

 COURSE ID & SECTION COURSE TITLE	No Picture Available PROFESSOR NAME
COURSE SYLLABUS	

**Adventure Tourism
HFT 3993**

**Spring 2013
PROFESSORS Lusby and Newman**

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COURSE DESCRIPTION

This travel study will cover international issues in global development such as sustainability, environmental impacts of tourism and sociocultural issues. The course introduces students to the interrelatedness of tourism issues by examining the adventure tourism industry, adventure tourism products, and supply and demand site. Students will learn through discussions, lectures, hands on activities and from local experts and guides. Through local engagement at the grass roots level in a small rural community, students will foster intercultural understanding and empathy, helping them to enhance their intercultural problem solving. When we experience traditions, cultures and habits different from ours we are put in a state of cognitive dissonance, negotiating this dissonance successfully through facilitation by the instructor will enable students to learn. Other forms of problem solving we will engage in as a class are for example: navigating the balance between meeting tourist demands and preserving natural resources; trying to meet the needs of different stakeholders that all of their own vision (for example tour guides, tourists, the Institute of Archeology, the cruise industry and the Ministry of Tourism)

COURSE METHODOLOGY

This course is a travel study course with hands on experiential learning in the country of Belize. We will travel to three different destinations in Belize, learning about tourism in Belize, its infrastructure and more. We will be actively involved in the community and learn through hands on experiences such as one on one conversations with community members, Mayan cooking and farming, guided medicinal jungle hikes, guided cave tours, workshops with local professionals and more.

Through discussions and debates with your classmates, instructor and guides, you will develop a sense of the interrelatedness of most issues and earn an increased global perspective. We will be active most days learning from each other, the local guides and your instructor. We will take time each day to debrief what we experienced, what it means and what we learn from it.

Following are examples of how the course outcomes will be met by specific activities:

GL Course Outcome	Specific Activities	Specific Lectures
Students will be able to evaluate the interrelated nature of international tourism by articulating the economic, environmental and social impacts of adventure tourism	<ol style="list-style-type: none"> 1. Full day guided cave excursion: addresses issues of economic and environmental impact, discrepancies between different stakeholders, sociocultural impacts 2. One on one interviews with local community members- addresses different perspectives and understanding of sociocultural impacts 3. Mayan cooking and farming: understanding of the society and culture 4. Howler monkey research: understanding of specific environmental impacts on this species, case study 	Guided discussion to facilitate learning, class readings and lectures
Students will be able to analyze the adventure tourism industry, including markets, products and tourist typologies by examining the issues through the lenses of the various international stakeholders.	<ol style="list-style-type: none"> 1. Workshop by local ecolodge and tourism stakeholders such as tour guide association 2. Reef tourism: cruise ships versus other forms through guided kayak and snorkel 3. Mayan culture: ruins, folklore and medicinal trail with focus on understanding the culture, and perspective of the Institute of Archeology, cruise industry, tour guides and local people 	Presentations and discussions Activities accompanied by lectures, debriefs and are fully guided, emphasizing different markets, management issues, marine parks
Students will demonstrate a willingness to overcome the challenges of cultural contrast in order to arrive at a solution that is sustainable and responsive to local needs as well as cultural practices.	<ol style="list-style-type: none"> 1. Community engagement: town hall meeting, service in school, and work in library and one on one interviews with people in village as well as women of the local coop 	Activity accompanied by facilitated debrief and discussion

COURSE OBJECTIVES

This travel study course will explore adventure tourism in Belize. Students will be learning about career opportunities, risk management, adventure tourism products and the infrastructure of adventure tourism. We will further investigate the interrelatedness of the various international aspects of the tourism industry through the social, cultural, economic and environmental impacts of adventure tourism. By examining issues from the perspective of different stakeholders (government, local people, tourists and tourism businesses), students will develop a global perspective.

LEARNING OUTCOMES

- A. Be able to analyze the adventure tourism industry, including markets, products and tourist typologies by examining the issues through the lenses of the various international

- stakeholders.
- B. Identify the interrelated nature of international tourism by examining the economic, environmental and social impacts of adventure tourism in Belize. Describe tourism as an export earner.
 - C. Describe the differences between ecotourism, adventure tourism and mass tourism and be able to identify each in Belize.
 - D. Explain the concept of ecolodges and identify defining characteristics.
 - E. Analyze the organizational structure of adventure tourism enterprises.
 - F. Describe grass roots efforts to use tourism as a tool for development in developing countries.
 - G. Discuss local global and international problems and issues relevant to the adventure travel and tourism industry in general, and Belize in particular.
 - H. Discuss issues related to the sustainable management of natural resources of Belize such as the reef, jungle, caves and Mayan historical sites.
 - I. Students will demonstrate a willingness to overcome the challenges of cultural contrast in order to arrive at a solution that is sustainable and responsive to local needs as well as cultural practices.

GLOBAL LEARNING OUTCOMES

- A. Global Awareness: Students will be able to evaluate the interrelated nature of international tourism by articulating the economic, environmental and social impacts of adventure tourism.
- B. Global Perspective: Students will be able to analyze the adventure tourism industry, including markets, products and tourist typologies by examining the issues through the lenses of the various international stakeholders.
- C. Global Engagement: Students will demonstrate a willingness to overcome the challenges of cultural contrast in order to arrive at a solution that is sustainable and responsive to local needs as well as cultural practices.

COURSE PRE-REQUISITES / CO-REQUISITES

None.

TEXTBOOK

Students will have a student reader/workbook to take on the trip. The workbook will be available online on the class blackboard site so students can print it. The reader covers issues of international adventure tourism development, readings on the various perspectives of tourism stakeholders and papers about the interrelatedness of the various tourism impacts. Sample references from the reader matched to the activities that go along with them:

Global Awareness:

Hardin, G, (1968). Tragedy of the Commons. Sciences full day guided cave tour, snorkel, ruins

Jafari, J, (1987). Tourism models: the sociocultural aspects. Tourism management (8), 2, 151-159. Maya

culture-ruins and cooking/farming/caves- focus on the sociocultural aspects of these activities

Global Perspective:

Brylske, A. (2009). Marine resource management for dive professionals – guided marine kayak and snorkel, as well as coral reef lecture

Edgell, D. (2006). Managing sustainable tourism. Routledge eco lodge workshop, guided cave and snorkel- focus on sustainable management of resources

Newsome, K., Moore, S., Dowling, R. (2003). Natural area tourism. Channel View Publication
medicinal walk, howler monkey research, guided cave tour, snorkel- focus on impacts and management

Medio, D., Ormond, R.F.G. & Pearson, M. (1997). Effects of briefings on rates of damage to coral by scuba divers. *Biological Conservation*. (79) 91-95. Guided snorkel and kayak

Riegl, B. & Riegl, A. (1996) Studies on coral community structure and damage as a basis for zoning marine reserves. *Biological Conservation* 77, 269-277. Kayak to marine research station, presentation- focus on managing marine preserves, zoning

Plog Tourist typologies

COURSE PROCEDURES

Short papers: These papers are aimed at demonstrating mastery of the course content. You will be given four topics related to topics covered on site. In your papers you are required to draw on material covered in class to make your argument. Papers should be well written, analytical and comprehensive and cite at least 2 sources.

Reflection journals: The reflection journals should keep a daily account of course related experiences. Break down your daily entries into the following suggested categories:

What did I learn about: 1. Belize and Central America; 2. Global perspectives of Adventure Tourism/ sustainable development and culture; 3. Myself; 4. What do I want to remember most from today?

Fieldwork: You will participate in cultural immersion and community service projects.

Class participation: Participation in lectures and discussion is absolutely crucial in this course. Students should come ready to discuss the assigned readings.

Pre-trip assignment: Please write a short two paragraph summary answering the following questions:

1. Why did you want to study abroad?
2. What do you expect from this trip?
3. Briefly describe in what ways you think Belize might be different from home and what you do on a regular basis?

PMA: POSITIVE MENTAL ATTITUDE

What do I mean by that? We are traveling in a foreign country and even with the best planning efforts we will have to be flexible in adapting to the personality of our guides, the weather, and other unforeseen circumstances. When things don't go as planned or you are tired or homesick just remember to focus on the experience and adventure.

Remember: It's not better its not worse: It's just different! What do I mean by that? We will be

traveling and living in a foreign, developing country and things will be different. Guest houses might not have the same standard that you are used to while traveling in the US. In fact, a lot of the places we will be staying at only have limited electricity through a generator. The roads are oftentimes unpaved. The food might taste or smell different to you. That does not mean they are worse or better, just different. Take in the experience and remember PMA.

Group behavior:

Because we are traveling as a group in a foreign country we will need to adhere to some codes of conduct to ensure the safety and security of everybody.

Some general guidelines:

1. Be a smart tourist: Do not openly carry valuables like expensive cameras, jewelry or clothing. In fact, I would suggest that if you do not absolutely need it to on the trip leave expensive clothes and equipment at home in the US. Simple shorts and T-shirts are perfectly suited clothes for this trip. Leave laptops, cell phones and I- pods at home unless you absolutely have to have them.
2. Do not leave your passports laying out. Make a copy of your passport before we leave.
3. If you do want to explore on your own in the free time make sure you go in groups of three. That way if something happens to one of you one student can stay with the injured student and the other one can go get help.
4. Be flexible and a good group member and teammate.
5. Remember you are not only representing yourself but also School of Hospitality and Tourism Management, Florida International University, Florida and lastly the US. Treat every guide and Belizean we meet kindly and with an open attitude, so that the next tourist from the US will be welcomed with the same open arms that welcomed you.

GRADING

4 short papers @ 25 points each.....	100 points
4 reflection journals @ 25 points each	100 points
Participation in lectures and discussions.....	100 points
Fieldwork	75 points
Pre trip assignment.....	25 points

A.....	400-360
B.....	359-320
C.....	319-280
D.....	379-240
F.....	below 240

Checklist for Papers: Cite two sources, grammatically correct, address and articulate interrelatedness, comprehensive description of content.

FIU / HTM POLICIES

The FIU Academic Pledge

As a student of this university:

I will be honest in my academic endeavors.

I will not represent someone else's work as my own.

I will not cheat, nor will I aid another's cheating.

Intellectual Honesty Statement

Students at Florida International University are expected to adhere to the highest standards of integrity in every aspect of their lives. Honesty in academic matters is part of this obligation. Academic Integrity is the adherence to those special values regarding life and work in an academic community. Any act or omission by a student which violates this concept of academic integrity and undermines the academic mission of the University, shall be defined as academic misconduct and shall be subject to the procedures and penalties mandated by the University and the School of Hospitality and Tourism Management.

Cell Phones

Cell phones and beepers are prohibited during class.

Itinerary

Day 1-4 Indian Church Village (community engagement, Maya ruins, Maya culturer)

Day 5-9 San Ignacio (Caves, medicinal jungle trail, rainforest ecology, impacts)

Day 10-12 Glover's Atoll (marine ecology, integrated coastal zone management)

ONLINE LEARNING @ HTM

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