INTL 407/507 TOURISM & INTERNATIONAL DEVELOPMENT (CRN # 23045 / 23052)

Time: 2:00 – 3:50 PM, MW (Winter 2016)

Classroom: 189 PLC

Instructor: Dr. Greg Ringer, 371 PLC

Email: gringer@uoregon.edu

Office Hours: 4:00 – 5:00 W or by appointment

Course abstract: Reputedly, the largest service sector industry in the world and one of the top three employers in both Lane County and the State of Oregon, the exponential growth in global travel is driven by the belief that tourism is a viable socioeconomic alternative to sustain local communities and natural environments. Yet, the impacts also include significant human and ecological costs, including the loss of biophysical assets, and the trivialization of locally constructed identities and cultural behavior to satisfy visitor expectations.

In response, this hybrid seminar combines classroom and online lectures with independent research to evaluate contemporary challenges in global tourism. Through applied projects, assigned readings, and selected case studies from East Asia and the Pacific, sub-Saharan Africa, Europe, and the Americas, students will examine issues of World Heritage and cultural identity, climate change and habitat loss, “dark tourism” and global conflict, human trafficking and the sex trade, “green” technology, volunteer tourism, and social media applications to manage, market, and access visitor activities and assets.

Students will also consider the ethical consequences of their own travel choices, and the broader implications for societies and sustainable community development. With a focus on global trends and the changing experiences of travelers and “hosts,” the intent is to highlight the paradoxical challenges and benefits of travel for (re)emergent destinations and protected areas worldwide, and to suggest alternative practices and designs that may encourage more complementary interactions.

Objectives: Upon successful completion of this seminar, students will be able to:
✓ Understand and apply critical practices, meanings, and concepts in international tourism, and the interrelated issues and implications for local people, parks, and places worldwide;
✓ Analyze significant global travel trends and the related ethical considerations and socioeconomic, political, technological, and ecological impacts;
✓ Discuss the role of international travel in promoting transnational collaboration, distance learning, and world peace;
✓ Creatively design a tourism development plan that enables visitors to learn about another country, culture, or natural environment, and directly supports conservation and community empowerment for residents.

Class Format: As a hybrid seminar, this course will combine weekly classroom and online lectures. Students are expected to actively participate in all class discussions and presentations, and must be able to work independently and collaborate on Canvas and Skype.
Grades: Credit (IS major) or P/N. To earn a grade of C or higher, students must satisfactory:
- Complete all class/online assignments.
- Actively engage in all discussions.
- Submit all assignments when due at the beginning of class. Late assignments will not be accepted without prior instructor approval.

Final grades are based on the following matrix:
- Class exams (40%)
- Reading/lecture exercises (35%)
- Team tourism project (20%)
- Attendance (5%)

Readings: All assigned readings are posted on Canvas and are to be read before each class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assigned Readings</th>
<th>Case study / Guest speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1, Jan 4-6</td>
<td>• Introduction</td>
<td>1. Becker (2008) Don’t go there: The whole world has the travel bug. And it’s ravaging the planet. Washingtonpost.com, 31 August, B01.</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Articles</td>
<td>Lectures/Assignments</td>
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M 2/1  
Online lecture  
W 2/3  
Exam #1 |
W 2/10  
Dr K Carpenter, children’s museums & orphanage |
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<tr>
<th>Issue</th>
<th>Theme</th>
<th>Articles</th>
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**Tourism**

**Africa:**
- Uganda’s National Parks & the Union of the Comoros Islands

**West Balkans:**
- Transboundary tourism in Albania, Kosovo & Montenegro

**Caribbean:**
- Barbados, Cuba & Trinidad-Tobago

**W 3/2 Exam #2**

#10, March 7-9

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**INTL 407/507 Student Assignment Grade Matrix**

1. **Class Exams (40%, Individual)**
   - Two exams (each worth 20% of the final grade) will be given during the term to measure reading performance and understanding of the lecture topics.
   - No credit will be given for missed exams.
   - There will be no final exam during exam week (March 14-18).

2. **Exercises (35%, Individual)**
   - Approximately 5-7 exercises will be assigned either in class or as homework to measure student attendance and comprehension of the assigned readings and lectures.
   - No credit will be given for missed exercises.
   - Late submissions will not be accepted.

3. **Team Tourism Project, Week 10: March 7-9 (20%, Team)**
   Students will design and present an original tourism activity or visitor facility in class. The proposed project may be anywhere in the world. Team members will be randomly selected and notified on Canvas during the second week of class.

   Presentations may be done as a slideshow (PowerPoint, Prezi) or video (YouTube). Total length = approximately 20 slides or 25 minutes total.

   Project objectives:
   - Project must appeal to both domestic and international visitors.
   - Project must heighten visitor awareness and appreciation of significant human events and natural features in your chosen destination through travel marketing, participatory education, and multicultural interpretation.
   - Project must financially contribute to environmental conservation and sustainable employment for local residents through volunteer tourism, outdoor recreation and environmental learning, hospitality services, guiding, etc.

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<tr>
<th>Maximum Points</th>
<th>Team Project Elements</th>
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<tr>
<td>20</td>
<td>Highlight heritage &amp; socioeconomic value of chosen feature or location</td>
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<td>20</td>
<td>• Propose a “sustainable tourism” vision for the selected study area, with specific recommendations for different visitor audiences, user management practices &amp; marketing media tools</td>
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<td>20</td>
<td>• Document five (5) specific challenges of tourism development for your targeted site &amp; resident community</td>
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<td>20</td>
<td>• Document five (5) specific social, environmental &amp; economic benefits of tourism and conservation for your destination &amp; local population</td>
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<td>10</td>
<td>• Properly cite external sources and data</td>
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<td>5</td>
<td>• Textual &amp; visual “legibility” of presentation</td>
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| 5  | • Include an original map with targeted location
  ✓ Google Maps or a similar program may be used to create a base map, but all designated tourist sites & facility designs must be original illustrations |

4. **Attendance (5%, Individual)**
   ✓ Credit is determined by weekly sign-up sheets and in-class exercises.
   ✓ Attendance credit will be posted to Canvas on a rolling basis.
   ✓ Each student is responsible for verifying s/he receives credit for each class attended over the entire term.
   ✓ No corrections will be made to the attendance record posted on Canvas after one week has passed since the reported error.