

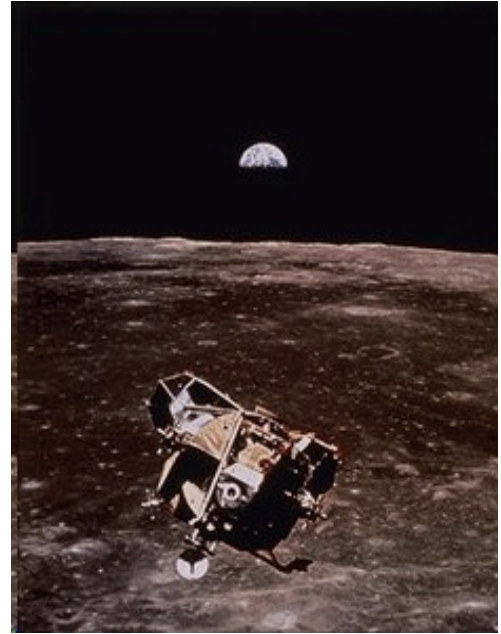
INTL 4/507 GLOBAL TRAVEL ISSUES
CRN #42785/42786
MTWR, 6-8:20 PM, July 20 - August 12
260 Condon

Instructor

Dr. Greg Ringer, email: gringer@uoregon.edu
Office hours by appointment

Course abstract

The exponential growth of travel worldwide is driven by the view 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 blended learning seminar combines classroom lectures and independent research to evaluate contemporary challenges in global tourism. Through exercises, assigned readings, and selected case studies from Asia, Africa, the Americas, Europe, and the Pacific, students will examine issues of climate change, habitat loss, armed conflict, the sex trade, terrorism, and “green” technology for travelers and destination communities. Students will also consider the ethical consequences of their own travel choices, and the broader implications for sustainable societies and global 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 to suggest alternative travel options, practices, and designs that may encourage more complementary interactions.

Objectives

Upon successful completion of this seminar, students will be able to:

1. Demonstrate a meaningful understanding of the critical practices and conceptual framework of international tourism, and the related issues and implications for developing countries and attractions worldwide;
2. Analyze and coherently discuss significant global travel trends, ethical considerations, and relevant socioeconomic, political, technological, and ecological impacts;
3. Discuss the role of international travel in promoting transnational collaboration and world peace;
4. Creatively design a travel video/slideshow that enables tourists to learn about another country, culture, recreational activity, or natural ecosystem, and highlights important concerns and opportunities for visitors and local residents.

Class Structure

This course blends classroom and online learning. The class will meet as scheduled through

Monday, 8/3; the remainder of the session will be set aside for students to research and prepare the final team project.

Students must be able to work independently via the Internet, and be familiar with the communication and collaboration tools on Blackboard. Knowledge and use of Skype is also recommended, though not required. Details at first class meeting.

Readings

Assigned readings are posted on Blackboard, and are to be read before each class meeting.

Grades

Credit or P/N. As a blending learning seminar, all students are expected to attend and actively participate in every class. Late assignments will not be accepted, due to the class structure and brief course schedule.

Attendance	10%
Participation	15%
In-class exercises	50%
Final team project	25%

Letter grades will be assigned using the following scale:

A+	98-100	A	93-97	A-	90-92
B+	87-89	B	83-86	B-	80-82
C+	77-79	C	73-76	C-	70-72
D	60-69	F	59 and below		

Lecture Topics

Monday, 7/20 ~ Introduction

- Fish (2008) Travel narrows. The New York Times (27 July): 1-2.
- Iyer (1998) Flight of fancy: travel as a love affair. Discovery: Cathay Pacific Inflight Magazine 4 (April): 42-46.
- McLane (2004) How to be a traveler, not a tourist: weighing risks, taking chances. National Geographic Traveler (November/December): 83-84.
- Taylor (2008) Greetings Eugene: dream weekend designed for outsiders and locals alike. The [Eugene] Register-Guard (6 April): 1-6.
- Case study: Pacific Northwest

Tuesday, 7/21 ~ Cultural Sustainability

- Chachage & Mallya (2007) Can tourism promote private and community interests concurrently? The [Dar es Salaam] Citizen (27 November): 1-3.
- Ringer (2005) Tourism can help preserve Africa's wilderness & Tourism Concern (2005) Tourism may not help preserve Africa's wilderness, in Africa: Opposing Viewpoints: 165-179.
- Weiner (2008) Slum visits: tourism or voyeurism? NYTimes.com (9 March): 1-3.
- Case study: Uganda National Parks

Wednesday, 7/22 ~ Social Identity & Participation

- Beunen, Regnerus & Jaarsma (2008) Gateways as a means of visitor

management in national parks and protected areas. *Tourism Management* 29: 138-145.

- Huang, Jinyang, Li & Zhong (2008) Visitors' attitudes towards China's national forest park policy, roles and functions, and appropriate use. *Journal of Sustainable Tourism* 16(1): 63-84.
- Case study: Alaska National Parks

Thursday, 7/23 ~ Gender

- Business Reporter (2008) Empowering women through tourism. *Sunday News* (12 April): 1.
- Clarke (2007) Older white women join Kenya's sex tourists. *Reuters* (25 November): 1-4.
- Ringer (2004) Geographies of tourism & place in Micronesia: the 'Sleeping Lady' awakes. *Journal of Pacific Studies* 26(1-2): 131-150.
- Case study: Pacific islands

Monday, 7/27 ~ Environmental Sustainability

- Eagles, McCool & Haynes (eds)(2002) The economics of tourism in protected areas, in *Guidelines for Planning and Management*: 113-117.
- Lucas (2009) Earth-friendly excursions: sustainable travel is good for people as well as the planet. *Alaska Airlines Magazine* 33(1): 108-118 & 143-144.
- Whalen (2008) Inca Trail: heavy load for porters. *CNN.com* (22 June): 1-4.
- Case study: Maya Biosphere Reserve, Guatemala & Manu Biosphere Reserve, Peru

Tuesday, 7/28 ~ Disease

- Becker (2008) Don't go there: the whole world has the travel bug. And it's ravaging the planet, *Washingtonpost.com* 31 August (B1): 1-3.
- Bierman (2009) Swine flu: a SARS repeat? Applying tourism's lessons learned from SARS to swine flu. *eTurboNews* (3 May): 1-2.
- McKercher & Chon (2004) The over-reaction to SARS and the collapse of Asian tourism. *Annals of Tourism Research* 31(3): 716-719.
- Case study: Greater Mekong Subregion, Southeast Asia

Wednesday, 7/29 ~ Climate Change

- Itano (2008) "As tourism booms, a push for new models: two Turkish villages illustrate the impact of radically different approaches to development. *The Christian Science Monitor* (17 January): 1-4.
- Williams (2007) Resorts prepare for a future without skis. *The New York Times* (2 December): 1-4.
- Case study: Canada & the Arctic

Thursday, 7/30 ~ Terrorism

- Farsari (2007) Sustainable tourism policy for Mediterranean destinations: issues and interrelationships. *International Journal of Tourism Policy* 1(1): 58-78.
- Nelson (2009) Tourist or terrorist? Computer knows. *MSNBC.com* (26 January): 1-2.

- Schwartz (2008) To boycott or not to boycott: the truth is, there are pros and cons to visiting countries with sketchy human rights records. *Budget Travel* (20 March): 46-47.
- Zuvela (2007) Bosnia's newfound tourism. *Reuters* (23 July): 1-3.
- Case study: Montenegro & west Balkans

Monday, 8/3 ~ Technology & Trends

- Agri-Business Council of Oregon (2003) Culinary tourism, 1.
- Awasthi & Talreja (2007) Smooth sailing for cruise ship tourism. *The [New Delhi] Sunday Economic Times*, 3 June: 1-2.
- Green (2007) Social media and social networking trends to drive travel marketing. *International TravelDailyNews.com* (16 November): 1-2.
- Heap, T (2008) Benidorm - the new face of eco-tourism. *BBC News* (15 May): 1-5.
- Sloan, G (2007) Both sides reap the benefits of volunteer trips. *USA Today* (7 December): 1-6.
- Case study: Marine education, volun-tourism & virtual travel

Tuesday, 8/4 - Tuesday, 8/11 ~ Independent research & preparation of team presentation (**no scheduled class meetings**)

Wednesday, 8/12 ~ Final team assignment **due by 5:00 PM (may be submitted electronically or to the International Studies office, 175 PLC).**

Final Team Project Guidelines (25%)

As a member of a tourism planning/design team, you will prepare a 15-minute travel video or Power Point slideshow for a tourism attraction of your choice. In your presentation, your team must:

1. Briefly describe the human and natural geography of the selected tourist destination;
2. Identify the dominant visitor attraction or recreational activity;
3. Define the desired benefits and users of tourism in your area;
4. Highlight the major issues and impacts of tourism to your facility, activity, or location;
5. Recommend three (3) "best practices" you will apply to mitigate any harmful environmental impacts, and increase the socioeconomic and educational benefits of your tourism project for residents and tourists.
6. Cite the source of all referenced data or direct quotes.

To be effective, be concise and focused in your presentation. Limit text, photos, and graphics to those essential to your message. Draw the viewer's attention to your key points.

A sign-up sheet will be circulated at the first class. Due by 5:00 PM, Wednesday, August 12. Submit by email, upload to Blackboard, or on a CD or DVD to the International Studies office, 175 PLC.