

Responsible Tourism Planning and Development
F20
0.5 Credits

General Course Information

Instructor:	Marion Joppe
<i>Email</i>	mjoppe@uoguelph.ca
<i>Office Location</i>	MACS#306
<i>Office Hours</i>	By appointment
<i>Department/School</i>	HFTM
Class Schedule	Synchronous: Tuesday, 2 – 3:30 pm
Teaching Assistant	Nazanin Tangestanizadeh
<i>Email</i>	ntangest@uoguelph.ca
<i>Office Hours</i>	By appointment
Pre-requisites:	N/A

Restrictions: HTM*2170 This is a Priority Access Course. Enrolment may be restricted to particular programs or specializations or semester levels during certain periods.

Course Description

This course provides an overview of the tourism industry globally, its scale, scope and organization. It focuses on the industry's role within a broader context of development choices and implications for responsible tourism planning. Topics covered include: reasons for development; tourism development as a strategy for urban revitalization; tourism's links to heritage conservation and regional development; sustainability and the adverse impacts of development; cultural considerations and community participation; and the importance of context for individual tourism projects.

Course Learning Outcomes

Upon successfully completing this course, you will:

Knowledge and Understanding:

1. Identify the major challenges faced by humanity and be able to link exercises and assignments back to those challenges.
2. Identify and describe the core concepts in tourism, including the scale, scope, and organization of the industry as well as its performance at the national and provincial level
3. Discuss tourism's role within the UN Sustainability Development Goals and identify tourism's potential in meeting them
4. Translate the policy development process (i.e. the means whereby policy problems are defined, resolved and reviewed)
5. Identify the roles of the public and private sectors, NGOs, and professional and trade associations involved in the tourism industry in Canada and worldwide

Discipline/Professional and Transferable:

Skills:

6. Analyze tourism development as a strategy for regional development and revitalization
7. Write a variety of critical and analytical assignments that demonstrate the appropriate use of terminology applied to the hospitality and tourism industries

Attitudes and Values

8. Critically appreciate the principals of sustainability and community involvement as they pertain to tourism through a variety of written and oral assignments

Summary of Course Content and Materials

The University of Guelph Course Link website will be used extensively throughout this course. Students are expected to check the site on a daily basis for regular updates to course contents. Additional relevant readings may be added to Course Link and students are expected to ensure these items are read. Synchronous talks will require preparation at home, a copy of which will be submitted by indicated due dates and count towards participation.

Course Assessment

			Associated Learning Outcomes	Due Date
Assessments 1-4:	40%	Assignments	LO 1 - 9	<i>Sept 21; Oct 9; Oct 23; Nov 6</i>
Assessment 5-6:	20%	Quizzes	LO 5, 7 - 9	<i>Sept 29; Nov 10</i>
Assessment 7:	30%	Final exam	LO 1-5, 7 - 8	<i>Dec 10, 2:30 pm</i>
Assessment 8:	10%	Participation	LO 1-9	
TOTAL:	100%			

Assignment 1: **Individually**, pick a topic covered under “profound disruptions” (no duplicates), research the topic in greater depth (2-3 pages) and post to your group’s discussion group **by September 14**.

As a group, discuss the various contributions and summarize in a voice-over powerpoint, post to your groups Dropbox **by September 21**.

Assignment 2: **Individually**, pick a sector or sub-sector covered under “tourism structure” (no duplicates), how Covid-19 has impacted it (2-3 pages) and post to your group’s discussion group **by October 5**.

As a group, find a time (30 minutes – must work with my schedule) to discuss the various contributions **by October 9**.

Assignment 3: **Individually**, review the 4 aspects of international policy, choose one of the topics to describe how it can be help achieve or contribute to achieving more responsible business practices post Covid-19 (2-3 pages) and post to your group’s discussion group **by October 16**.

As a group, discuss the various contributions and summarize in a voice-over powerpoint, post to your groups Dropbox **by October 23**.

Assignment 4: **Individually**, choose one of the UN Sustainability Goals (no overlaps) and explain how it relates to tourism (1-2 pages), and post to your group’s discussion group **by November 1**.

As a group, discuss the various contributions and summarize in a powerpoint. Find a time (30 minutes – must work with my schedule) to present and discuss **by November 6**.

Teaching and Learning Practices

Lectures

Lectures and synchronous discussions will require pre-reading, the watching of videos, or voice-over Powerpoints as outlined in Course Link.

Course Resources

Required Text: Harold Goodwin (2016). *Responsible Tourism*, Goodfellow Publishers

Recommended Text: The readings can be downloaded through the Library's on-line journal access or else are provided through Course Link.

Schedule

- Sep 8 **Introduction and course overview**
Introduction to course; expectations; assignments
Asynchronous:
- **Age of Profound Disruption**
 - **Video:** [Let the Environment Guide Our Development](#)
 - **Shifting of Middle Class and the Growth of Tourism**
 - **Video:** How economic inequality harms societies
- Readings:** [Drowning in plastic](#)
[The unprecedented expansion of the global middle class](#)
[The Asian century is set to begin](#)
[Rich Chinese outnumber wealthy Americans for the first time: Credit Suisse](#)
[The Millennium Project](#)
- Sept 15 **Discussion about PowerPoint, videos, and readings**
Asynchronous:
- **Tourism Definitions,**
 - **Structure, scale, scope, and organization of tourism**
- Readings:** *Textbook Chapter 2: The Business of Responsible Tourism*
- Sept 22 **Tourism's performance at the international and national level**
Asynchronous:
- **Tourism's performance at the provincial level**
 - **Tourism employment in Canada**
- Sept 29 **Quiz 1**
Asynchronous:
- **Conceptual evolution and definitional challenges of sustainability**
 - **Video: Costa Rica case, Video: Goose with the Golden Eggs**
 - **Play: [The Ecotourism Game](#)**
- Readings:** *Textbook Chapter 1: What is Responsible Tourism?*
[Sustainable Tourism Development: Different Shades of Green](#)
World Economic Forum: GDP is no longer an accurate measure of economic progress. Here's why
- Oct 6 **Discussion about PowerPoint, videos, game and readings**
Political ideologies and international policy
Asynchronous:
- **Movement of goods and people across borders**
 - **Air transportation**
 - **Cruise industry**

- **Consumer protection**

Readings: *Joppe International Tourism Policy*

Erdam & Kala_ An analysis of International legal documents

Oct 13

Thanksgiving

Asynchronous:

- **The need to redefine business**

Readings: *Textbook Chapter 2: The Business of Responsible Tourism*

[Unlearn-Bruce-Poon-Tip](#)

Oct 20

Discussion about Corporate Social Responsibility vs Sustainability vs Responsibility

Asynchronous:

- **Managing destinations – challenges and opportunities**

Video: [Iceland's Tourism Revolution](#)

Readings: *Textbook Chapter 3: Responsible Tourism in Destinations*

Oct 27

Tourism's role and the UN Sustainability Goal

Asynchronous:

- **Socio-economic challenges and opportunities related to tourism**

Video: *Gavin Bates, Moving Mountains*

Readings: *Textbook Chapter 4: Social Responsibility*

Textbook Chapter 5: Economic Responsibility

Nov 3

Quiz 2

Asynchronous:

- **Child protection**

Video: [The Responsible Tourism Debate: Child Protection](#)

Readings: [Child welfare and the travel industry guidelines](#)

Global-Study-on-the-Sexual-Exploitation-of-Children-in-Travel-and-Tourism

Sexual Exploitation of Children in Tourism

Nov 10

Discussion of initiatives by various sectors of tourism industry on child protection

Asynchronous:

- **Environmental Sustainability and climate change**

- **Calculate:** [Your ecological footprint](#)

Video: [Understanding the Science of Climate Change](#)

Readings: *Textbook Chapter 6: Environmental Responsibility*

[15 Canadian youth launch Canada's first federal youth climate lawsuit](#)

[Climate change: The Arctic as it is known today is almost certainly gone](#)

[Canada has the worst fuel economy in the world. Here's Why](#)

Nov 17

Discussion of carbon footprint, various contributions and strategies for minimization

Asynchronous:

- **The Future of Tourism**

Video: *Counting the cost*

Readings: *Textbook Chapter 7: What's to be done?*

Four Proposed Future Tourism Scenarios;

How Bad Will It Get When Overtourism Meets Climate Change?

Nov 24

Discussion about the future of tourism

Asynchronous:

In your various groups, you will research the latest in COVID-19 impact and travel sentiment. Details to be determined.

Video: [Coronavirus impact on megatrends](#) + accompanying slides

Grading Policies

Unless you have discussed an extension well ahead of the due date with the instructor, late penalties of 5% of the total grade earned per day (including weekends) will be assigned to any assessment (i.e. deducted from the total mark). Extensions will only be granted on the basis of valid medical or personal reasons, and need to be requested via email to the instructor as soon as possible. Late assignments will not be accepted once graded assignments have been returned officially to the class at large, unless circumstances permit and alternative arrangements have been made.

Students who find themselves unable to meet course requirements by the deadlines or the criteria expected because of medical or personal reasons, should review the regulations on academic consideration in the Academic Calendar and discuss their situation with the instructor, program counselor or other academic counselor as appropriate. <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds.shtml>

Missed Assignments:

A grade of zero will be assigned if you fail to submit an assignment, unless you are ill or have other compassionate reasons. Please read your Undergraduate Calendar for the regulations regarding illness and compassionate grounds. Please note, vacation travel, moving house, or outside work commitments will not be accepted as valid reasons for missing deadlines.

If you have religious observances which conflict with the course schedule or if you are registered with Student Accessibility Services, please contact the course instructor in order to make arrangements for your assessment, if appropriate.

Assignments are to be submitted ELECTRONICALLY **in Word, spaced 1.5** through CourseLink

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for Academic Consideration: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Illness

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the

responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note:

Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or see the website: <https://wellness.uoguelph.ca/accessibility/>

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#)

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Drop date

The last date to drop one-semester courses, without academic penalty, is December 4, 2020. For regulations and procedures for Dropping Courses, see the Academic Calendar:

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website

<https://news.uoguelph.ca/2019-novel-coronavirus-information/> and circulated by email.

Equity, Diversity, and Inclusion Statement

At the Lang School of Business and Economics, we are committed to developing leaders with a social conscience, an environmental sensibility, and a commitment to their communities. A core tenet within this vision is that diversity is a strength with which we can experience greater connection and understanding.

As such, we affirm the importance and shared responsibility of our students, faculty, and staff creating and promoting equity and inclusion within our learning spaces. Creating these kinds of learning cultures is a process, not a destination; it requires ongoing willingness on the part of each person to thoughtfully and critically listen, unlearn, learn, and engage as they are exposed to a multitude of perspectives and lived experiences. We encourage dialogues between students and instructors to address and advance opportunities for fostering greater diversity and inclusion in the learning environment. Openness to conversations with each other enables us to reflect and grow as we learn from one another respectfully and holistically.

As a department that is training the professionals of the future, we expect our learning spaces to abide by all institutional policies and guidelines, in particular those outlined by the Office of Diversity and Human Rights and the University of Guelph Human Rights Policy. Discrimination and harassment, as defined by our policies, will not be tolerated. Individuals should inform the appropriate party as per University policies if they experience any such behaviours.

Date Submitted to Chair:	July 31, 2020
Chair Signature (Approval):	
Date Approved by Chair:	