COURSE DESCRIPTION

As “the largest scale movement of goods, services, and people that humanity has ever seen,” tourism is an immense phenomenon and is currently the world’s largest industry, reaching into some of the most remote people and places on the planet. Tourism therefore provides an ideal context for examining issues of social and environmental sustainability. This course will first provide students with a broad background to the global discourse on sustainability and the sustainable development paradigm and then analyze several sustainable tourism case studies in detail. The geographic emphasis will be on tropical regions due to the instructor’s experience in Central and South America, though students are encouraged explore other geographic area of interest a final research project developed throughout the term. Largely seminar oriented, the course will incorporate in-class presentations, facilitated discussions, and Skype conversation with leading experts.

*Graduate students majoring or minoring in RPTM may elect to take the course as a 500-level Independent Study course.
Welcome to the most exciting class on campus this semester!

I am very pleased that you have enrolled in my Social and Environmental Sustainability course here in the RPTM Department. Although you may consider this class one of many requirements en route to meeting your graduation requirements, I hope you realize that as this class proceeds you will be learning valuable, lifelong skills that will serve you well in your other classes, your career and your personal life.

This class you provide you with the opportunity to practice writing in several contexts, from immediate free-writing assignments to a more elaborate research paper developed throughout the term. You will learn to share you ideas with other and in the process learn more about what you know and what others’ perspectives are. If you keep an open mind you will be pleasantly surprised at how well your thinking and writing about sustainability improves. This will take a commitment from you – to attend class and to prepare assignments on time. My expectations of you are high because I know what is possible.

I base many of my teaching principles on the theories behind a learning-centered class included in the Seven Principles for Good Practices in Undergraduate Education (Chickering & Gamson, 1987). So that you better understand these principles I have listed them below:

**Good Practice Encourages Student-Faculty Contact**
Student-faculty contact promotes motivation and involvement. I want you to know that I am available to you during my office hours, by email, and by appointment. I cannot know you are having difficulty in the class unless you tell me.

**Good Practice Encourages Cooperation among Students**
Good learning in collaborative and social, not competitive and isolated. We will be working together as a team, and teamwork requires constant cooperation from all of a team’s members. That means good listening skills as well as good speaking skills.

**Good Practice Encourages Active Learning**
Students learn most when they are engaged in their own learning by writing, by relating information to past knowledge, and by applying it to their daily lives. *I am not a lecturer.* I will explain certain new ideas and ways of thinking about sustainability and then let you practice applying them, asking questions as you experiment, discover, and create.
**Good Practice Gives Prompt Feedback**
Students need frequent opportunities to test their competence, reflect on what they have learned and need to learn, and assess themselves. I plan to return assignments and papers promptly so that you may learn where the opportunities are to improve your performance on subsequent assignments.

**Good Practice Emphasizes Time on Task**
Students need help in time management, and the instructor can be the best model of that principle. I will stick to the task and use our time wisely; I expect you to do the same.

**Good Practice Communicates High Expectations**
Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations of themselves and make extra efforts.

**Good Practice Respects Diverse Talents and Ways of Learning**
Students come to the classroom with various learning styles and backgrounds. Providing opportunities for all students to show their talents and to learn in ways most comfortable to them enriches the classroom.

Let’s have a productive and rewarding semester together! Best of luck,

Carter A. Hunt
PURPOSE OF THE COURSE
We live in a world increasingly connected via global processes and social networks, and increasingly challenged by with exponential growth in demands on our planet’s finite environmental resources. Tourism is an industry that can contribute to a more informed and compassionate global citizenry yet it also contributes substantially to global environmental change. The purpose of this course is to critically assess tourism’s outcomes and to further contemplate ways that tourism products and projects might shift towards the more sustainable and responsible end of the spectrum.

COURSE OBJECTIVES
1. Develop students’ awareness of the historical antecedents of sustainability
2. Assist students in exploring the influence that the sustainable development paradigm shift has played in the development of alternative forms of tourism over the last three decades
3. Help students understand the support and criticism of sustainable tourism, its inherent contradictions, as well as debates over the definitions, meanings, and discourse involved.
4. Allow students to critically analyze tourism case studies from around the world to develop more nuanced understanding of the complexity involved in the development, promotion and maintenance of sustainability in tourism
5. Facilitate students’ independent case studies highlighting efforts (successful or otherwise) to implement increased sustainability in tourism. Encourage student use of pertinent course materials and supporting outside references to substantiate their own viewpoint and reactions to their case, and support their presentations of their analyses to their peers.

PREREQUISITES
This course is open to all majors. Students enrolling in this course should have some at least some interest in sustainable development, tourism/ecotourism, biodiversity conservation, parks and protected areas, and/or indigenous peoples. Please note that economics will NOT be the focus of this course. Given the focus on social and environmental sustainability, this course will however provide a valuable compliment to the economics of sustainability.

COURSE REQUIREMENTS
Success in this course will be measured frequently and in several ways, including engagement in class discussions and group activities, reflective written response to the readings, in-class assessments, and a polished research paper and in-class presentation. In class time will be dedicated to a combination of lecture presentations, discussions of reading material, viewing of film clips, live online interactions with scholars and industry professionals, and other small group activities. Further details about individual assignments will be distributed in class.
GRADING

Evaluation will be based on the following course requirements:

- Reflection papers (5 x 4% each) 20%
- Quizzes/In-class assessments (5 x 4% each) 20%
- Participation/Discussion 15%
- Final presentation 10%
- Final Term-Paper (10-12 pages) 25%

READINGS & COURSE MATERIALS

I have made every effort to trim the readings for the class to manageable proportions, and thus expect each week’s readings to be completed in full (ie, as noted in the Calendar below). I will often supplement the readings given below with additional articles posted on ANGEL, so keep an eye out for those supplements. Readings will be selected from the following books:

Required books:

Optional recommended books:

Others:
- Links to journal and popular press articles will be made via the course Angel website or distributed in class.
CALENDAR
(subject to modification)

WEEK 1
• AUG 27
  o Introduction to course
  o Readings
    ▪ Edwards, The Sustainability Revolution, ch. 1-3
• AUG 29
  o Discussion - What is sustainability?
  o Readings
    ▪ Edwards, The Sustainability Revolution, ch. 4-7

WEEK 2
• SEP 3
  o History of Sustainability
  o Readings
    ▪ Stronza & Hunt (2010), Visions of Tourism
    ▪ Mowforth & Munt, Tourism and Sustainability, ch. 1-2
    ▪ Edwards, The Sustainability Revolution
• SEP 5
  o Discussion – early conceptions of sustainability

WEEK 3
• SEP 10
  o Early tourism writing
  o Readings
    ▪ De Kadt (1976), Passport to Development?, preface & pp.1-76.
    ▪ Budowski – Tourism & Conservation
• SEP 12
  o Discussion - TBA
  o Initial paper topic proposals due

WEEK 4
• SEP 17
  o Sustainable development
  o Readings
    ▪ WECD (1987) Our Common Future (ie the Brundtland Report)
    ▪ Rio Earth Summit
    ▪ Daly (1990), Towards some operational principles of sustainable development
• SEP 19
  o Discussion – examples of growth vs. development
WEEK 5

• SEP 24
  o Alternative Tourism
  o Readings
    ▪ Mowforth and Munt (2009), ch 3-4
    ▪ Stronza (2000) Anthropology of Tourism
• SEP 26
  o Discussion – alternative tourism

WEEK 6

• OCT 1
  o Integrated Conservation and Development Projects (ICDPs)
  o Readings
    ▪ Wells & Brandon
    ▪ Ecotourism 1980s/1990s / Honey / M&M
• OCT 3
  o Discussion / Skype chat

WEEK 7

• OCT 8
  o Sustainability – shifts in rhetoric
  o Readings
    ▪ Kiss (2004) – Is community-based ecotourism an good use of biodiversity conservation fund?
    ▪ Weaver (2001) – Ecotourism as mass tourism: contradiction or reality?
    ▪ Butcher (2006) – Natural capital and the advocacy of ecotourism as sustainable development
• OCT 10
  o Discussion - Competing schools of thought / Skype chat

WEEK 8

• OCT 15
  o Current Issues in Ecotourism/Sustainable Tourism
  o Readings
    ▪ Buckley (2011) – Tourism and the Environment
    ▪ Weaver & Lawton (2007) – 20 years on: the state of contemporary ecotourism research
    ▪ Hunt (2011) – Passport to Development?
• OCT 17
  o Discussion / Skype chat
WEEK 9

- OCT 22
  - Case Studies – Tambopata, Peru
  - Readings
    - Gordillo, Hunt & Stronza (2009) – An ecotourism partnership in the Peruvian Amazon: The case of Posada Amazonas
- OCT 24
  - Skype chat

WEEK 10

- OCT 29
  - Case Studies – Osa Peninsula, Costa Rica
  - Readings
    - Hunt, Durham, Driscoll & Honey (in press) – Is ecotourism the right tool for the job?
- OCT 31
  - Film: Cracking the Golden Egg

WEEK 11

- NOV 5
  - Case Studies - TBA based on student interests
  - Readings
    - TBA
- NOV 7
  - Discussion
  - Skype chat

WEEK 12

- NOV 12
  - Tourism & Global Environmental Change
  - Readings
    - Hunter & Shaw (2006) – The ecological footprint as key indicator of sustainable tourism
- NOV 14
  - Discussion (potential topics - TBA based on student interests)
    - Carbon Offsetting
    - Tourism and Ecosystem Services
    - CSR in tourism
WEEK 13

- **NOV 19**
  - Sustainable tourism/ecotourism in **developed countries**
  - Readings
    - Bidwell Pearce and Ocampo-Raeder (2009) – A Montana lodge and the case for a broadly defined ecotourism
    - Bryan (2009) Can responsible travel exist in a developed country?

- **NOV 22**
  - Carter @AAA Meeting
  - Guest lecture/Skype/film

THANKSGIVING BREAK – NO CLASS NOV 26-28

WEEK 14

- **DEC 3**
  - Updates on international sustainability discourse
  - Readings
    - Mowforth and Munt (2009) – Tourism and Sustainability, ch. 10-11
    - Rio +20 Declarations
    - Millennium Development Goals
    - UN World Tourism Organization mandates

- **DEC 5**
  - Final Presentations Round 1

WEEK 15

- **DEC 10**
  - Final Presentations Round 2
- **DEC 12**
  - Final Presentations Round 3

WEEK 16

- **DEC 17**

**Final Papers Due in hard copy in Dr. Hunt’s mailbox AND by email by 5pm.**
IMPORTANT STATEMENTS

University Statement of Academic Integrity (Policy 49-20)

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

Violations of the University’s Academic Integrity Policy include the following:

- **Cheating**: using crib sheets of any kind, preprogrammed calculators or cell phones, use of notes during a closed book exam
- **Copying on tests**: looking at other students’ exams, copying with a plan with another student, passing notes during exams; exchanging exams with another student
- **Plagiarism**: fabricating information or citations; copying from the Internet of submitting the work of others from journals, articles and papers, or books; submitting other students’ papers as one’s own. Any material, regardless of length, that is the work of somebody else and who is not given explicit credit by citation, submitted as one’s own, is plagiarized material.
- **Tampering with work**: changing one’s own or another student’s work; tampering with work either as a prank or to sabotage another’s work
- **Acts of aiding and abetting**: Facilitating academically dishonest work by others; unauthorized collaboration on work; permitting another to copy from one’s exam; writing a paper for another; inappropriately collaborating on home assignments or exams without permission or when prohibited
- **Unauthorized possession**: Buying or stealing of exams or other materials; failing to return exams on file or reviewed in class; selling exams; photocopying exams; any possession of an exam without the instructor’s permission
- **Submitting previous work**: Submitting a paper, case study, lab report, or any assignment that had been submitted for credit in a prior class without the knowledge and permission of the instructor
- **Ghosting or misrepresenting**: Taking a quiz or exam or performing a class assignment in place of another student; having another student do the same in one’s place; signing in as present in class for another student or having another student do the same in one’s place
- **Altering exams**: Changing incorrect answers and seeking favorable grade changes when instructor returns graded exams for in-class review and then collects them; asserting that the instructor make a mistake in grade. Other forms include changing the letter and/or numerical grade on a test.
- **Computer theft**: Electronic theft of computer programs or other software, data, images, art, or text belonging to another.

Violations of academic integrity will be handled in accordance with procedures (see [http://www.psu.edu/dept/oue/aappm/G-9.html](http://www.psu.edu/dept/oue/aappm/G-9.html)) and policies (see [http://www.psu.edu/dept/ufs/policies/47-00.html#49-20](http://www.psu.edu/dept/ufs/policies/47-00.html#49-20)).
CLASSROOM CONDUCT

Consistent with the expectation for academic integrity, the University community is expected to respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

In addition, this policy stipulates that the college, department or individual scheduling use of the room is responsible and will receive direct billing for the assessment and repair of any damage or negligent or intentional damage attributed to room use, as well as janitorial and maintenance costs attributed to unauthorized food and drink use. Water is the only beverage allowed in the classroom. I encourage students to reuse and recycle their empty water bottles.

DIVERSITY

The faculty and staff of the Department of Recreation, Park and Tourism Management value are committed to fostering diversity in the workplace and the profession. By respecting differences in culture, political conviction, age, gender, gender expression, race, ethnicity, national origin, disabling condition, sexual orientation, and religious affiliation, I attempt to enrich the learning environment; improve the practice and profession of recreation, park and tourism management; and enhance creative and professional growth in the workplace.

I HAVE READ THESE THREE STATEMENTS AND UNDERSTAND THAT I, AS A STUDENT IN RPTM 497a, AM EXPECTED TO ABIDE BY THEM.

Signature: ________________________________ Date: ____________

I UNDERSTAND THAT IF I VIOLATE THE POLICIES FOR ACADEMIC INTEGRITY MY ACTS WILL BE HANDLED IN ACCORDANCE WITH UNIVERSITY POLICY.

Signature: ________________________________ Date: ____________