

---

# NRRT 615 SUSTAINABLE TOURISM DEVELOPMENT FOUNDATIONS

## INSTRUCTOR INFORMATION

Instructor: Stuart Cottrell, Ph.D.

Email: [stuart.cottrell@colostate.edu](mailto:stuart.cottrell@colostate.edu)

Office Hours: by appointment via Zoom

Communication Policy: Responses to emails will be provided within 36 hours

## PREREQUISITES FOR COURSE

N/A

## COURSE DESCRIPTION & OBJECTIVES

This course is designed to provide an understanding of the concept of sustainable tourism development. Theory, practice, history, terminology and issues in sustainable tourism planning and management are examined while considering the increasingly salient topics of resilience and crisis management. A comprehensive survey of sustainable tourism components – including poverty alleviation through tourism, natural resources as attractions and destinations, social and resource responsibility, establishing policies, and principles for sustainability – will be covered from a systems-thinking perspective.

Student assessment will take the form of 1) individual reflections, 2) leading / summarizing group discussions, and 3) a single course project broken into four components linking synthesis and application of course content to the real world.

Course modules will be available through Canvas with each module being posted prior to the start of that module's scheduled week. This "gating" is intended to keep the cohort together in terms of material presented so that discussion assignments can be completed with the maximum amount of focus and interaction.

Upon the completion of this course, students will be able to:

- **THEORY:** Understand sustainable tourism's history, frameworks, definitions, approaches, and critiques, as well as its relationship to alternative (e.g., responsible, green, pro-poor, eco-) tourism paradigms.
- **RESILIENCE:** Identify the advantages and limitations of sustainability and resilience thinking in tourism management.



- **PILLARS:** Describe theoretical and managerial pillars of economic considerations (e.g., livelihoods and poverty), socio-political considerations (e.g., participation and empowerment), and environmental considerations (e.g., conservation) in sustainable tourism.
- **INDICATORS:** Analyze examples and organizational best practices for operationalizing, measuring, and monitoring sustainable tourism through the identification and use of criteria and indicators.
- **IMPLEMENTATION:** Develop a critical, data-driven perspective on whether and how tourism can be managed, implemented, and experienced to effectively achieve sustainable development.
- **COMMUNICATIONS:** Be familiar with exemplars of sustainable tourism communications in destination, marketing, and consultation/planning contexts.
- **LEADERSHIP:** Identify global leaders in sustainable tourism and their leadership traits by analyzing and reflecting on course content, personal experiences, and other sources.

## TEXTBOOK / COURSE READINGS

Required course readings can be found on the web or through Course Reserves, which will be outlined in your weekly learning modules. You can log into Course Reserves through the [Colorado State University Library web page](#). See the Course Schedule for details.

## COURSE MATERIALS & EQUIPMENT

N/A

## PARTICIPATION/BEHAVIORAL EXPECTATIONS

**Instructional Methodology:** This class will be taught as a combination of online lessons via self-assessments, readings, small-group discussions, and a course project. Supplemental readings will be provided.

**Mode of Delivery:** The primary mode of delivery for this class will be online and presented through the use of mixed media, such as web-based videos and online interactive technology for both CSU Online students and the campus-based cohort at CSU.

**Course Schedule:** Eight modules span the duration of the eight-week course. In general, a new module will become available online by Monday morning of that week's content. A week is considered to run from Monday at 12:00a.m. to Sunday at 11:59p.m. Details are provided in the Course Schedule document in Canvas.

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.)

Relevant course policies.

### GRADING POLICY

Grade	Range
A+	100% to 96.67%
A	<96.67% to 93.33%
A-	<93.33% to 90.0%
B+	<90.0% to 86.67%
B	<86.67% to 83.33%
B-	<83.33% to 80.0%
C+	<80.0% to 76.67%
C	<76.67% to 70.0%
D	<70.0% to 60.0%
F	<60.0% to 0.0%

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 instructor very seriously, and, in fact, I 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 to respond individually to the work you submit in this class and to return your work in a timely manner. Weekly assignments will be returned within 3-5 days and major assignments will be returned within 1 week if not sooner. (If, however, due to unforeseeable circumstances, the grading of your work takes longer than the times I have listed here, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can.)

ASSIGNMENT	GRADE POINTS	GRADE PERCENTAGE
Weekly Journal entries (5 total, 30 points each)	150	31%
Weekly Discussions (7 total, 10 points each)	70	15%
Sustainable Tourism Synthesis and Application Project (4 checkpoints; points vary)	260	54%
<b>Total:</b>	<b>480</b>	<b>100 %</b>

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

## ASSIGNMENT DETAILS

Note: full assignment descriptions and grading rubrics can be found in Canvas

### JOURNAL ENTRIES (5 WEEKS @ 30 POINTS PER WEEK = 150 POINTS TOTAL)

Students are required to maintain a journal throughout the course. The journal allows students to reflect on their additional thoughts for topics covered by the course and beyond. Each module has self-assessment assignments, which will be part of the required journal entries. In addition, students are highly encouraged to incorporate their thoughts about acute issues related to tourism management they come across in their daily lives, thus linking theories/discussions covered in the modules with their everyday practical life. You are expected to cite as you write and provides references for each of you weekly journal submissions.

Five weekly journal entry submissions (no journals required Week 4 and Week 8) are given as either self-assessments of concepts and perspectives or reflections on the readings. More specifically, there will be two or three entries required per week (as knowledge building blocks) with expectations for you to add, update and comment on in your journal as you progress through the course. You will create a word document labeled "YOURname\_Journal\_F2021" to save on your personal computer that will be used for all of your journal entries to submit on Sunday of each week. The first page should be a cover page, please insert page numbers, turn on track changes function in MS-Word and use the comment function for our own comments pasted when you wish to add or reflect on what you have previously written. Each time you have a new entry, you will open this same document and insert your new entry. You will upload this document after each entry completion by the due date. At the end of the course, you'll have a cumulative body of knowledge you generated which for many students in the past has been a highlight of the course.

### JOURNAL ENTRY GUIDELINES

The journal demonstrates students' progressive and critical assessment of what they learn reflectively. You are expected to write your journal entries in an evolving manner throughout the course. Therefore, it is important that the journal entries are added to and updated as frequently and in sequence as suggested in each module. Specific questions for each journal entry are provided. The questions are given to help you to analyze and summarize the knowledge gained from the modules, personal reflections and other course assignments.

The extent of journal entries is dependent on the questions posed for self-assessment and how the responses are given as an insightful reflection of your feelings, thoughts and aspirations about the material. Reference to the readings, discussions, and outside materials is expected (using appropriate referencing), but more importantly is the self-reflection and ability to apply the information personally, professionally, and societally.

Grading will be done weekly based on the following rubric at 30 points per week as the culmination of that week's journal.

*30 point rubric*

Criteria	Advanced	Proficient	Basic	Below Basic
<b>Content</b> Accurate application of facts and ideas. Consistently applies ideas from the textbook and readings/videos.	10	8	6	4
<b>Clear progression</b> Clear progression of learning based on the content given making linkages to prior material	5	4	3	2
<b>Application</b> to self, profession and society	5	4	3	2
<b>Writing Conventions</b> - Writing is clear and easy to understand. Proper use of grammar and spelling is followed.	5	4	3	2
<b>Citation Resources</b> - Consistently cites terminology, ideas and concepts including author, title and page number as appropriate.	5	4	3	2

\*\* The weekly journal entries should be completed by Sunday noon of that week unless otherwise noted for the specific entry (i.e. self-assessments).

### WEEKLY DISCUSSION POST (10 POINTS/ EACH \* 7 = 70 POINTS)

Each week starting week 1 due Thursday noon – respond to the discussion prompt.. The discussions are based on lesson 1 and possibly lesson 2 readings for the week – the weekly discussion prompts will clarify which readings to review. You will be asked to post 4 key highlights or comments about the reading and link to COVID19 issues for sustainable tourism and/or resilience thinking in tourism. Grading will be based on 8 points for content and 2 points for writing with citations/references APA style.

### SYNTHESIS AND APPLICATION PROJECT (260 POINTS)

Students will work in a small group (no more than 3 or four students) to complete a synthesis and application project as a final project for this class. The objective of the project is for students to combine knowledge gained in this class with previous learning and outside resources in order to produce a tangible product that will advance their learning and professional preparation. *Group assignments will be determined Week 2..*

There are two options for the project, with four checkpoints that must be completed by the due date given. Project options are as follows (choose one):

#### OPTION 1 – MULTIPLE CASE STUDY

*Assess and compare the sustainability, resilience, and / or crisis preparedness of two or three businesses, destinations, or organizations of interest, according to a set of or other criteria discussed in this course (e.g., the GSTC, UNWTO Pillars, Planet Happiness Index, etc.). Write a ~25-page report (double-spaced, 12-point font) that includes a title, page numbers, a brief introduction, an overview of criteria and the framework(s) chosen, a comparison of the cases according to the criteria selected, recommendations,*

concluding statements, and references. APA format should be used for original tables/figures and all citations and references.

### **OPTION 2 – OUTREACH DOCUMENT**

*Develop an outreach document such as a handbook, briefing paper, or sustainable tourism plan that synthesizes and translates research on some aspect of sustainable tourism for a practitioner or policy-maker audience, and makes concrete recommendations for best practices or decisions based on current sustainable tourism, resilience, and / or crisis management best practices.* This could be done either as a Publisher or Power-Point document of ~30 pages or slides (although other file types are negotiable). Potential topics include:

1. Sustainable waste management for rural tourism;
2. Optimizing local involvement for sustainability;
3. Pursuing sustainable development through alternative tourism;
4. Alleviating poverty through tourism – an application of the sustainable livelihoods framework;
5. Indicators and criteria for sustainable tourism and community resilience – when, how, and why to use them;
6. Best practices in destination (or organizational) sustainability, resilience, and crisis management
7. Etc.

### **CHECKPOINT DESCRIPTIONS (4 TOTAL)**

---

#### **CHECKPOINT 1 (DUE AT END OF MODULE 3) - PROJECT OVERVIEW (20 POINTS)**

Includes four main sections:

- ✧ Project title and student name(s)
  - ✧ Two sentences clearly explaining 1) the main problem you seek to address, and 2) the primary purpose of your project
  - ✧ A ½-page description in paragraph form of the project you select and the rationale behind it from a theoretical, practical, and/or personal perspective (single-spaced, 12-point font); this section should also provide a brief overview of the primary concept or framework you anticipate emphasizing (e.g., resilience)
  - ✧ Bullet points providing descriptions of five potential or actual stakeholders, companies, and/or organizations linked to the project you select (e.g., website, address/location of organization, history and mission of organization, stakeholder description and contact info, etc.)
-

---

**CHECKPOINT 2 (DUE AT END OF MODULE 5) – ROUGH DRAFT (30 POINTS)**

A draft outline of the project, submitted for correction and comments, that includes:

- ✧ Clear titles delineating all project sections
- ✧ Anticipated content in each section (use of bullet-points and/or paragraphs is fine)
- ✧ Outlines for and anticipated location of two to four ORIGINAL tables and/or figures created by you (NOT copied and pasted from another source) – including table or figure titles, headings, footnotes, row/column categories, etc., using APA 6th or 7th format
- ✧ APA 6th or 7th reference list with a minimum of 20 references from academic journal articles or book chapters (websites, non-academic sources, etc. don't count toward the 20 references)

---

**CHECKPOINT 3 (MODULE 8) – PRESENTATION (60 POINTS)**

A brief youtube presentation in the final week of class that includes:

- ✧ Summary of the project purpose and background (including the primary problem being addressed and frameworks / criteria used)
- ✧ Summary of the overall approach / findings
- ✧ Brief description of project challenges, recommendations, concluding remarks

---

**CHECKPOINT 4 (DUE AT END OF MODULE 8) – FINAL PRODUCT (150 POINTS)**

Final product that incorporates all revisions based on previous instructor comments and includes:

- ✧ Material that's well-organized with clear headings, logical flow of information, and attention to parsimony (i.e., succinctness)
  - ✧ Incisive presentation of facts and ideas
  - ✧ Effective synthesis and application of course content to project in context of real-world issues and events
  - ✧ All components as described in syllabus for the project option selected
- 

## CANVAS INFORMATION & TECHNICAL SUPPORT

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

- [Login for Canvas](#)
- [Canvas Support](#)
- For passwords or any other computer-related technical support, contact the [Central IT Technical Support Help Desk](#).
  - (970) 491-7276
  - [help@colostate.edu](mailto: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](#).

## 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.

### 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: [CSU Policy: Title IX Sexual Harrasment.](#)

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