural Studies</i> , 51, 115-124.	Discussion Exercise #7 – <i>due 11/16 by 3:30 pm</i>
		2. Food security <i>Thurs. 11/16</i>	Arabian Peninsula	Pirani, S. I., & Arafat, H. A. (2016). Interplay of food security, agriculture and tourism within GCC countries. <i>Global Food Security</i> , 9, 1-9. DOI: 10.1016/j.gfs.2016.05.002.	
Thanksgiving week					
14	Water	1. Freshwater resources <i>Tues. 11/28</i>	Bali	Cole, S., & Browne, M. (2015). Tourism and water inequity in Bali: A social-ecological systems analysis. <i>Human Ecology</i> , 43, 439–450. DOI 10.1007/s10745-015-9739-z.	Discussion Exercise #8 <i>due Thurs. 11/30 by 3:30 pm</i>
		2. Coastal/marine issues <i>Thurs. 11/30</i>	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. <i>Marine Policy</i> , 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	
15	Epidemics	1. Zika virus <i>Tues. 12/05</i>	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. <i>PLOS Neglected Tropical Diseases</i> , 11(2). DOI: 10.1371/journal.pntd.0005135.	Final Group Project <i>Due Fri. 12/08 by midnight</i>
		2. Zika and travel <i>Thurs. 12/07</i>	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. <i>Health Security</i> , 15(2), 185-191. DOI: 10.1089/hs.2016.0106.	
		3. Final project submission		Modules 1-15	
16	Whole-Course Reflection	1. Final project and course feedback	Course	Final projects from other groups	Project and Course Feedback <i>Due 12/10 by midnight</i>