

Jill Heckathorn

Recreation 479: Ecotourism: Principles and Practice

Fall 2011

Syllabus

“How do you develop sustainability in an on-demand world with a short-attention span?”

Sustainable Development Notebook

“Every moment of the day provides an opportunity to create the conditions for Peace.”

Harrison Owen

Recr 479

MW 10 a.m. – 11:15 a.m.

Prof. Jill Heckathorn

Office hours: M/W 11:30 a.m. – 1:30 p.m.

T/R 8 a.m. – 9 a.m. or by appointment

Course Objectives

1. Understanding the history and evolution of ecotourism as a concept in tourism planning.
2. Understanding the concepts and theory of ecotourism.
3. Understanding the sustainability issues inherent in ecotourism.
4. Understanding the role and practices of traveler education in mitigating the environmental, social and cultural problems of tourism.
5. Understanding basic planning and management guidelines for ecotourism development from a national and international perspective.
6. Understanding ethics in ecotourism.
7. Applying principles of ecotourism to sectors of the tourism system, including travel planning and guiding.

Readings:

Critical issues in ecotourism, Edited by James Higham

Other readings as assigned, located on course calendar

Course Evaluation:

| | Percentage | Points |
|-----------------|-------------|------------|
| Reading Journal | 30% | 60 |
| Neah Bay | 35% | 70 |
| Project | <u>35%</u> | <u>70</u> |
| TOTAL | 100% | 200 |

Reading Journal: I have experimented over the past few years with the use of reading journals as an alternative to exams and there has been an almost unanimous ‘thumbs up’ from students. Reading journals act as a way to insure that folks are prepared for class and allow them to individually decide what is most relevant and interesting about the readings. I will give you a general format for journal entries and more specific instructions for a handful of days that demand a different structure in preparation for class. A typical entry is about one page; when there are multiple readings they should be done separately. It does not have to be in narrative form (there can be understandable lists, sentence fragments, etc), it can be typed or neatly handwritten. Much of it can be done as you are reading or by highlighting items that you want to pull from. You have one ‘Oops’ (no entry) before it effects your grade; there is a total of ten days/14 readings.

Grading Criteria:

- Relevance (clear reflection of reading, explanation provided)
- Represents scope and/or depth of reading (demonstrates that you have read and digested the whole reading)
- Demonstrates critical thinking (doesn’t simply paraphrase, shows thought)

General Entry Format:

- Title of reading and class date
- One paragraph response to reading (NOT a summary)
- 2-3 facts, quotes, or concepts of particular interest to you with a brief 1-2 sentence reflection for each
- List of resources of interest to you noted in reading (organizations, websites, etc)
- 1 thoughtful question to generate discussion about the reading followed by a brief response representing your answer to the question.

Specific Instructions (asterisks on calendar):

10/5 Select one section of interest, and write a brief overview of the nature of the best practices in that section, and identify the 6-8 items that were most surprising or unique.

10/12 Identify 8-10 criteria that you feel would be the most difficult to apply on a global scale with one sentence reflecting ‘why’.

10/21 Identify the rights that are most clearly related to tourism with a brief one sentence explanation.

**I would be happy to take a look at your reading journal to let you know if it is of ‘full credit’ quality. More formally, I have identified October 12th as a date to turn in the first four entries for feedback.*