

FOR 371: Eco and Adventure Tourism

Winter 2007

Cascades Hall 248, MW 1:00 to 2:20, 3 credits
Oregon State University – Cascades Campus

INSTRUCTOR

Kreg Lindberg
230 Cascades Hall
322-3126
kreg.lindberg@osucascades.edu

Office Hours:
Wednesdays 2:45 to 3:45
Feel free to arrange other times by appointment

COURSE DESCRIPTION

This course introduces students to eco and adventure tourism, including definitions and historical development, visitor motivations and market issues, business issues, positive and negative impacts, and planning and management issues. Both domestic and international issues and examples will be covered.

COURSE PREREQUISITES

There are no prerequisites for the course, but GEOG 212 Tourism and Recreation and/or FOR 251 Recreation Resource Management are recommended.

INSTRUCTIONAL OBJECTIVES

As part of a university curriculum, this course is designed to strengthen student communication and critical thinking skills. With respect to eco and adventure tourism, the course goal is to help students develop an understanding of the concept, practice, impacts, and management of ecotourism and adventure tourism. The course also provides the main coverage of sustainability issues in the ORLT upper-division curriculum.

By the end of the term, students will be able to:

- describe the contexts in which eco and adventure tourism have developed;
- provide examples of eco and adventure tourism definitions and describe how alternative definitions affect market size and management of the activity;
- explain the motivations of eco and adventure tourists and the size and nature of these markets;
- describe industry structure and business issues;
- provide examples of eco and adventure tourism's environmental, sociocultural, and economic impacts; and
- provide examples of approaches for managing impacts.

At the end of the course, students will have a basic understanding of the opportunities and challenges facing the various actors in the field – tour operators, land managers, communities, and others.

REQUIRED MATERIALS AND/OR READINGS

The material in this course is contained in two books:

Weaver, D. (2001). *Ecotourism*. Sydney: Wiley and Sons.

Swarbrooke, J., C. Beard, S. Leckie, and G. Pomfret. (2003). *Adventure tourism: The new frontier*. Oxford: Butterworth-Heinemann.

Weaver will be the primary text. You do not need to purchase a copy of Swarbrooke et al.; readings from that book will be available via library reserve.

STUDENTS WITH DISABILITIES

Students should speak with the instructor if they have any documented disabilities requiring accommodations, or if they have any emergency medical information the instructor should know of. As noted on the OSU web site, “accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD.”

ACADEMIC DISHONESTY AND CONDUCT

This course conforms to the Oregon State University Administrative Rules Relating to Student Conduct. Put simply, you are expected to do your own work. Please read the following web page: <http://oregonstate.edu/admin/stucon/achon.htm>. For those seeking additional guidance, the following comes from OSU documents:

Academic integrity – students are expected to be honest and ethical in their academic work.

Academic dishonesty is defined as an intentional act of deception in one of the following areas:

- cheating: use or attempted use of unauthorized materials, information or study aids
- fabrication: falsification or invention of any information
- assisting: helping another commit an act of academic dishonesty
- tampering: altering or interfering with evaluation instruments and documents
- plagiarism: representing the words or ideas of another person as one's own (e.g., copying during an exam or copying from articles or the web without adequate referencing).

Example: you must write your own term paper in your own words. “Cutting and pasting” blocks of text from other sources is considered plagiarism. Of course, you may quote from source material, but the quote must be brief (usually less than a paragraph), enclosed within quotation marks, and correctly cited in the text and in the reference section. Please ask in advance if you are uncertain regarding the appropriate use of material from other sources.

COURSE REQUIREMENTS

Course requirements are designed to help you express your understanding of course content and achievement of instructional objectives.

1. Exams (each counts for 20% of grade). Two hour-long exams will be given, one approximately halfway through the course and one during finals week.

2a. Field trip and reflection paper (15% of grade). We will go on a snowshoe tour field trip with Wanderlust Tours. The date/time will be set during the first week of class. This assignment involves both participation in the tour and completion of a two page (double-spaced) reflection paper on the experience. The paper should include your reactions to, and opinions of, the experience. Sample topics include:

- What market does Wanderlust Tours attract?
- Did the tour exhibit ecotourism principles? In what ways did it/did it not?
- What was the role of interpretation in the tour?
- What did you learn from the tour – as a “tourist” and as a professional in this field?
- What could be done to improve the tour?

You do not need to cover these specific topics, but they can provide a starting point for the paper. The reflection paper is due at the beginning of class on the Wednesday following the field trip.

This field trip is required. It is an excellent learning opportunity, as well as a fun time out on the snow. However, if schedule conflicts preclude your participation you may do an alternate assignment (the article comparison report) instead.

2b. Article comparison report (15% of grade) – not required if you do the field trip/reflection paper. For this requirement, you will read and compare two manuscripts relating to eco or adventure tourism. The manuscripts can cover a case study of a specific location (e.g., tourism at a particular national park) or an analysis of a specific topic (e.g., accreditation or the economic impacts of whitewater rafting). The topic may not substantially overlap with the content of the term paper.

I recommend selecting academic journal articles for this report, but you may select book chapters, reports, or other manuscripts. If the publications are not journal articles, they **must be** approved by the instructor in advance. You will submit a written report on the articles, with a target length of 4 double-spaced pages. This report will summarize, compare, and critique the articles.

In your report you will demonstrate:

- your ability to access relevant manuscripts;
- your knowledge of the manuscript contents;
- your ability to critically evaluate and compare the contents across two manuscripts; and
- your ability to convey your knowledge and evaluation in writing.

Your grade will reflect the extent to which you demonstrate these skills. The report will be due at the beginning of class on the Wednesday following the field trip.

3. Term paper (35% of grade). For this assignment you will write a term paper on an eco or adventure tourism topic of your choosing (e.g., visitor motivation, market analysis, risk management, or environmental impacts). The term paper is a chance for you to develop and demonstrate your expertise on a specific topic of interest to you. The paper should contain:

- an introduction to the topic – what it is and why it is important;
- a review of the literature on that topic;
- a critical discussion of the main concepts and issues presented in the literature; and
- a concluding section that summarizes the above.

I recommend a length target of 10 double-spaced pages, but quality is more important than quantity. **By February 26**, you must submit a written outline of your paper. The outline can be brief (about a page), but it must convey the basic content of your paper, organized by relevant sections. It should describe the information resources you have already located and any difficulties in obtaining resources.

The written term paper is due at the **beginning of class on March 12**. You will make an oral presentation of your paper during the period **March 7 to March 14**.

In your written report and oral presentation, you will demonstrate:

- your ability to access multiple relevant manuscripts on your topic;
- your in-depth knowledge of manuscript contents;
- your ability to synthesize, critically evaluate, and make conclusions from content across the multiple manuscripts;
- your ability to challenge conventional wisdom and/or provide a new way of looking at the topic;
- your ability to convey your knowledge in a paper that is logical, easy-to-read, grammatically correct, and with correct spelling; and
- your ability to convey your knowledge in an oral presentation.

Your grade will reflect the extent to which you demonstrate these skills (see Literature Sources below for requirements regarding use and submission of references). The written report is worth 30% of your grade and the oral presentation is worth 5%.

Groups of up to four students may work together on the term paper. All students within a group will receive the same grade for the written report. Each student must participate in the oral presentation, and each student will receive a separate grade for the presentation. Students who work on their own or with one other student should target a paper length of up to 10 pages and a presentation of 10 minutes plus 5 minutes for questions/discussion. Students who work in groups of three or four should target a paper length of more than 10 pages and a presentation of 15 minutes plus 5 minutes for questions/discussion.

Note: The reflection paper will have a personal/informal focus, and you may use the first person (e.g., “I felt that...”). The article comparison report and the term paper will have a formal focus, and you may not use the first person.

4. Class participation (10% of grade). You are expected to participate in class discussion – of the readings, of instructor's lectures, and of student presentations. In addition, specific in-class tasks will be required (e.g., discuss and present on a specific topic). Students who attend class, effectively complete the tasks, and demonstrate their achievement of the learning objectives through informed discussion will be allocated the full 10%. Points will be deducted for students who miss classes and/or do not engage in informed discussion. **Half of these points will automatically be deducted** if a student misses a class involving student presentations.

Your grade will be comprised of the following requirements:

Requirement/Assignment	Portion of grade (%)
Exams	40
Field trip (or article comparison report)	15
Term paper (report and presentation)	35
Class participation	10
Total	100

SUBMISSION AND TARDINESS

All written assignments must be submitted in paper (not electronic) format at the beginning of class (1:00 pm) on the dates indicated. Your grade will be reduced by one letter for each 24 hours the assignment is late. For example, if an article report is handed in at 4:00 on the due date and you would have received an A-, your grade for that report will be B-. Exceptions for legitimate reasons (e.g., severe illness) must be discussed with the instructor.

LITERATURE SOURCES

The term paper and the article comparison report should utilize the available literature. The three leading journals in tourism are *Annals of Tourism Research*, *Journal of Travel Research*, and *Tourism Management*, and each periodically contains articles on ecotourism, adventure tourism, or related topics. The *Journal of Sustainable Tourism* and the *Journal of Ecotourism* are more specialized and regularly contains relevant articles. Many other journals in tourism and other fields also periodically contain articles on eco and adventure tourism or related topics. Access to these journals, and searchable journal databases, will be discussed in class. There is much overlap between ecotourism, nature tourism, adventure tourism, and just plain tourism and recreation; you should keep this in mind when selecting terms for database searches.

You may also utilize books, reports, web material, and other sources of information. However, you should keep in mind that these sources typically do not undergo the same review process that journal articles do, and thus may have lower quality standards. Therefore, these sources should supplement journal articles rather than replace them. Regardless of the source, you should read material with a critical eye.

The majority (over 50%) of the material you use in your term paper should come from print and electronic library resources – not the free web. Each term paper should contain at least five relevant and accurate citations to journal articles or library book chapters. Failure to utilize these sources will lead to a reduction in your grade.

WRITING AND REFERENCING

For guidance on writing, refer to the paper or web versions of *The Elements of Style* by William Strunk, Jr. (<http://www.bartleby.com/141/>), material on the OSU Writing Intensive Curriculum (WIC) web site (http://wic.oregonstate.edu/wic_stdnt_writ_help.html), and/or other sources. APA format must be used for referencing. The APA publication manual is on reserve in the OSU-Cascades/COCC library. Tips are also available at the OSU WIC site above.

I am happy to either simply give you a grade on your writing assignments (report/term paper) or to provide comments/suggestions in addition to your grade. Your grade will be the same regardless of

which approach you prefer, but I will only provide comments if you write “Comments” on the top right of the cover of your assignments.

COCC has a writing lab and OSU has writing tutors. Unless you already are a strong writer, I strongly encourage you to take advantage of these resources. Check with the CAP Center and the OSU front desk for more information.

RESOURCES FOR ORAL PRESENTATIONS

Although your oral presentation only counts for a modest part of your grade, I encourage you to use this opportunity to enhance your presentation skills. A couple resources that may help in this regard are: A Guide to Effective Oral Presentations: The 4 Ss (<http://www.stern.nyu.edu/~wstarbuc/mob/presents.html>) and Effective Presentations (<http://www.kumc.edu/SAH/OTEd/jradel/effective.html>).

COURSE CONTENT

The readings refer to chapters in Weaver (W) or Swarbrooke et al. (S).

Note: The Wanderlust Tours field trip will be in lieu of class on Feb. 21.

Date	Topic	Readings
Jan 8	Course introduction	
Jan 10	History, context	W1
Jan 15	No class – MLK Day	
Jan 17	Definitions	S1
Jan 22	Market issues – ecotourism	W2
Jan 24	Market issues – adventure tourism	S3
Jan 29	Park entrance fees, user pays	W3
Jan 31	Research skills (Room 101)	S4
Feb 5	Ecological impacts	W4.1-4.3
Feb 7	Industry structure and actors, guest lecture (Joanne Dalsass)	W5
Feb 12	Mid-term exam	
Feb 14	Economic impacts	W4.4
Feb 19	Socio-cultural impacts	W4.5 – 4.7
Feb 21	No class	
Feb 26	Term paper outline due. Video – ET/AT, China example	
Feb 28	Ethics, accreditation/certification	S9
Mar 5	Planning and management	W7
Mar 7	Student presentations / possibly case study	S12
Mar 12	Term paper due. Student presentations	
Mar 14	Student presentations	

Final exam: Friday, March 23, 1 to 3 pm.