

**Faculty of Kinesiology and Recreation Management  
University of Manitoba  
REC 3090 K01: Sustainable Nature-Based Tourism  
Fall 2018 CRN#11007**

---

**COURSE DETAILS**

---

**COURSE TITLE & NUMBER:**

REC 3090 K01 – Sustainable Nature-Based Tourism

**NUMBER OF CREDIT HOURS:**

3.0

**CLASS TIMES & DAYS OF WEEK:**

Wednesdays, 2:30pm – 5:15pm

**LOCATION:**

136 Frank Kennedy Centre

**PREREQUISITES:**

[KPER 1400 (or the former PERS 1400 or the former REC 1400)] and [REC 2100 (or the former PERS 1300 or the former REC 1200)].

**RESTRICTIONS:**

May not be held for credit with PERS 3090 (123.309).

**VOLUNTARY WITHDRAWAL (VW) DATE:** Friday November 19<sup>th</sup>, 2018.

---

**INSTRUCTOR CONTACT INFORMATION**

---

**INSTRUCTOR'S NAME:** Kelsey Johansen

**PREFERRED FORM OF ADDRESS:** Kelsey

**OFFICE LOCATION:** 123A Frank Kennedy Centre

**OFFICE HOURS:** Tuesdays and Thursdays 10:30 – 11:30am, or by appointment.

**EMAIL:** Kelsey.Johansen@umanitoba.ca

**CONTACT:** Email correspondence should be professionally written, including proper punctuation and spelling. The subject line must begin with REC 3090, and **must** be sent from your University of Manitoba email address.

---

## GENERAL COURSE INFORMATION

---

**COURSE DESCRIPTION:**

Analysis of the growth and development of sustainable nature-based tourism as a global and regional phenomenon. Particular emphasis will be placed upon the fundamental principles of sustainability, natural resource and visitor management for recreation, and the role of outdoor recreation and education in Sustainable Tourism Planning and Management.

**COURSE AIM:**

This course builds on the foundations developed in PERS 1300: Introduction to Leisure Travel and PERS 1400: Concepts of Recreation and Leisure and aims to apply this foundational knowledge to a specific aspect of tourism, that which occurs within the context of the natural (non-built) environment while critically analyzing the sustainability of these types of touristic pursuits from an environmental, economic and socio-cultural perspective.

**COURSE OBJECTIVES:**

Through the course, students will explore types of nature-based tourism, drawing distinctions between nature-based tourism and other forms of tourism (e.g., traditional mass tourism, special interest tourism), evaluate the positive and negative impacts of nature-based tourism (e.g., social, economic, environmental), and discuss contemporary issues such as accreditation/certification, interpretation, sustainable design, and human/wildlife conflicts as well as consumptive vs. non-consumptive practices within nature-based tourism.

**INTENDED LEARNING OUTCOMES:**

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

1. Define nature-based tourism, identify sub-sets of alternative forms of tourism within nature-based tourism, and differentiate between these and non-nature-based tourism;
2. Understand the philosophical and contemporary concepts and issues associated with nature-based tourism, including its associated impacts;
3. Critically examine the issues underlying the growth and development of nature-based tourism and understand the environmental, economic and socio-cultural context in which nature-based tourism occurs;
4. Describe and provide examples of positive and negative socio-cultural, economic, and environmental impacts associated with nature-based tourism;
5. Prescribe strategies for managing and monitoring these impacts;
6. Explain and provide applications of theories and concepts related to tourism in general and nature-based tourism in particular (e.g., staged authenticity, acculturation, leakage, green-washing; codes of ethics);
7. Describe and discuss contemporary issues such as accreditation and certification, interpretation, marketing, and sustainable design in nature-based tourism; and,

8. Define and explain "sustainability" and apply indicators of tourism sustainability as a form of evaluation in case study situations.

**READINGS:****Required Readings:**

Newsome, D., Moore, S.A., & Dowling, R.K. (2012). *Natural Area Tourism: Ecology, Impacts and Management*. (2<sup>nd</sup> Ed.). Bristol, UK: Channelview Publications. (480 pages).

**Supplemental Required Readings:**

Supplemental readings will be available via hyperlink on UM Learn (see below), as electronic reserves and are noted in the extended course outline as **SRRP**, followed by the author(s) last name(s) and publication date.

Specific readings allocated for each week from within the course textbook and / or supplemental readings are detailed within the class schedule below. A complete list of the supplemental required readings can be found at the back of the syllabus.

**USING COPYRIGHT MATERIALS:**

Please respect copyright. We will use copyrighted content in this course. I have ensured that the content I use is appropriately acknowledged and is copied in accordance with copyright laws and University guidelines. Copyrighted works, including those created by me, are made available for private study and research and must not be distributed in any format without permission. Do not upload copyrighted works to a learning management system (such as UM Learn), or any website, unless an exception to the *Copyright Act* applies or written permission has been confirmed from the original author (this also applies to course notes, lecture slides, etc.). For more information, see the University's Copyright Office website at <http://umanitoba.ca/copyright/> or contact [um\\_copyright@umanitoba.ca](mailto:um_copyright@umanitoba.ca).

**RECORDING CLASS LECTURES:**

Both myself (Kelsey Johansen) and the University of Manitoba hold copyright over the course materials, presentations and lectures which form part of this course. No audio or video recording of lectures or presentations is allowed in any format, openly or surreptitiously, in whole or in part without permission of your instructor, Kelsey Johansen, or the guest lecturer in question. Course materials (both paper and digital) are for the participant's private study and research. As such, and as per the above, they may not be uploaded to a virtual learning management system (such as UM Learn) or any website, or otherwise distributed in print or digital format, unless an exception to the *Copyright Act* applies or written permission has been confirmed from the original author.

**TECHNOLOGY IN THE CLASSROOM:**

It is the general University of Manitoba policy that all technology resources are to be used in a responsible, efficient, ethical and legal manner. The student may use forms of technology in classroom setting but **only** for educational purposes

approved by Instructor and/or the University of Manitoba Student Accessibility Services. Student should not participate in personal direct electronic messaging / posting activities (e-mail, texting, video or voice chat, wikis, blogs, social networking [e.g. Facebook]), online and offline "gaming" or viewing of streamed or other forms of video content online (e.g. Netflix, YouTube, etc.) during scheduled class time. **If a student is on call (for an emergency or has a child in care) then the student should switch his/her cell phone to vibrate mode and leave the classroom before using it** (Adapted from © [S Kondrashov](#); used with permission).

---

## TEACHING STYLE

---

I use a Socratic teaching style. Therefore, a large part of my in-class teaching is interactive and includes posing questions. The aim of these questions are not to test your knowledge, but to encourage critical thinking and reflection and promote cooperative but 'argumentative' dialogue in which one perspective is debated and critiqued by questioning our assumptions and internal beliefs. While I expect students to respond, I do not expect perfection. Offering examples from your personal and professional experiences, and exploring them through dialogue and in light of theory is highly encouraged. Furthermore, to facilitate a deeper and more reflective understanding of course content, students are strongly encouraged to ask questions and to be engaged in class.

### **CLASS FORMAT & IMPORTANT DETAILS:**

Classes will be a combination of lectures, discussions, guest speakers, presentations, field trips and in-class activities, including small group activities and in-class viewings.

#### **In-Class Activities:**

There will be some dates when you will work with each other to complete in class activities, problem solve, or critique course readings and material. Group work is a valuable part of this course and is directly connected with Learning Outcomes (Please see 'Absences & In-Class Activities' below) and assessments.

#### **In-Class Viewings:**

There will be dates in which in-class viewings are shown (see course schedule for details). In-class assignments will accompany these viewings. In-class viewings are a valuable part of this course and are directly connected with Learning Outcomes (see 'Absences & In-Class Activities' below) and assessments.

#### **Group-Based Assignments:**

Group work forms a portion of the assessments associated with this course. Students will be expected to form a group with whom they deliver a group seminar. Additional details regarding the Seminar, including expectations, can be found in the Assignment Outline at the end of the course outline;

assignment expectations will also be reviewed in-class throughout the semester.

Students should also note that **the University of Manitoba's regulations regarding Academic Integrity also apply to group work** (please see the section on Academic Integrity below for details).

**Notes:**

Instructor's detailed notes will **NOT** be provided to students. If you miss a lecture for a valid reason you are expected to obtain class notes from a fellow student, do the associated readings as assigned, and if questions persist to arrange to meet with the Instructor to review your questions about the missed material. Material **will not** be re-taught one-on-one to students who are absent from class, see *Expectations* below.

**UM Learn:**

UM Learn will be used by the Instructor to upload course related material (including posting durable links to supplemental readings, assignment outline documents, etc.), grades will be posted, and updates will be added via this online learning support tool. Check this regularly for up-to-date course related information and relevant newsworthy research updates.

---

**COMMUNICATION**

---

The University requires all students to activate an official University email account. For full details of the University of Manitoba's Electronic Communication with Students policy please visit:  
[http://umanitoba.ca/admin/governance/media/Electronic Communication with Students Policy - 2014 06 05.pdf](http://umanitoba.ca/admin/governance/media/Electronic_Communication_with_Students_Policy_-_2014_06_05.pdf)

Please note that all communication between myself and you as a student must comply with the electronic communication with student policy ([http://umanitoba.ca/admin/governance/governing\\_documents/community/electronic communication with students policy.html](http://umanitoba.ca/admin/governance/governing_documents/community/electronic_communication_with_students_policy.html)). You are required to obtain and use your U of M email account for all communication between yourself and the University. Additionally,

Email correspondence should be professionally written, including proper punctuation and spelling. The subject line **must** begin with PERS 3090, and **must** be sent from your University of Manitoba email address, as per the above.

---

**EXPECTATIONS OF STUDENTS**

---

Your voice, your insight, and your presence are all important! Therefore, class participation is a substantial part of this class and you cannot participate if you are

not present or are unprepared. In addition, attendance and being in class on time are professional behaviour that should be fostered now, if they are not already part of your academic routine. Therefore,

- Students are expected to be prepared for class having read the assigned readings in advance. Preparation and study before class will enable students to make stronger connections between independent learning and guidance provided by the Instructor and guest lectures, or on field trips.
- Students are expected to arrive on time, and to be actively involved in class discussions. This means, when appropriate, being prepared to actively participate in class by: asking questions, sharing examples, and considering what background knowledge you can bring to this course to share with your fellow students, Instructors, and guest lecturers.
  - As a courtesy to your fellow students, interrupting others and other forms of disruptive behaviour which occur during in-class activities, and discussions, will not be tolerated (please see below regarding the University of Manitoba's Respectful Work and Learning Environment policy).
- Students are responsible for all class material, readings, and announcements made in class and via UM Learn (which may include date changes for topics, tests or assignments). It is recommended that students take notes during class lectures, presentations, individual student and group presentations, in-class activities and viewings, and when guest speakers join us.
- As per the above, electronic devices should not be used during class time unless required as a note-taking aid; texting and instant messaging are not permitted. It can be disrespectful and distracting to others if you are engaging in other forms of communication during the course.
  - As per the above, lectures may not be recorded unless permission is sought from the Instructor or the guest lecturer **in advance**.

### **Academic Integrity:**

Plagiarism or any other form of cheating in examinations or term tests is subject to serious academic penalty. Please refer to [UM On-line Calendar - Academic Integrity](#). Additionally, students should be aware of the following:

- Group projects are subject to the rules of academic dishonesty;
- Group members must ensure that a group project adheres to the principles of academic integrity; and
- All work is to be completed independently unless otherwise specified.

### **Statement Regarding Conduct:**

In accordance with the University policy on [Respectful Work and Learning Environment](#), respectful and appropriate behaviour is expected in this course. Inappropriate or disruptive student behaviour is defined as "behaviour that a) interferes with the academic activities of the university

and/or b) inhibits the ability of other students to learn and of the instructor to teach.”

### **Statement Regarding Safety and Field Trips**

Students should be aware that this course includes a field trip, the cost of which is covered by your course fees. Students should be aware that the field trip includes travel by rustic buggy in an outdoors environment and should dress accordingly, and as per weather conditions, including wearing sturdy, close-toed shoes. Students should also be aware that participation in the trip involves observation of wild animals, in their natural habitat and that specific behavioural guidelines will be delivered by on-site staff prior to the commencement of the buggy tour.

The Faculty of Kinesiology & Recreation Management expects all students to abide by the University policy on [Respectful Work and Learning Environment](#) during field trips, as an extension of the learning environment, and that students conduct themselves on field trips with maturity and respect for others as well as for the environment around them. Failure to do so jeopardizes field trips for future students.

In addition, the following expectations are held of all REC 3090: Sustainable Nature-Based Tourism students while on field trips:

1. **Safety is paramount.** Field trip participants must follow all safety rules and regulations indicated by the trip leader and on-site staff at all times. A student who willfully endangers the safety and welfare of him/herself or another will be required to leave the field trip and return home at the student's own expense.
2. **Alcohol is not permitted during field trip activity time.** Students who violate this rule will be required to leave the field trip and return home at the student's own expense.
3. **Transportation will be provided.** All students are expected to arrive on time for departure from and return to campus and to behave in accordance with directions provide by the designated transportation operator at all times.
4. **Tobacco use of any kind is prohibited in group field trip vehicles and on-site.** Smoking on-site is prohibited during field trip owing to the sensitive nature of the ecosystem. Student should be aware that this includes 'vaping', e-cigarette use, and smoking of illegal and prohibited substances. Students who violate this rule will be required to leave the field trip and return home at the student's own expense.
5. Field trip leaders and on-site staff will establish rules and regulations for specific trips and will make the final decision regarding whether any proposed activity is appropriate. **Participants will be expected to comply with all rules and regulations established by the trip leader(s) and on-site staff.**

- 6. Students are required to complete the Student Health form** and make field trip leaders aware of special health conditions and medical needs prior to trip departure.
- 7. Students are required to complete the photo release form** prior to trip departure, **and**
- 8. Students are welcome to bring cameras with them.** However, they **MUST** abide by directions provided by on-site staff regarding wildlife proximity during photographic opportunities and flash use.

**Faculty Attendance Policy:**

"Students absent from class for three or more days due to illness are required to present a certificate from a physician. Unexcused absences of more than three hours of class time in a theory or experiential learning course may result in the student being required to withdraw from the course or may result in an "F" grade being assigned".

According to the KRM Faculty Handbook, an excused absence includes:

- a) medical certificate
- b) a bonafide inter-university sport competition
- c) permission of instructor prior to absence
- d) compassionate reasons to be determined by the instructor or Dean.

**Students should be aware that as this class occurs once per week, on Wednesday afternoons for a three-hour interval, this equates to missing a single class.**

**NOTE:** *Attendance will be regularly taken, and the Faculty attendance policy will be strictly enforced in this class.*

**Absences & In-Class Activities:**

You are responsible for getting all information for any class that you miss. You cannot make up in-class assignments, guest lectures, field trips, or in-class viewings if you are absent.

---

**WHAT YOU CAN EXPECT FROM ME**

---

In addition to the information provided above, under the heading *Teaching Style*, students can expect the following from me:

- That I will strive to foster a respectful and engaging classroom and extended learning environment, by respecting your input in class and quickly and professionally dealing with any disruptions and conflicts which may arise in accordance with the University of Manitoba's [Respectful Work and Learning Environment](#) policy.



- That any changes to the course's scheduled delivery will be communicated and discussed with you with as much advanced notice as possible, and that changes will be emailed to the student body as well as posted on UM Learn.
- Timely responses to email inquiries (usually under 24 hours), **provided that email correspondences are sent from your University of Manitoba email address**, and are professionally written, with the subject line beginning with the course number, as per the statement on *Contact* (page 1).
  - An automatic response to your email indicating when you can expect to have a response from me will be used when emails cannot be responded to within 24 – 48 hours (for example automatic responses will be used: during University closures, semester breaks, off campus training, workshop attendance or conference or research leave, when coaching out of town tournaments, and / or during times of illness).
- Fair consideration of all requests for extensions on coursework. However, students should be aware that ultimately decisions will be based on University Policy and in a manner that ensures fairness to **all students in the course**.
- Fair consideration of all requests to have papers remarked provided the following criteria is met:
  - The student has taken a minimum of 48 hours following the receipt of their mark(s) to:
    - Review all detailed comments made on the assessment;
    - Review the assignment outline, expectations and marking rubric;
    - Listed any and all areas where they feel they were marked unfairly;
    - Spoken with the Graduate Teaching Assistant (if applicable), and
    - Either made an appointment to discuss the mark in question or arrived prepared to my next scheduled set of office hours.
- And, that I will be available for consultation regarding the course, and other academic issues, during the posted office hours associated with your course.
  - Students are also encouraged to stop by when my office door is open, or to request an appointment outside of the stipulated course-related office hours if they are unable to attend or their inquiry is urgent.

### DETAILED COURSE OUTLINE

This schedule is subject to change at the discretion of the instructor and/or based on the learning needs of the students but such changes are subject to Section 2.8 of the - [ROASS](#) - Procedure. Any changes to said schedule will be discussed in class and posted on UMLearn.

Week	Date	Topic	Readings	Assignments
1	September 5 <sup>th</sup> 2018	<b>Course Introduction</b>	<b>Newsome et. al. (2012):</b> Chapter 1	
		<b>Defining Natural Areas &amp; Nature-Based Tourism:</b> What are we talking about?	<b>SRRP 1:</b> Tourism New South Wales, (nd).	
		<b>Nature-Based Tourists:</b> Typologies and Activity Preferences	<b>SRRP 2:</b> Mehmetoglu, (2007).	
2	September 12 <sup>th</sup> 2018	<b>Conceptions of Wilderness:</b> The Ecological Perspective & Associated Management Techniques	<b>Newsome et. al. (2012):</b> Chapter 2	
		<b>Tourism &amp; Sustainability:</b> The Rise of Nature-Based Tourism  <i>Review of Fort Whyte Critical Reflection Assignment</i>	<b>SRRP 3:</b> Dilworth (2006).  <b>SRRP 4:</b> Farrell & Twining-Ward (2005). <b>SRRP 5:</b> Kristjánsdóttir, Ólafsdóttir & Ragnarsdóttir (2017).	
3	September 19 <sup>th</sup> 2018	<b>FORT WHYTE FIELD TRIP</b>	<b>SRRP 7:</b> Tremblay (2001).	<i>Participation Marks (2.5%) - On-Site Activities</i>
4	September 26 <sup>th</sup> 2018	<b>Sustainable Development:</b> Weighing Economic Benefits and Environmental Principles	<b>SRRP 6:</b> Wang, Pfiser & Morais (2006).	
		<b>Environmental Impacts I:</b> Types of Environmental Impacts	<b>Newsome et. al. (2012):</b> Chapter 3 (pp. 79 – 137)	
5	October 3 <sup>rd</sup> 2018	<b>Environmental Impacts II:</b> Challenges Posed by Human & Wildlife Interactions	<b>SRRP 8:</b> Reynolds & Braithwaite (2001). <b>SRRP 9:</b> Orams (2002).	<i>Participation Marks (2.5%) – Film Reflection Sheet</i>
		<b>In-Class Viewing:</b> Indigenous Communities and Tourism	<b>SRRP 10:</b> Gallardo & Stein (2008).	
6	October 10 <sup>th</sup> 2018	<b>Social / Cultural Issues</b>	<b>SRRP 11:</b> Carrier & Mac Leod (2005). <b>SRRP 12:</b> Ward & Berno (2011).	<i>Fort Whyte Critical Reflection Due (15%)</i>
		<b>Economic Issues:</b> Ecotourism & Local Communities	<b>SRRP 13:</b> Scheyvens (1999).	
7	October 17 <sup>th</sup> 2018	<b>Guest Talk:</b> Sarah Clark (FKRM Liaison Librarian) – Using Library Databases for your Critical Reflection Paper and Seminar Presentation		
		<b>Accreditation, Certification, &amp; Ethics:</b> Are we green washing tourism?  <i>Review of NBT Activity Critical Reflection Assignment</i>	<b>SRRP 14:</b> Orams (1997). <b>SRRP 15:</b> Buckley (2002). <b>SRRP 16:</b> UNWTO (n.d.).	

### DETAILED COURSE OUTLINE

This schedule is subject to change at the discretion of the instructor and/or based on the learning needs of the students but such changes are subject to Section 2.8 of the - [ROASS](#) - Procedure. Any changes to said schedule will be discussed in class and posted on UMLearn.

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments</b>
8	October 24 <sup>th</sup> 2018	<b>Visitor Planning:</b> Process, Theories and Frameworks	<b>Newsome et. al. (2012):</b> Chapter 4	<i>Participation Marks (2.5%) – Public Consultation &amp; Visitor Planning</i>
		<b>In-Class Activity:</b> Sting Ray Tourism Planning in Australia	<b>SSRP 17:</b> Lewis & Newsome (2003)	
9	October 31 <sup>st</sup> 2018	<b>Management Strategies:</b> Designation, Policies and Actions	<b>Newsome et. al. (2012):</b> Chapter 5	
		<b>Interpretation:</b> Principles, Effectiveness and Techniques <i>Review of Seminar Presentation Expectations &amp; Topic Sign Ups</i>	<b>Newsome et. al. (2012):</b> Chapter 6	
10	November 7 <sup>th</sup> 2018	<b>Monitoring:</b> Ideas, Programs, and Standards	<b>Newsome et. al. (2012):</b> Chapter 7	<i>Nature-Based Tourism Activity Critical Reflection Due (25%)</i>
		<b>The Future of Nature-Based Tourism</b>	<b>Newsome et. al. (2012):</b> Chapter 8	
11	<b>NO CLASSES FALL TERM BREAK November 12<sup>th</sup> – 16<sup>th</sup> 2018</b>			
12	November 21 <sup>st</sup> 2018	Seminar Presentations (Topics 1 – 6)	<i>Participation Marks (2.5%) – Attendance and Engagement in Seminars</i>	<i>Seminar Presentations (15%)</i>
13	November 28 <sup>th</sup> 2018	Seminar Presentations (Topics 7 - 12)	<i>Participation Marks (2.5%) – Attendance and Engagement in Seminars</i>	<i>Seminar Presentations (15%)</i>
14	December 5 <sup>th</sup> 2017	Seminar Presentations (Topics 13 - 15)	<i>Participation Marks (2.5%) – Attendance and Engagement in Seminars</i>	<i>Seminar Presentations (15%)</i>
		<b>Course Conclusion</b> <i>Review of Final Exam Format and Content</i>		

---

## EVALUATION

---

A variety of evaluation methods will be used in this course to gauge student performance and learning relative to the course's aims, objectives and learning outcomes. Details on each evaluation method (either in-course assessments in the forms of assignments and presentations or the final summative examination) are provided at the end of the course outline. Additional details regarding expectations for assignments will be delivered in class.

<b>Assessment</b>	<b>Weight</b>	<b>Due Date</b>	<b>Learning Outcome(s)</b>
Fort Whyte Critical Reflection	15%	October 10 <sup>th</sup> 2018	1., 2., 3., 4., 5., and, 8.
Participation	15%	See Detailed Course Outline (p. 10-11)	1., 2., 3., 4., 5., 6., 7., 8.
Nature-Based Tourism Activity Critical Reflection	25%	November 7 <sup>th</sup> 2018	1., 2., 3., 4., and, 5.
Seminar Facilitation	15%	As per Sign Up Sheet (Nov 21 <sup>st</sup> , Nov 28 <sup>th</sup> or Dec 5 <sup>th</sup> 2018)	1., 2., 3., 4., 5., 6., 7., and, 8.
Final Exam*	30%	TBA	1., 2., 3., 4., 5., 6., 7., and 8.
<b>TOTAL</b>	<b>100%</b>		

\*Students are reminded that the Fall 2018 exam period spans the dates of December 10<sup>th</sup> through 21<sup>st</sup> 2018. All students must remain available to write the final exam at any time during this period.

### Grading:

The letter grade assigned to each student will reflect the description of the grade outlines below. Grades will be based on the following scale:

A+	Exceptional	(90-100%)
A	Excellent	(80-89.99%)
B+	Very good	(75-79.99%)
B	Good	(70-74.99%)
C+	Satisfactory	(65-69.99)
C	Adequate	(60-64.99%)
D	Marginal	(50-59.99%)
F	Failure	(49.99% or lower)

**Note:** Final grades will be calculated to 0.01 decimal points.

### Passing Grade Policy:

A minimum grade of "C" is required to pass all faculty-required courses. Students will be permitted to repeat a failed faculty-required course and are strongly encouraged to meet with a faculty advisor to discuss an academic

plan. (Faculty Council, March 22, 2017).

---

## STUDY, WRITING & RESEARCH RESOURCES

---

### ACADEMIC LEARNING CENTRE

The Academic Learning Centre is available on campus (201 Tier) and as a digital resource (<http://umanitoba.ca/student/academiclearning/services/services.html>) for students. Each semester they offer a number of workshops as well as individual appointment and a writing tutor program, all of which are aimed at cultivating student's academic success skills.

Some of their other offerings include Handouts and Workshops on: academic writing, grammar, research skills, test taking, reading for academic comprehension, note taking, delivering presentations and time management. Students are encouraged to make use of these free programs and to identify other on campus services which may enhance their UM learning experience.

### LIAISON LIBRARIAN

Liaison Librarians are specially trained to help patrons find the best sources. The Liaison Librarian assigned to the Faculty of Kinesiology and Recreation Management is Ms. Sarah Clark. If you are struggling with identifying sources for your assignments contacting her should be your first step. She is available as a resource to assist you at any stage of your individual assignments or group project. Sarah can assist with finding resources, accessing materials, and referencing / citations. Individual and group appointments can be made by email [Sarah.Clark@umanitoba.ca](mailto:Sarah.Clark@umanitoba.ca), or by clicking on this link <http://lib-umanitoba.libcal.com/appointment/11742>.

### STUDENT ACCESSIBILITY SERVICES

If you are a student with a disability, please contact SAS for academic accommodation supports and services such as note-taking, interpreting, assistive technology and exam accommodations. Students who have, or think they may have, a disability (e.g. mental illness, learning, medical, hearing, injury-related, visual) are invited to contact SAS to arrange a confidential consultation. Student Accessibility Services <http://umanitoba.ca/student/saa/accessibility/> 520 University Centre, 204 474 7423, [Student\\_accessibility@umanitoba.ca](mailto:Student_accessibility@umanitoba.ca).

### VALUABLE STUDENT INFORMATION

Student Advocacy - [http://umanitoba.ca/student/saa/student\\_advocacy/](http://umanitoba.ca/student/saa/student_advocacy/)  
Student Counselling and Career Centre - <http://umanitoba.ca/student/counselling/>  
Library - <http://umanitoba.ca/libraries/>

## **UM Library Website, Kinesiology and Recreation Management Database, and UM Learning Centre:**

Conducting research, formatting assignments, and ensuring that you cite your sources properly can be a daunting task. If you would like additional help with any of these aspects of your writing, please visit [the Kinesiology and Recreation Management Database](#)'s website, download any number of [helpful writing guides](#) or consider attending a UM [Academic Learning Centre workshop](#).

## **ASSIGNMENTS**

### **Individual Assignments:**

#### **Fort Whyte Critical Reflection (15%)**

**October 10th 2018**

The purpose of the Fort Whyte Critical Reflection is for students to critically reflect on the **environmental** sustainability of one of the two Tours undertaken during the Fort Whyte Field Trip. ). Students are encouraged to pull in information from their field trip experience, including the Q&A session with site staff, as well as the course readings and independent research.

**NOTE:** Students are expected to complete the 'Fort Whyte Critical Reflection' **individually** and as assigned.

- You must write a 5 - 7 page paper (excluding title page, references and appendices).
  - It is important for students to note that discussing types of nature-based tourism is **not** the objective of this assignment. Instead, your marks will be reflective of your ability to critical reflect on the environmental impact, and mitigation techniques relevant to, your selected tour.
  - Since spelling, grammar, and APA (writing mechanics) will be worth 15% of your mark, succinctness and clarity count.
  - An additional 70% of your mark will come from the content of your assignment.
  - The remaining 15% of your mark will be determined based upon an appropriate use of referencing (APA 6<sup>th</sup> Edition) and research.
  - Text must be typed and at minimum 1.5 spacing, left-justified, with margins, pages numbers and manuscript headers following APA 6<sup>th</sup> Edition formatting, and using 12-point Times New Roman type.
  - Students are required to use at least **5** references of which **at least half must be** from referred journals or acceptable alternatives.
    - Students are permitted to use the Fort Whyte website as one source.
    - Information gathered through the Q&A session **must** be cited as personal communications and counts as a reference.

- Information gathered through participating in the tour can be used, but does not count as a reference. It **must** be referred to as your observation / and or experience.
- All cited material in the text **must** be documented in APA 6<sup>th</sup> Edition format.

## **Participation (15%)**

**See dates on pages 10 -11**

### **1. Fort Whyte Field Trip (2.5%)**

The purpose of the Fort Whyte Field Trip is two-fold. One, visiting Fort Whyte will provide students with the opportunity to tour the site, learn about its history and organizational structure, mission / vision and programs, and participate in a few interpretative activities that illustrate Fort Whyte as a regional case study in sustainable nature-based recreation and tourism. Secondly, it will form the basis for you to write your Fort Whyte critical reflection (see assignment above).

#### ***Field Trip Participation will be assessed using the following scale:***

- 0 = Did not attend
- 0.5 = Attended, but did not participate.
- 1.0 = Attended, superficial participation.
- 1.5 = Attended, satisfactory participation.
- 2.0 = Attended, substantial participation.
- 2.5 = Attended, excellent participation.

**NOTE:** Attendance will be taken.

### **2. In-Class Viewing - Film Reflection Sheet (2.5%)**

The purpose of the in-class viewing is for you to demonstrate your understanding of the socio-cultural and economic impacts of tourism on indigenous communities.

#### ***Participation in the Viewing will be assessed using the following scale:***

- 0 = Did not attend
- 0.5 = Attended; did not complete Student Seminar Critical Reflection Sheet.
- 1.0 = Attended; superficial completion of Student Seminar Critical Reflection Sheet.
- 1.5 = Attended; satisfactory completion of Student Seminar Critical Reflection Sheet.
- 2.0 = Attended, thorough completion of Student Seminar Critical Reflection Sheet.
- 2.5 = Attended, excellent participation; thorough completion of Student Seminar Critical Reflection Sheet.

**NOTE:** Attendance will be taken.

### **3. Public Consultation & Visitor Planning (2.5%)**

The purpose of the Public Consultation & Visitor Planning Activity is for students to experience the tourism development and public consultation process, while demonstrating their understanding of the environmental impacts of tourism on marine environments, and the economic impacts of tourism for small communities.

**Activity Participation will be assessed using the following scale:**

- 0 = Did not attend
- 0.5 = Attended, but did not participate.
- 1.0 = Attended, superficial participation.
- 1.5 = Attended, satisfactory participation.
- 2.0 = Attended, substantial participation.
- 2.5 = Attended, excellent participation.

**NOTE:** Attendance will be taken.

### **4. Seminar Participation (2.5% per seminar day = 7.5 % total)**

Seminars are a vital part of most academic courses and give you an opportunity to discuss topics and issues with other students and members of academic staff. This sort of critical debate and argumentation is very useful in developing your grasp and understanding of your subject.

Benefits associated with seminars and tutorials include opportunities to:

- apply knowledge from your lectures and background reading;
- solve problems in a team to maximise your creativity;
- test your understanding and develop new insights;
- learn from other people's approaches and ideas; and,
- clarify any concepts that you might not have understood.

As such, prior to each Seminar class, students are expected to have completed the assigned readings so that relevant issues can be discussed and engagement with the seminar can occur. This involves reading and summarizing the 2 articles in advance (one pre-break seminar, and one post-break seminar), preparing an insightful question to stimulate dialogue in the seminars and being prepared to discuss essential ideas of the assigned readings with criticism and insight. To facilitate this, the top portion of your **Student Seminar Critical Reflection Sheet** must be completed before the beginning of the day's seminars.

Following the completion of each Seminar class, additional time will be allotted (in class) to complete the bottom half of your Student Seminar Critical Reflection sheet, and Participation Self-Assessment prior to submission for grading.



**NOTE:** Students are expected to complete the Student Seminar Critical Reflection sheets **individually** and as directed, with the first portion completed prior to the class, and the second completed following the seminar. These sheets are due after the Seminars, on each day for which there are a Group Seminars.

***Seminar Participation will be assessed using the following scale:***

- 0 = Did not attend
- 0.5 = Attended, but did not participate; did not complete Student Seminar Critical Reflection Sheet.
- 1.0 = Attended, superficial participation; did not complete Student Seminar Critical Reflection Sheet.
- 1.5 = Attended, satisfactory participation; superficial completion of Student Seminar Critical Reflection Sheet.
- 2.0 = Attended, substantial participation; satisfactory completion of Student Seminar Critical Reflection Sheet.
- 2.5 = Attended, excellent participation; thorough completion of Student Seminar Critical Reflection Sheet.

**NOTE:** Attendance will be taken.

**NBT Activity Critical Reflection (25%)**

**November 7<sup>th</sup> 2018**

The purpose of the Critical Reflection is for you to synthesize your understanding of the philosophical, socio-cultural, economic, sustainability or other associated concepts of nature-based tourism and relate them their own life experiences (past, present or future intended). Students are encouraged to pull in information from the course readings and must include independent research.

**NOTE:** Students are expected to complete the 'Critical Reflection' **individually** and as assigned.

- You can write an 8-10 page paper (excluding title page, references and appendices) **OR** you can choose an alternative way to present this information (e.g., blog, photo essay, news article (text and pictures) etc.)
  - If you choose an alternative format you must run your idea by me first to receive approval; **you still need to meet the general requirements set out in the assignment sheet**, available through UM Learn.
- It is important for students to note that discussing types of nature-based tourism is **not** the objective of this assignment. Instead, your marks will be reflective of your ability to integrate definitions of, and concepts related to, a type of nature-based tourism to your own life. This can include explanations of **how** nature-based tourism is defined, and your **critical reflection on why** you engage in nature-based tourism (either professional or personally).

- Since spelling, grammar, and APA (writing mechanics) will be worth 15% of your mark, succinctness and clarity count.
- An additional 70% of your mark will come from the content of your assignment.
- The remaining 15% of your mark will be determined based upon an appropriate use of referencing (APA 6<sup>th</sup> Edition) and research.
- Text must be typed and at minimum 1.5 spacing, left-justified, with margins, pages numbers and manuscript headers following APA 6<sup>th</sup> Edition formatting, and using 12-point Times New Roman type.
- Students are required to use at least **8** references of which **at least half must be** from referred journals or acceptable alternatives.
- All cited material in the text **must** be documented in APA 6<sup>th</sup> Edition format.

### **Seminar Facilitation (15%)                      Nov 21st, Nov 28th or Dec 5th 2018**

The purpose of the Seminar Facilitation is for students to assess and critique a current issue related to nature-based tourism, while developing critical thinking, argumentation, and oral presentation skills. Through the Seminar Facilitation, students will acquire the capacity to critically analyze advanced texts in sustainable nature-based tourism development, management, planning and research, and then communicate their understanding in a way that is clear and understandable to their fellow students. A secondary aim of this assignment is for students to practice oral presentation skills, active listening and guided discussion engagement (see Assignment 3: Participation in Seminars, above).

On October 31<sup>st</sup> 2018, students will have the opportunity to select a seminar topic to present from the following list:

<b>Date</b>	<b>Seminar</b>	<b>Topic</b>	<b>Required Reading</b>
Nov 21 <sup>st</sup> 2018	1	Dark Sky Tourism	Weaver. (2011).
	2	Geotourism	Farsani, Coelho & Costa. (2011).
	3	Last Chance Tourism	Lemelin, Dawson, Stewart, Maher & Lueck. (2010).
	4	Glamping	Brochado & Pereira. (2017).
	5	Mindful Tourist Experiences	Chen, Scott & Benchendorff. (2017).
	6	Hunting Tourism	Øian & Skogen. (2016).
Nov 28 <sup>th</sup> 2018	7	Rural Tourism Development	McGehee, Knollenberg & Komorowski. (2015).
	8	Pro-Poor Tourism	Tolkach, Pearlman & King. (2012).
	9	NBT Tourism & Traditional Culture	Cheer, Reeves & Laing. (2013).
	10	Overtourism	Seraphin, Sheeran & Pilato. (2018).
	11	Neoliberalism	Duffy. (2015).
	12	Women in Adventure Tourism	Doran. (2015).

Dec 5 <sup>th</sup> 2018	13	Seismic Risk Planning in Tourism	Orchiston. (2011).
	14	Carbon Emissions	Howitt et al. (2010).
	15	Space Tourism	Spector, Higham & Doering. (2017).

Students will be allocated one article (or book chapter) which they are required to read carefully, analyze, and select relevant parts of. Then, they must formulate and deliver an oral presentation on the article or chapter (with either Prezi or PowerPoint support) to the class.

Each Seminar must be 25 minutes in length; during the seminar, 15 minutes will be allocated for the presentation with the rest of the time dedicated to a facilitated discussion with fellow students and the Instructor.

**The Seminars MUST include the following aspects:**

1. The WHAT:
  - a. A brief summary, including:
    - i. The key question(s) that the author(s) address in their article (or chapter).
2. The WHY:
  - a. An explanation of why this topic is important to achieving sustainable nature-based tourism, including its relationship to the three pillars.
3. The HOW:
  - a. A discussion of how a better understanding of the topic can contribute to sustainable nature-based tourism and achieving the UN 2030 Sustainable Development Goals.
4. The MESSAGE:
  - a. A statement of the key message of the article (or chapter) for researchers and practitioners of nature-based tourism.
5. The IMPACT:
  - a. An exploration of the potential positive benefits, and / or detriments of the key concept, and
6. A CRITICAL ASSESSEMENT:
  - a. A discussion of the strengths and limitations of the article (or chapter).

For the facilitated discussion, presenters must formulate questions based on their reading of the paper (article or chapter) as presented to the class. As such, students are required to undertake additional reads in the topic area to carefully formulate questions that will stimulate further discussion beyond what is covered in the article. The question and discussion session will comprise the remaining 10 minutes of the seminar.

**The Seminar's facilitated discussion MUST include questions that require participants to critically interact with the text (article or chapter) not simply re-state or summarize the text.**

**NOTE:** Students are expected to complete and deliver the 'Seminar' **individually**, and as assigned unless registration numbers require students to work in pairs.

Finalized presentation slides and notetaking guides must be uploaded to dropbox the day before the presentation (i.e. by 11:59PM the day before the presentation is delivered in class).

### **Final Exam (30%)**

**TBA**

The Student Records Office will schedule the comprehensive final exam during the December examination period. Final exam questions will be drawn from the lectures, class discussion, the text, in-class viewings, field trip, Group Seminars and associated readings, and the Supplemental Required Reading Package articles (designated SSRP in the course schedule). **The final exam will be cumulative and will assess student's knowledge of content from the entire course.** Questions will therefore cover material from the entire course.

**NOTE:** The Fall Semester examination period falls from December 10<sup>th</sup> through 21<sup>st</sup> 2018. All students must remain available to write the final exam at any time during this period. **There will be no early administration of the final exam.**

**If you arrive at the final exam more than 30 minutes late you will not be allowed into the exam room** as this is highly disruptive to students already writing the examination. In the case of a missed final exam the decision to allow the student to write the final exam at a later time will be left to the Dean of the student's faculty. **All students' must bring their student ID cards to the final exam.**

### **Policy on Late Assignments:**

All assignments are due on the date specified, at the time specified, unless prior arrangements have been made with the instructor, or a doctor's medical note excusing the student is provided. A penalty of 10% of the allocated mark for the specific assignment per day (including each day of the weekend) will be applied to late assignments, up to a maximum of three days at which point assignments will no longer be accepted without prior arrangements or a doctor's note.

- For the purpose of determining a late penalty, weekends will count as 2 days.
- No late assignments will be accepted after graded assignments have been returned to students.
- This policy applies to both individual and group assignments, as will the application of late penalties.

### **Writing and Layout for both Critical Reflections:**

Written assignments are evaluated on the following criteria: writing style (15%), content (70%) and referencing (15%).

- **Writing Style (15%):**
  - Spelling, grammar, layout, and writing mechanics / style. Aim to be succinct and clear in your argumentation.
- **Content (70%):**
  - Whether your submission clearly meets the specific objectives of the assignment.
- **Referencing (15%):**
  - Determined based upon an appropriate use of referencing (APA 6<sup>th</sup> Edition) and research as evidenced by the inclusion of in-text citations from well thought out academic, government and industry sources to support your argumentation as well as a summative reference list, and inclusion of the minimum number of required references.
- Text must be typed and at minimum 1.5 spacing, left-justified, with margins, pages numbers, headings and manuscript headers following APA 6<sup>th</sup> Edition formatting, and using 12-point Times New Roman type.
- Students are required to use at least **a minimum number** references of which **at least half must be** from referred journals or acceptable alternatives (i.e. government or industry literature).
  - **NOTE: The minimum number of required references will be stipulated for each assignment.** These references are **in addition to** the course textbook and assigned supplemental required readings. Use of the minimum number of required references will earn you a passing grade on your references – **students are expected to exceed the minimum number of required references to earn an exception or excellent rating on their research / referencing.**
- All cited material in the text **must** be documented in APA 6<sup>th</sup> Edition format; a final summative reference list which is formatted using APA 6<sup>th</sup> Edition and which details all cited materials used in the body of your assignment **must** be included on a separate page at the back of your assignment.

**NOTE:** Detailed Rubrics will be provided for each assignment. The aim of sharing these with you is so that you will be aware of how you are being assessed. Please familiarize yourself with these Rubrics, as doing so will improve the likelihood that your submission meets the assessed criteria.

### **Assignment Submission:**

- All assignments are due by 11:59:59 pm on the date specified in the Course Outline, unless otherwise arranged with the instructor.

- Electronic submissions of assignments are the only type of assignment which will be accepted.

**Referencing and Citation Style:**

Students are expected to use the APA (6<sup>th</sup> Edition) system of referencing in all assignments associated with this course. A comprehensive summary of the APA 6<sup>th</sup> Edition Guidelines for citations is available for download from the University Library, via the [Kinesiology and Recreation Management Writing and Citing Guides](#).

**A NOTE ON ACCEPTABLE SOURCES:**

It's perfectly acceptable for an academic paper to cite non-scholarly sources. For instance, if you wanted to argue that a destination marketing campaign is a commercial product designed to appeal to a specific target market, you would probably be expected to describe the campaign by quoting key phrases or slogans, describing video footage, or including images from promotional materials, analyzing brief transcripts from online review sites like Trip Advisor, and refer to a marketing report that described a recent trend or shift in the market. **BUT: this kind of a paper wouldn't be a researched academic essay**, unless it was also grounded in recent research on such subjects as marketing, psychology, tourist demographics, and tourism flows.

For this reason, students must include a minimum number of academic sources in each assignment. These academic sources may then be supplemented with alternative sources from government, industry, and popular media. **However...**

**WIKIPEDIA IS NOT AN ACCEPTABLE ACADEMIC SOURCE!!!**

---

**SUPPLEMENTAL REQUIRED READINGS PACKAGE**

---

Hyperlinks to digital copies of the following articles (.pdf format), which comprise the REC 3090 Supplemental Required Reading Package, can be found on UMLearn.

**September 5<sup>th</sup> 2018**

1. Tourism New South Wales. (nd). Defining Nature-Based Tourism.
2. Mehmetoglu, M. (2007). Typologising nature-based tourists by activity – theoretical and practical implications. *Tourism Management*, 28, pp. 651 – 660.

**September 12<sup>th</sup> 2018**

3. Dilworth, G. (2006). Defining Wilderness with Pictures: An Exploratory Study. *In the Proceedings of the 2006 Northeastern Recreation Research Symposium* (pp. 295 – 299).
4. Farrell, B. & Twining-Ward, L. (2005). Seven Steps Towards Sustainability: Tourism in the Context of New Knowledge. *Journal of Sustainable Tourism*, 13(2), pp. 109 – 122.
5. Kristjánisdóttir, K. R., Ólafsdóttir, R. & Ragnarsdóttir, K.V. (2017). Reviewing integrated sustainability indicators for tourism. *Journal of Sustainable Tourism*, [online preview copy], pp. 1 - 17  
<http://dx.doi.org/10.1080/09669582.2017.1364741>

**September 19<sup>th</sup> 2018**

6. Tremblay, P. (2001). Wildlife Tourism Consumption: Consumptive or Non-Consumptive? *The International Journal of Tourism Research*, 3(1), pp. 81-86.

**September 26<sup>th</sup> 2018**

7. Wang, Y., Pfister, R.E. & Morais, D.B. (2006). Residents' Attitudes Toward Tourism Development: A Case Study of Washington, NC. *In the Proceedings of the 2006 Northeastern Recreation Research Symposium* (pp. 411 – 419).

**October 3<sup>rd</sup> 2018**

8. Reynolds, P. C. & Braithwaite, D. (2001). Towards a conceptual framework for wildlife tourism. *Tourism Management*, 22, pp. 31-42.
9. Orams, M. B. (2002). Feeding wildlife as a tourism attraction: A review of issues and impacts. *Tourism Management*, 23, 281 – 293.

10. Gallardo, J.H. & Stein, T.V. (2008). Participation, Power and Racial Representation: Negotiating Nature-Based Tourism and Heritage Tourism Development in the Rural South. *Society & Natural Resources*, 20(7), pp. 597-611.

### **October 10<sup>th</sup> 2018**

11. Carrier, J.G. & Mac Leod, D.V.L. (2005). Bursting the Bubble: The Socio-Cultural Context of Ecotourism. *Royal Anthropological Institute*, 11, pp. 315 – 334.
12. Ward, C. & Berno, T. (2011). Beyond social exchange theory: Attitudes towards Tourists. *Annals of Tourism Research*, 38(4), pp. 1556-1569. DOI: <http://dx.doi.org/10.1016/j.annals.2011.02.005>
13. Scheyvens, R. (1999). Ecotourism and the empowerment of local communities. *Tourism Management*, 20, pp. 245 – 249.

### **October 17<sup>th</sup> 2018**

14. Orams, M.B. (1997). The Effectiveness of Environmental Education: Can We Turn Tourists into 'Greenies'? *Progress in Tourism and Hospitality Research*, 3, pp. 295–306.
15. Buckley, R. (2002). Tourism ecolabels. *Annals of Tourism Research*, 29(1), 183-208.
16. United Nations World Tourism Organization. (n.d.). Global Code of Ethics <http://ethics.unwto.org/en/content/global-code-ethics-tourism>

### **October 24<sup>th</sup> 2018**

17. Lewis, A. & Newsome, D. (2003). Planning for Stingray Tourism at Hamelin Bay, Western Australia: the Importance of Stakeholder Perspectives. *International Journal of Tourism Research*, 5, pp. 331- 346. DOI: 10.1002/jtr.442

### **November 7<sup>th</sup> 2018**

No SRRP readings.

### **November 14<sup>th</sup> 2018**

No class – Fall Semester Break.

**November 21<sup>st</sup>, 28<sup>th</sup>, and December 5<sup>th</sup> are seminar days, please see next list.**



---

### REQUIRED SEMINAR READINGS

---

Hyperlinks to digital copies of the following articles (.pdf format), which comprise the REC 3090 Required Seminar Readings, can be found on UMLearn.

**November 21<sup>st</sup> 2018 (Seminar Day – pick 2 articles to read in advance [one pre-break seminar, and one post-break seminar])**

1. Weaver, D. (2011). Celestial Ecotourism: new horizons in nature-based tourism. *Journal of Ecotourism*, 10(1), pp. 38-45. DOI: 10.1080/14724040903576116
2. Farsani, N.T., Coelho, C. & Costa, C. (2011). Geotourism and Geoparks as Novel Strategies for Socio-economic Development in Rural Areas. *International Journal of Tourism Research*, 13, pp. 68 – 81. DOI: 10.1002/jtr.800
3. Lemelin, R.H., Dawson, J., Stewart, E., Maher, P. & Lueck, M. (2010). Last-chance tourism: the boom, doom, and gloom of visiting vanishing destinations. *Current Issues in Tourism*, 13(5), pp. 477-493, DOI: 10.1080/13683500903406367
4. Brochado, A. & Pereira, C. (2017). Research Note - Comfortable experiences in nature accommodation: Perceived service quality in Glamping. *Journal of Outdoor Recreation and Tourism*, 17, pp. 77–83.  
<http://dx.doi.org/10.1016/j.jort.2017.01.005>
5. Chen, L.I., Scott, N. & Benchedorff, P. (2017). Mindful tourist experiences: A Buddhist perspective. *Annals of Tourism Research*, 64, pp. 1–12.  
<http://dx.doi.org/10.1016/j.annals.2017.01.013>
6. Øian, H. & Skogen, K. (2016). Property and Possession: Hunting Tourism and the Morality of Landownership in Rural Norway. *Society & Natural Resources*, 29(1), pp. 104-118. DOI: 10.1080/08941920.2015.1041658

**November 28<sup>th</sup> 2018 (Seminar Day – pick 2 articles to read in advance [one pre-break seminar, and one post-break seminar])**

7. McGehee, D., Knollenberg, M. & Komorowski, B. (2015). Key Implementation Factors in Pro-poor Tourism. *Tourism Recreation Research*, 37(1), pp. 3-13. DOI: 10.1080/02508281.2012.11081683
8. Tolkach, Pearlman & King. (2012). ) Key Implementation Factors in Pro-poor Tourism. *Tourism Recreation Research*, 37(1), pp. 3-13, DOI: 10.1080/02508281.2012.11081683
9. Cheer, J.M., Reeves, K.J. & Laing, J.H. (2013). TOURISM AND TRADITIONAL CULTURE: LAND DIVING IN VANUATU. *Annals of Tourism Research*, 43, pp. 435–455. <http://dx.doi.org/10.1016/j.annals.2013.06.005>

10. Seraphin, H., Sheeran, P. & Pilato, M. (2018). Regional Spotlight: Over-tourism and the fall of Venice as a destination. *Journal of Destination Marketing & Management* (3 pages). <https://doi.org/10.1016/j.jdmm.2018.01.011>
11. Duffy, R. (2015). Nature-based tourism and neoliberalism: concealing Contradictions. *Tourism Geographies*, 17(4), pp. 529-543, DOI: 10.1080/14616688.2015.1053972
12. Doran, A. (2015). Empowerment and women in adventure tourism: a negotiated journey. *Journal of Sport & Tourism*, 20(1), pp. 57-80, DOI:10.1080/14775085.2016.1176594

**December 5<sup>th</sup> 2018 (Seminar Day – pick 1 article to read in advance)**

13. Orchiston, C. (2011). Seismic risk scenario planning and sustainable tourism management: Christchurch and the Alpine Fault zone, South Island, New Zealand. *Journal of Sustainable Tourism*, 20(1), pp. 59-79. DOI: 10.1080/09669582.2011.617827
14. Howitt, O.J.A., Revol, V.G.N, Smith, I.J. & Rodger, C.J. (2010). Carbon emissions from international cruiseship passengers' travel to and from New Zealand. *Energy Policy*, 38, pp. 2552–2560. doi:10.1016/j.enpol.2009.12.050
15. Spector, S., Higham, J.E.S. & Doering, A. (2017). Beyond the biosphere: tourism, outer space, and sustainability. *Tourism Recreation Research*, 42(3), pp. 273-283. DOI: 10.1080/02508281.2017.1286062