NRRT 470 TOURISM IMPACTS

INSTRUCTOR INFORMATION

Professor: Dr. Christina Cavaliere
Email: christina.cavaliere@colostate.edu

Communication Policy: Please contact Dr. Cavaliere for any course content issues as it relates to the synthesis and understanding of course material or project cohesiveness. When emailing, please also CC Mia, your TA, to ensure proper communication and a timely response to issues. It is important to understand that you should contact your TA regarding issues related to homework, participation issues, and grading. Responses to email will be provided to students within 36 hours during weekdays. **Emails sent within 36 hours prior to the due date to either Dr. Cavaliere or Mia, especially after business hours, cannot be guaranteed a response – PLEASE PLAN AHEAD! My office hours are on Thursdays from 11:00 to 12:00 here is the link: Office Hours**

Teaching Assistant: Mia Li
Email: Yanxi.Li@colostate.edu
Communication Policy: Please contact Mia for any issues, questions or comments regarding assignments/homework, grading, or course administrative tasks.

PREREQUISITES FOR COURSE

NRRT 270 Principles of Natural Resource Tourism is a prerequisite for this course. This course is designed for **Senior NRRT students** in the Natural Resource Tourism and Global Tourism options.

COURSE DESCRIPTION & OBJECTIVES

This course provides a detailed examination of the positive and negative economic, socio-cultural, environmental, and climate change impacts that are related to tourism. Different types of tourism are also examined, and the various impacts and outcomes that occur. Recognition is given to the fact that many tourism impacts are not easily defined and measured, being positive for some, yet negative for others. Also, what may be considered an economic impact, may also have socio-cultural (Including political), environmental, and climate change effects. The course will review alternative forms of travel and tourism. This will contribute to demonstrating how tourism is interrelated to international sustainable development and the UN Sustainable Development Goals (SDGs). This course examines these complexities as they relate to tourists,

destinations, host communities and the quadruple bottom line (environmental, social-cultural, economic and climate change).

Upon the completion of this course, students will be able to:
- Critically examine the sociocultural and political consequences of tourism
- Explain the economic significance of tourism and the risks associated with economic leakage
- Compare and contrast the economic challenges of tourism in developed and developing countries
- Evaluate the environmental and climate change impacts of tourism growth and over tourism
- Discuss the role and influence of technology on tourism and its subsequent impacts
- Identify and discuss types of tourism activities and their associated impacts
- Understand international agreements and organizations working on the advancement of sustainable tourism
- Demonstrate an understanding of critical thinking as a lens to understand tourism impacts

TEXTBOOK / COURSE READINGS

There are no prescribed texts required for this course. Required readings will be located on Canvas and updated to correspond with lectures.

PARTICIPATION/BEHAVIORAL EXPECTATIONS

To get the most out of this course, it is recommended that you devote 6 hours a week to do the listed readings, read/listen to the presentations, participate in any prescribed activities, and complete your assessments. The recommended break-down of your time is as follows:

- 3 hours a week – readings and taking notes
- 1.5 hours a week – reading and listening to presentations and engaging with web content
- 1.5 hours a week – contributing to discussion forums and completing assessments

This is a senior level capstone course that examines a range of theoretical concepts and practical examples of impacts within a tourism and natural resource context. There are high expectations regarding the quality of the work presented and the meeting of assessment deadlines. It will also be necessary to take the time to allow for critical thinking and analysis of concepts and issues presented to obtain a high grade.

Please review the core rules of netiquette for some guidelines and expectations on how to behave in an online learning environment.

COURSE POLICIES (LATE ASSIGNMENTS, MAKE-UP EXAMS, ETC.)

Learning Process: Learning is a **reciprocal** process facilitated through the continual exchange of ideas and information between the professor and students. It is the role of the Professor to inspire the student to learn through whatever medium is most effective to the most number of students and it is the responsibility of the student to actively participate in the learning process with the professor, other students and the community.

1. All homework and participation assignments are due no later than the assigned due date. Major assignments (mid-term and final research project) will be deducted 10 points/day past due date. Major assignments over three days past due will not be accepted. Homework and class participation forms are expected on due dates. However please note that you can miss 2-3 homework assignments and still perform well in the class – choose wisely.

2. All assignments must be turned in on Canvas. No email assignments will be accepted.

3. The A.P.A (American Psychological Association) format must be used whenever referencing is required for assignments given. Failure to correctly utilize A.P.A referencing style will have a negative impact on your grade.

4. Attendance: Please see participation expectations.

5. No makeup exams or presentations will be given unless I receive a written note from a doctor regarding illness. Please plan ahead because materials can be uploaded in advance in case of unexpected illness.

6. Topics for lectures may not exactly coincide with information in PowerPoints or on Canvas. It is imperative that you attend class and take notes because this material will appear in future assessments.

7. Study buddy system: It is important to identify other students to help you with discussions and content-based learning. It is recommended that you obtain contact information from a minimum of two other students in case you have confusion or would like to study in a group setting.

8. Turnitin.com will be utilized for all research-based reports and projects. Turnitin.com is an online plagiarism prevention system. Student may be requested to submit their work in an electronic format to be submitted to Turnitin.com or asked to submit their work directly.

9. Student must demonstrate professional communication skills while contacting anyone on behalf of this course (including the Professor, Teaching Assistant, other students, or community members). **That means that written correspondences such as email should use a professional and respectful business tone including appropriate greetings and**

salutations (ex. Dear Dr. Cavaliere; Thank you for your time, Student Name). https://owl.purdue.edu/owl/general_writing/academic_writing/email_etiquette.html

GRADING POLICY

CSU allows these Final Grades: A+, A, A-, B+, B, B-, C+, C, D, F.

CSU does not use grades of C-, D+, or D-. Please visit: https://canvas.colostate.edu/grading-schemes/

Grade	Range
A+	100%
A	< 96.67%
A-	< 93.33%
B+	< 90%
B	< 86.67%
B-	< 83.33%
C+	< 80%
C	< 76.67%
D	< 70%
F	< 60%

*Keep a copy of all work created for the course, including work submitted through Canvas course learning management system.

As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in Canvas. With that said, I take my role as your professor very seriously, and care about how well you do in this course and that you have a satisfying, rewarding experience. To that end, it is my commitment to you that we will respond to the work you submit in this class and to return your work in a timely manner.

ASSIGNMENT	GRADE PERCENTAGE
Homework (module assignments)	15%
Participation (In-Class Discussion & Discussion Posts)	15%
2 Current Events (Two written forms with 5-minute presentations)	15%
Midterm Project Proposal & Peer Evaluation	10%
Project Presentation	20%
Final Paper	25%
Total:	**100 %**

*Keep a copy of all work created for the course, including work submitted through Canvas course learning management system.

COURSE REQUIREMENTS

Homework Assignments

Homework will be assigned throughout the course and will be submitted according to the due date within the assignment details. These assignments vary each week in content and requirements. **Remember homework is expected on the due date.**

Discussion Exercises

Discussion Exercises (DE) will be assigned sporadically throughout the course. Each DE assignment must be posted to the course website within the discussion group thread by Friday at 11:59 pm, MST. By Sunday at 11:59pm (MST) of each week, student must then **comment on DE posts from at least one other student.** Your initial post should be between 200-400 words. There is no expectation on word count within responses. However, responses should highlight issue complexity by provide in-depth questions and commentary, differing perspective, and/or **personal connections linked to course content**.

Tourism Impacts Current Event Assignments

Full rubrics will be provided for assignments through Canvas.

Tourism IMPACTS Current Events Assignments: News and Peer-reviewed summaries

Your research group will be responsible for identifying a current event in the media (AND a peer reviewed A-ranked journal article) that is related to the Subtheme of your research project for this course- Tourism IMPACTS. Your group will be asked to present a summary of these articles two times during the semester (one prior to the mid-term: news and one after the mid-term: peer reviewed journal article). You are to select the news/academic articles online and provide the following information in a word document to be submitted on Canvas: **It must highlight a tourism impact concept (environmental, socio-cultural, economic, and/or climate change) to be critically unpacked (power dynamics, gender, oppression/suppression). The idea is that this will help your group begin to gather information regarding tourism impacts for your final project. This activity will also support the class in engaging with current topics (no more than two years old) about tourism impacts in society and nature.**

A)   Title of the Article, Date, Author and Article Source and link (doi) (5pts)

(article/news item must be no more than two years old) (**Major** international news outlets and Q1 Tourism Journals)

B)   Summary of the article content (10 pts)

a.　　Briefly and in your own words, summarize the content of the article

C)　　Educational Impact (15 pts)

a.　　How does this current event relate to the subtheme of your tourism impacts research project?

b.　　Please use academic sources to prove that you understand the relationship between the news article and subthemes in this course.

D)　　Key Vocabulary (5pts)

a.　　Clearly utilize at least three key vocabulary from the course lectures and discussions to demonstrate how this article is related to your research subtheme. UNDERLINE these terms

E)　　How does this relate to your group's tourism impacts SUBTHEME overall? (5pt)

Tourism Impacts Mid-term Project Proposal and Peer Evaluation:

Student groups will perform research and develop a preliminary paper to build upon for the final paper. Groups will develop a thesis statement, annotated bibliography and brief analysis of the certification mechanism, international best practice, and Colorado based tourism product as related to their chosen sub-theme. The Colorado based product should be able to benefit from a specific aspect of the international best practice and certification mechanism. An analysis of the current impacts of the local Colorado tourism product will be included (both positive and negative). Each student must also complete a peer-review evaluation of another student's project proposal as part of their midterm assessment.

More information will be provided within the course modules.

Tourism Impacts Final Project Presentation and Paper:

The research paper will detail and explain why the international best practice, certified tourism product constitutes true sustainable tourism and most importantly why it maximizes positive impacts and minimizes negative impacts. The complete analysis will present how the Colorado based tourism product can be improved to be more sustainable based on the international best practice that is CERTIFIED. The paper will also explore related impacts from a quadruple bottom line perspective (economic, socio-cultural, environmental and climate change). The paper should be approximately **15-20 pages** and have a **minimum of 10 A-ranked (Q1) tourism journal articles** in addition to other academic and web-based sources.

Student groups will also need to prepare a visual presentation with a narrative that connects your groups final paper to the applicable course material comparing a Colorado tourism product to an international, certified best practice. The presentations will be delivered live in class on TEAMS. This can be done within PowerPoint or Zoom. The final presentation will be the final assessment of the course and will be to be presented to the class lasting roughly **30 minutes**. The

presentations will be recorded and upload to canvas. As this is the final assessment of the course, the content should cover the key concepts and vocabulary from the course materials as it relates to your chosen sub-theme.

More information will be provided within the course modules.

COURSE CONTENT

***This schedule is tentative and may change based on the needs of the class.**

Week	Module Title	Required Readings	Assignments
1	Module 1: Understanding the Tourism Industry **Week of 8/21**	McKercher, B. (1993). Some Fundamental Truths About Tourism: Understanding Tourism's Social and Environmental Impacts. Journal of Sustainable Tourism, 1(1), 6 - 16. Seraphin, H., Sheeran, P., & Pilato, M. (2018). Over-tourism and the fall of Venice as a destination. *Journal of Destination Marketing & Management, 9*, 374-376.	Introduction/Welcome back due Friday at 11:59pm, MST Responses due Sunday at 11:59pm, MST Homework #1 due Sunday at 11:59 pm, MST
2	Module 2: Sustainable Tourism and Certification Mechanisms **Week of 8/28**	Hall, C. (2019). Constructing sustainable tourism development: The 2030 agenda and the managerial ecology of sustainable tourism. Journal of Sustainable Tourism, 27(7), 1044-1060. Boluk, K., Cavaliere, C. T. & Higgins-Desbiolles, F. (2019). A critical framework for interrogating the United Nations Sustainable Development Goals 2030 Agenda in Tourism. Journal of Sustainable Tourism, 27(7), 847-864. Dunk, R., Gillespie, S., & MacLeod, D. (2016). Participation and retention in a green tourism certification scheme. Journal of Sustainable Tourism, 24(12), 1585-1603. Geerts, W. (2014). Environmental certification schemes: Hotel managers' views and perceptions. International Journal of Hospitality Management, 39, 87-96	Homework #2 due Sunday at 11:59 pm, MST Homework #3 due Sunday at 11:59 pm, MST
3	Module 3: Economic Impacts of Tourism **Week of 9/04**	Li, S & Song, H. (2013). Economic impacts of visa restrictions on tourism: A case of two event in China. *Annals of Tourism Research, 43,* 251-271. Seetanah, B. (2011). Assessing the dynamic economic impact of tourism for island economies. *Annals of Tourism Research, 38*(1), 291-208.	DE due Friday at 11:59pm, MST Responses due Sunday at 11:59pm, MST

		Walpole, M. & Goodwin, H. (2000). Local economic impacts of dragon tourism in Indonesia. Annals of Tourism Research, 27(3), 559-576.	Homework #4 due Sunday at 11:59 pm, MST
4	Module 4: Socio-cultural Impacts **Week of 9/11**	Medina-Munoz, D., Medina-Munoz, R., & Gutierrez-Perez, F. (2016). The impacts of tourism on poverty alleviation: An integrated research framework. *Journal of Sustainable Tourism, 24*(2), 270-298. Gossling, S., McCabe, S., Chen, N. (2020). A socio-psychological conceptualization of overtourism. *Annals of Tourism Research, 84*, 102976. Cohen, E. (1988). Authenticity and commoditization in tourism. *Annals of Tourism Research, 15,* 371-386.	DE due Friday at 11:59pm, MST Responses due Sunday at 11:59pm, MST Homework #5 due Sunday at 11:59 pm, MST
5	Module 5: Environmental Impacts **Week of 9/18**	Gossling, S., & Peeters, P. (2015). Assessing tourism's global environmental impact 1900-2050. Journal of Sustainable Tourism, 23(5), 639-659. Hillery, M., Nancarrow, B., Griddin, G., & Syme, G. (2001). Tourist perception of environmental impact. Annals of Tourism Research, 28(4), 853-867.	DE due Friday at 11:59pm, MST Responses due Sunday at 11:59pm, MST Homework #6 due Sunday at 11:59 pm, MST
6	Module 6: Climate Change Impacts **Week of 9/25**	Higham, J., Cohen, S., & Cavaliere, C. (2014). Climate change, discretionary air travel, and the "Flyers' Dilemma." Journal of Travel Research, 53(4), 462-475. Rossello-Nadal, J. (2014). How to evaluate the effects of climate change on tourism. Tourism Management, 42, 334-340. Daniel, D. (2018, July 12). *'Transformative Travel' is the industry's latest twist on making vacations more meaningful.* Washington Post. https://www.washingtonpost.com/lifestyle/travel/why-just-go-on-vacation-when-you-can-have-a-life-changing-experience/2018/07/11/a2886b6c-7eee-11e8-bb6b-c1cb691f1402_story.html Tabuchi, H., & Popovich, N. (2019). *How guilty should you feel about flying?* New York Times. https://www.nytimes.com/interactive/2019/10/17/climate/flying-shame-emissions.html	DE due Friday at 11:59pm, MST Responses due Sunday at 11:59pm, MST Homework #7 due Sunday at 11:59 pm, MST

7	Module 7: Political and Crisis Impacts **Week of 10/02**	Hall, C. (2011). A typology of governance and its implications of tourism policy analysis. Journal of Sustainable Tourism, 19(4-5), 437-457. Biran, A., Liu, W., Li, G., & Eichhorn, V. (2014). Consuming post-disaster destinations: The case of Sichuan, China. Annals of Tourism Research, 47, 1-17. Chang, C., McAleer, M., & Ramos, V. (2020). A charter for sustainable tourism after COVID-19. Sustainability, 12, 3671.	DE due Friday at 11:59pm, MST Responses due Sunday at 11:59pm, MST
8	Module 8: Information Technology and Tourism **Week of 10/09**	Buhalis, D. & Law, R. (2008). Progress in information technology and tourism management: 20 years on and 10 years after the internet – the state of eTourism research. *Tourism Management, 29,* 609-623. Pearce, P. and Gretzel, U. (2012). Tourism in technology dead zones; documenting experiential dimensions. *International Journal of Tourism Sciences, 12*(2), 1-20.	DE due Friday at 11:59pm, MST Responses due Sunday at 11:59pm, MST Current Events due Sunday at 11:59pm, MST
9	Module 9: Midterm Week **Week of 10/16**	Midterm Paper due Monday at 11:59pm, MST. (EACH STUDENT MUST SUBMIT A FILE) **Tuesday October 18th**: Ensure you have received another student's paper to review from Canvas that is NOT in your group (this is automated so if you do not receive a paper contact us immediately) Midterm Peer Review Student Evaluation Form due Friday **October 21st** • Don't forget you will need one more step of the feedback analysis (see below)	Be sure to read assignment rubric to understand midterm exam deadlines and requirements
10	Module 10: Mega Events and their impacts	Whitson, D. & Horne, J. (2006). Underestimated costs and overestimated benefits? Comparing the outcomes of sports mega-events in Canada and Japan. *The Sociological Review, 54*(2), 73–89. *** Mid-term feedback analysis is due**	DE due Friday at 11:59pm, MST Responses due Sunday at 11:59pm, MST

	Week of 10/23	****** THURSDAY class will be a part of the Tourism Naturally Conference**	
		Plenary Speaker 9:20 - 10:00 am U.S. Mountain Time (MT) Andy Wirth, CEO & President, Ridgeline Executive Group, Inc. *(25 min talk, 10 min Q&A)* Student-Led Industry Trends Session 10:00 am - 12:00 pm U.S. Mountain Time (MT) Moderator: David Knight, Human Dimensions of Natural Resources, Colorado State University *Each university will have 7 minutes to introduce their program, introduce their student presenter, and have the student present on the industry trends for their geographic area.*	
11	Module 11: Cruise Tourism and its impacts **Week of 10/30**	MacNeill, T. & Wozniak, D. (2018). The economic, social, and environmental impacts of cruise tourism. *Tourism Management, 66*(387-404. Klein, R. (2011). Responsible cruise tourism: Issues of cruise tourism and sustainability. *Journal of Hospitality and Tourism Management, 18,* 107-116. James, L., Olsen, J., & Karlsdottir, A. (2020). Sustainability and cruise tourism in the arctic: Stakeholder perspectives from Ísafjörður, Iceland and Qaqortoq, Greenland. *Journal of Sustainable Tourism, 28*(9), 1425-1441.	DE due Friday at 11:59pm, MST Responses due Sunday at 11:59pm, MST Homework #8 due Sunday at 11:59pm, MST
12	Module 12: Dark tourism and Sex tourism impacts **Week of 11/6**	Stone, P. R. (2006). A dark-tourism spectrum: Towards a typology of death and macabre related tourist sites, attractions and exhibitions. Znanstveno-Stručni Časopis, 54(2), 145–160. Oppermann, M. (1999). Sex tourism. Annals of Tourism Research, 26(2), 251–266. Stone, P. R. (2009). Dark tourism: Morality and new moral spaces. In R. Sharpley & P. R. Stone (Eds.), The Darker Side of Travel: The Theory and Practice of Dark Tourism (pp. 56–72). Bristol, UK: Channel View Publications.	DE due Friday at 11:59pm, MST Responses due Sunday at 11:59pm, MST Final Research Paper due Sunday at 11:59pm, MST **(Sunday 13 Nov)**

13	Module 13: Rural Tourism Development and its impacts **Week of 11/13**	Briedenhann, J. & Wickens, E. (2004). Tourism routes as a tool for the economic development of rural areas – vibrant hope or impossible dream? *Tourism Management, 25*, 71-79. Wilson, S., Fesenmaier, D., Fesenmaier, J., & Van Es, J. (2001). Factors for success in rural tourism development. *Journal of Travel Research, 40*, 132-138.	**Group Presentations Begin in Class** Presentation Evaluations due at the end of each class!
14	Module 14: Fall Break **Week of 11/20 FALL BREAK (woo hoo!)**		
15	Module 15: Last Chance tourism and its impacts **Week of 11/27**	Dawson, J., Johnston, M., Stewart, E., Lemieux, C., Lemelin, R., Maher, P. & Grimwood, B. (2011). Ethical considerations of last chance tourism. *Journal of Ecotourism, 10*(3), 250-265. Lemelin, H., Dawson, J., Stewart, E., Maher, P., & Lueck, M. (2010). Last-chance tourism: the boom, doom, and gloom of visiting vanishing destinations. Current Issues in Tourism, 13(5), 477-493.	**Group Presentations**
16	Module 16: Measuring and assessing tourism impacts **Week of 12/4** **LAST DAY OF CLASS 12/07**	Deery, M., Jago, L., & Fredline, L. (2012). Rethinking social impacts of tourism research: a new research agenda. *Tourism Management, 33*, 64-73. Garcia, F., Vazquez, A., & Macias, R. (2015). Resident's attitudes towards the impacts of tourism. *Tourism Management Perspectives, 13,* 33-40.	**Group Presentations** Current Events #2 due Friday at 11:59pm, MST
17	Module 17: CSU Finals Week		

CANVAS INFORMATION & TECHNICAL SUPPORT

Canvas is the where course content, grades, and communication will reside for this course.

- Login: canvas.colostate.edu
- Support: info.canvas.colostate.edu
- For passwords or any other computer-related technical support, contact the Central IT Technical Support Help Desk.
  - (970) 491-7276
  - help@colostate.edu

The Technical Requirements page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas quickly review the Canvas Student Orientation materials.

ACADEMIC INTEGRITY & CSU HONOR PLEDGE

This course will adhere to the CSU Academic Integrity/Misconduct policy as found in the General Catalog and the Student Conduct Code.

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course.

Further information about Academic Integrity is available at CSU's Academic Integrity - Student Resources.

ACADEMIC INTEGRITY POLICY

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

UNIVERSAL DESIGN FOR LEARNING/ACCOMMODATION OF NEEDS

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from [The Student Disability Center](#) may be required before any accommodation is provided.

The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.

Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as

well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodations specialist in the SDC.

THIRD-PARTY TOOLS/PRIVACY

Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Skype and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

COPYRIGHTED COURSE MATERIALS

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

UNDOCUMENTED STUDENT SUPPORT

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit Student Support Services for Undocumented, DACA & ASSET for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

TITLE IX/INTERPERSONAL VIOLENCE

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: Title IX – Sexual Assault, Sexual Violence, Sexual Harassment.

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: 970-492-4242.

RELIGIOUS OBSERVANCES

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out the Religious Accommodation Request Form and turn it in to the Division of Student Affairs, located on the second level of the Administration building.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.

Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

CSU PRINCIPLES OF COMMUNITY

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.

Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

DIVERSITY AND INCLUSION

The [Mission, Vision, and Focus](#) webpage of the Vice President for Diversity includes a comprehensive statement of CSU's commitment to diversity and inclusion.