Department of Geography and the Environment The University of Texas at Austin

SYLLABUS Fall 2011

GEOGRAPHY (GRG) 342C: SUSTAINABLE DEVELOPMENT

TOURISM, POVERY AND DEVELOPMENT Unique # 37365

Class Meeting Time: TU and TH, 5:00 – 6:30 PM

Class Meeting Place: Geography Building (24th & Whitis), Room #102*

*possible room change, TBA

Professor: Dr. Rebecca Torres

Geography Building, Room #208 rebecca.torres@austin.utexas.edu

*Office Hours: TU & TH 11:00 AM – 12:30 PM

Graduate Assistant: Vanessa Martínez

Geography Building, Room #416 <u>vmartinez715@hotmail.com</u> *Office Hours: W 12:00 – 2 PM

Students with disabilities can request accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities at (512) 471-6259. More information may be obtained at http://www.utexas.edu/diversity/ddce/ssd/

COURSE DESCRIPTION

Tourism is the world's largest transnational industry and one of the fastest growing economic sectors. Globalization has created significant opportunities for the expansion of tourism to even the most remote corners of the planet. This global phenomenon has the power to generate foreign exchange earnings, attract international investment, increase tax revenues, create employment, and stimulate local economies in both industrialized and the developing nations. In most instances, realizing this potential involves the commodification of "place" and "space" for tourist mass consumption. Through a process of institutionalization and standardization, physical and cultural capital is packaged and transformed into "tourist spectacles" for the "tourist gaze." The economic, social, cultural and environmental landscapes of host destinations are, as a consequence, profoundly transformed. Tourism has a multitude of impacts, both positive and negative, on people's lives and the environment they inhabit. With increased globalization, tourism is now undergoing a process of diversification and specialization. Increasingly, we see the emergence of new forms of Post-Fordist tourism (nature tourism, ethnic tourism, adventure

tourism, etc.) as an alternative to "Fordist" mass tourism. There is also a trend for more "environmental" friendly and socially just forms of tourism such as "sustainable tourism," "responsible tourism," "ecotourism," and "volunteer tourism."

Tourism is increasingly being targeted by both industrialized and developing nations as a strategy for economic development. Development agencies are, for instance, advocating "propoor strategies" to harness tourism for poverty alleviation. Pro-poor tourism seeks to enhance the positive impacts of tourism while reducing the costs tourism can place on the poor. objectives of this course include to: 1) Critically analyze tourism as a mechanism for economic and community development, and poverty reduction; 2) Examine the social, cultural, economic and environmental impacts of tourism development; and 3) Analyze various strategies to minimize negative impacts and maximize benefits of tourism development. We will approach topics through a variety of methods, including: critical readings of academic and applied texts; in-class discussions, projects & activities; invited guest speakers; films; and student presentations. Texas' tourism resources and potential will be our "living laboratory." Students will do an individual participant observation research project of a tourism site/circumstance of their choice. Upon completion of the course, students will understand: 1) the problems and potential associated with employing tourism as a mechanism for community and economic development; 2) how different forms of tourism transform economic, social, cultural and environmental landscapes across the globe; 3) what are some different strategies for maximizing tourism benefits while minimizing costs.

TENTATIVE COURSE TOPICS

- Introduction to Global Tourism
- Participant Observation
- The Tourist
- Tourism and Development in LDCs
- Pro-Poor Tourism Development
- Indigenous and Ethnic Tourism
- Sustainable Tourism
- Cultural Representation and Tourism
- Ecotourism
- Gender and Tourism
- Sex Tourism
- Backwards linkages between tourism & other economic sectors
- Conflict between tourism & other sectors for natural resources

COURSE SCHEDULE

I have designed the course to include a variety of different in-class activities, films and potentially guest speakers. I believe this makes for a far more interesting course. However, scheduling is a bit more complex and requires greater flexibility. This factor, along with the accommodation of guest speaker schedules may mean that we must "jump around" a bit with respect to topics. For these reasons, I reserve the right to make changes in the schedule whenever necessary – but we will not move up the date of scheduled hand-in assignments (though sometimes our change may give you an extension on a deadline). On occasion, if necessary, I will send you an updated "class schedule" as I make changes. I will also post the updated schedules under the "Course Documents" in Blackboard. Please **check your e-mail** and our **class blackboard (Bb) site** regularly as I may inform you of modifications via e-mail or on the Bb web site (usually I will indicate changes on the announcements blackboard page as well as in class). If you should miss a class meeting, it is your responsibility to find out any changes in scheduling from one of your classmates, Vanessa, or me.

COURSE READINGS

The course readings consist of 1 required book and a variety of selected articles/book chapters, hand-outs and certain web sites. The reading load is relatively moderate as you are expected to do a significant amount of reading for your individual research papers. The required book is available at Money Wrench Books, 110 E. North Loop, Austin, Texas, 78751 (512-407-6925). Other readings will be posted on our Bb site. We will post readings in advance but make sure to check the current schedule – in the event that I make a change to the readings. In other words, check the schedule before doing the readings as I might decide to drop or add a particular article/chapter.

Please consult the weekly course schedule to plan your readings accordingly. As the course progresses, I will continue to update the schedules to allow some degree of flexibility. Any changes to this schedule will be announced and posted on Bb.

Required Book (Purchase):

Gregory, S. 2006. *The Devil Behind the Mirror: Globalization and Politics in the Dominican Republic.* Berkeley: University of California Press.

Selections from books, journal articles and Web Sites:

With the exception of the one book you must purchase, readings will be available through on our blackboard (Bb) site. ***Use the most recent "tentative course schedule" to guide your readings – THERE MAY BE READINGS POSTED ON THE SITE THAT WE DECIDE NOT TO COVER –SO CHECK THE LATEST SCHEDULE.

COURSE REQUIREMENTS & GRADING

Evaluation	
Short Reaction Papers (Due according to schedule, 4 total)	20% or 100 pts
Student(s) Facilitated Reading Discussions (small groups, 1 time)	10% or 50 pts
First Paper (6-8pgs): Participant Observation Project	20% or 100 pts
Final Paper (10pgs): Independent Research	25% or 125 pts
Participant Observation Presentation	5% or 25pts
Attendance/Participation (in-class activities, film questionnaires,	20% or 100pts
discussions, student research presentations [double weighted], etc.)	
TOTAL	100% = 500 pts

^{**} Letter grades will be assigned based on the following criteria:

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470 pts - 500 pts
(A)
        =
(A-)
        =
                450 pts - 469 pts
                440 pts - 449 pts
(B+)
                420 pts - 439 pts
(B)
                400 pts - 419 pts
(B-)
        =
                390 \text{ pts} - 399 \text{ pts}
(C+)
                370 \text{ pts} - 389 \text{ pts}
(C)
        =
(C-)
                350 pts - 369 pts
                340 pts - 349 pts
(D+)
(D)
                320 pts - 339 pts
                300 pts - 319 pts
(D-)
        =
                Below 300 pts
(F)
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SHORT REACTION PAPERS

Short Reaction Papers will comprise 20% of your grade. Throughout the semester you will complete 4 Reaction Papers, each 2-3 pages in length (double-space) and worth a possible 25 points (100 points total). The goal of these papers is to prepare you for our inclass discussion of the assigned readings. Good class discussions depend upon the quality contribution of all students. Therefore, it is imperative that students come to class adequately prepared to participate in class discussions. Preparation of Reaction Papers and discussion facilition will require that you do not simply passively read and underline the text, but that you critically analyze the authors' arguments and formulate your own opinion, response and reaction. Your Reaction Papers must be concise and comprehensive, adhering to the format specified below. Please use appropriate in-text citation when discussing more than one article. Make sure you cite all of the relevant readings assigned to a topic. In other words, always refer to the title of the text and the author in your paper, and if directly quoting from a text always include a page number.

Reaction Papers must include a critical review of the author's principal arguments, as well as your own response to the readings, and how they relate to previous work. A

simple summary of the readings, absent any critical analysis including your own thoughts, opinions, reactions, ideas, etc. will not be considered adequate and therefore will lower your grade. Often I will assign an overarching question(s) to serve as a theme to organize your reaction and critique on the specific topic. In addition, please formulate 2-3 questions at the end of your paper that we may draw upon in class discussions. These questions may be to clarify something you did not understand or to lead the class in further discussion.

Missing assignments will be recorded as a "0" and they will significantly lower your grade. You should keep all of your assignments and bring them to all class meetings in the event we have additional time to discuss previous readings. Also, always bring the books and articles we are reading to the class discussions.

You must notify us in advance of any intended absence due to illness or other reasons. If you have an unexpected absence due to illness you must provide documentation to receive credit for the late assignment. All papers must be handed-in via Blackboard, under the "Assignments" section, by 5 PM on the day on which they are due (no e-mailed papers unless special permission is granted; you should receive a confirmation message from Blackboard when you have successfully uploaded your paper). I will not accept papers left in mailboxes, under my office door or elsewhere. Papers will not be accepted late.

STUDENT FACILITATION OF READINGS

I believe in active learning where students take a leadership role and have the experience of designing, planning, preparing and facilitating a seminar discussion/activity. It is much more interesting and fun to have different formats, facilitators and approaches to our class topics. Small groups of 4-5 students will facilitate seminar sessions on selected course topics/readings throughout the semester. You will sign up for 1 session to facilitate with other students who choose the same topic/reading/class session. Facilitators will be expected to meet outside of class to plan and prepare the 1-hour of class time they will be responsible for facilitating discussion, in-class activity, learning exercise, etc. Students are free to organize the seminar in any manner they feel will stimulate discussion and analysis of the topic and/or readings for the given period. Creativity is encouraged and will be rewarded. Please do not simply provide a verbal presentation of the content of the readings - - the idea is to stimulate the class to think about, discuss, etc. the topics at hand. In addition, discussion leaders are required to prepare a brief handout that introduces the topic and outlines the activity and any important points to be covered in class. Facilitators are required to make use of visual materials such as flip-charts (provided by Dr. Torres) in order to record group activity. Charts and maps (broadly defined!) are examples of appropriate forms of recording. This helps to organize and improve the ensuing discussion. Remember, the goal of this is to engage all members of the class and encourage interesting discussion and debate on the topic. The required handout and any other facilitation materials (PowerPoint, additional texts, etc.) should be uploaded to Blackboard under

"Discussion Board" by 5 PM the day on which class is facilitated.

The one session you facilitate will count for 10% of your grade. You will be evaluated on preparation, creativity and the quality of class discussion/interaction. Because this is a group exercise – you will each have the opportunity to evaluate the other members of your group with respect to their participation, effort, contributions, etc. The evaluations of team members will also be considered when assigning grades (i.e. not all facilitators will necessarily receive the same grade). Evaluation forms can be found on Blackboard and should be turned-in under the appropriate link in "Assignments" by the next class meeting after facilitation has taken place. **Facilitation Grades will not be given until all group members have turned in a peer evaluation form.** Creativity is encouraged and I will provide a handout with some potential formats to help you with ideas. Also, I encourage your group to consult with Vanessa or me if you are unclear or would like to brainstorm some ideas. We will sign up for topics/readings in the first week of class.

**Please let Vanessa and/or Dr. Torres know in advance if you plan to use flip charts, markers, post-its, stickers, PPT, other available materials, etc. in your seminar session. With advance notice we can arrange a time when you can pick these items up before class.

ATTENDANCE/PARTICIPATION:

Given that this class follows a seminar-format – participation is very important (20% of your final grade). It is imperative that you attend all classes and come prepared to discuss all the assigned readings (even those for which Reaction Papers are not assigned – and especially those your classmates facilitate!). We will take formal attendance everyday and incorporate that into your final participation grade (please make sure you sign the attendance roster every class meeting). You will be rewarded with points for each class attendance. Please be advised that absences are weighed heavily and will likely have a negative impact on your final grade. If you are absent the day we do an inclass assignment – you will not be allowed to make-up the activity and you will lose points for the missed assignment as well as the absence. Also, if you are absent the day that a Reaction Paper is due – you will not be permitted to hand-in that paper outside of class unless you have an excused absence. Sessions where students present their research papers will be double weighted in terms of attendance.

FIRST PAPER: PARTICIAPANT OBSERVATION

Participant-observation is a methodology in which the researcher immerses him- or herself in the subject being studied. Presumably, the researcher gains understanding, perhaps more deeply than could be obtained, for example, by questionnaire or a simple statistical analysis. In the project, students are asked to travel to a tourist destination, engaging in a form of tourism. Preferably, the project should involve you traveling to a place and assuming the role of tourist. There are numerous nearby tourist locations well suited to a day or weekend trip, including popular tourist destinations within the city of Austin itself. But you are not just any tourist. You are required to observe, take notes,

take pictures, collect tourist brochures/advertising/information and interact with other tourists. Your goal is to understand: 1) why people are drawn to the attraction (motivations and desires); 2) how tourists view and interact with local residents, tourism industry workers and other tourists; 3) how this tourism location is marketed and promoted; 4) positive and negative consequences of particular tourist development; and 5) approaches by which to improve/enhance tourism benefits to the community and mitigate negative impacts.

You will write a 6-8 page—not including photos, brochures, tables, maps, figures, etc.—double-spaced, 12pt font, report describing your experiences. Please scan all items to be inserted electronically into the document as an appendix. The paper will be worth 20% or 100pts of your final grade. We will discuss the project in more detail in class sessions. For more information also refer to the Participant Observation Project Handout.

DUE DATE: Tuesday, October 25th

PARTICIPANT OBSERVATION PROJECT PRESENTATION

As part of the participant observation project, you will prepare a concise, 5-minute, professional quality presentation to the class summarizing your respective project and associated findings. Please prepare a PowerPoint (PPT) visual presentation to accompany your oral report. A good PPT will contain visuals such as photos, graphs, charts, etc. Please minimize the amount of text placed on each slide – the point of text slides is to help outline and clarify points - not to provide a verbatim text of your presentation. The presentation will be worth 5% or 25 points of your final grade. You will sign up for your presentation time slot in class. Presentations will take place on: **Tuesday October 25th**, **Thursday October 27th**, and **Tuesday November 1st**.

FINAL PAPER: INDIVIDUAL RESEARCH PAPER

One of the principal components of this course is an in-depth original research paper based on the tourism and development-related topic of your choice (pending my approval). This paper will provide you with the opportunity to study in-depth a tourism-related topic that interests you. The research paper, which is worth 25% of your final grade, will be submitted electronically via Blackboard on <u>Thursday</u>, <u>December 1st</u>, <u>2011</u> <u>by 5 PM</u>. You must submit a paragraph establishing your research topic and main research questions, as well as a list of 10 references on <u>Thursday</u>, <u>November 3rd</u>, <u>2011</u>.

You should begin to consider potential research topics today! Selecting a good topic is essential to writing an excellent paper. You will spend a significant amount of time on this paper so it is important to choose carefully a topic that interests you. Select a topic that is narrow but for which there are sufficient references available. You may select a topic related to material covered in class – however it must not be redundant.

Possible Topics Include:

• Tourism and Uneven Development in the South Pacific

- Case Study of Maasai Tourism
- Tourism as a Force for Rural Development in North Carolina
- Tourism Development in Bali
- Sherpa Tourism in Nepal
- Mass Tourism Development in Mexico
- Maya Tourism in San Cristobal de Las Casas.
- Ecotourism in Costa Rica
- Red Tourism in Cuba (or China)
- Tourism in the Wake of the Asian Tsunami
- Tourism for Peace
- Tourism as a Strategy for Poverty Alleviation
- Ecotourism for Environmental Conservation
- Tourism and the Commoditization of Culture
- Tourism and Authenticity
- Fair Trade Tourism
- Rural Tourism
- Rural tourism in China
- European Agro-tourism
- Agri-Tourism/Farm Tourism
- Wine Tourism
- Annapurna Conservation Project in Nepal
- Ethnic Tourism in Peru
- Tourism and Migration
- Sex Tourism in Cuba (or Thailand)
- "Romance" Tourism in Jamaica
- Cruise Tourism and Globalization
- Critical Theory in Tourism.
- Danger Tourism
- Poverty tourism.
- Volunteer Tourism
- Gender and Tourism
- The Rise, Fall and Revitalization of Las Vegas
- Tourism and Terrorism
- Social/Cultural Impacts of Tourism
- Environmental Impacts of Tourism
- Theories of Tourism as Ritual and Pilgrimage
- Religious Tourism
- Tourism and Globalization
- Tourism and Postmodernism
- Tourism and Representation

We will discuss detailed research paper guidelines in class; however, the following offers some general guidelines:

- 10 pages double spaced (not including title, tables, graphics, images and reference pages)
- 12 point, Times New Roman font
- 1 inch margins (top, bottom, sides)
- Page Numbering
- In-text citation of references
- Page numbers on quotes
- APA or other approved style (I will provide a hand-out on APA)
- Reference List/ Bibliography with at least 10 sources (a minimum of 6 must be journal articles or books)
- Include all of the following components: Title, Introduction, Thesis Statement, Body of Text (with sub-headings if appropriate), Conclusions, Reference Pages

**Please refer to the "RESEARCH PAPER INSTRUCTIONS & EVALUATION CRITERIA," hand-out for further details

Note on Academic Integrity: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services Web site: http://deanofstudents.utexas.edu/sjs. Refer to the Dean of Students Student Judicial Services website or call 471-2841 for the official university policies and procedures on scholastic dishonesty.

Note on Academic Writing:

This is a writing intensive course in which you will have the opportunity to critically and creatively engage with readings and conduct your own independent research. Please take this opportunity to work to improve your writing. We are available to answer questions and provide constructive feedback on your papers. Please DO NOT HESITATE to contact myself or the graduate assistant if you need help with your writing assignments. Also, we strongly encourage you to use UT's Undergraduate Writing Center located in the Flawn Academic Center 211. Contact them by phone at 471-6222 or find more info on their website http://uwc.utexas.edu/.