# COURSE SYLLABUS
# SUSTAINABLE TOURISM FUTURE

In Sustainable Tourism Future, we will take a modular, blended learning approach, that incorporates both synchronous and asynchronous delivery. The course will survey the post-pandemic landscape of tourism and hospitality with the focus on developing innovative, sustainable products to rebuild the distressed industry. We will begin by examining the challenges that the tourism and hospitality industry face as it looks to build products that consider the exigent factors presented by Covid-19 and a rapidly shifting geo-political climate. Then our attention will turn to exploring existing, innovative, sustainable, and regenerative tourism practice that can be implemented in service of a sustainable tourism future.

Each week you will be asked to attend the synchronous (face-to-face/virtual) class time, complete a quick, knowledge check quiz or activity, and actively engage in forum discussions on two topics that focus on the key concepts covered in the synchronous lecture component of the course. Also, to allow you to focus on the topics and concepts that you feel most passionate about, you will complete five out of the 12 modular assignments of your choosing. The final project will be to use what you have learned throughout the course to build a new sustainable/regenerative tourism product or adapt an existing product/place to be more sustainable/regenerative. There will also be a final, cumulative, exam.

## COURSE LEARNING OUTCOMES:

- Use the contemporary tourism and hospitality landscape to assess its future economic, cultural, and environmental vulnerabilities from the perspective of the tourist, industry, and host stakeholders.
- Apply critical thinking skills to anticipate future challenges facing tourism and hospitality stakeholders
- Apply design thinking to create sustainable, innovative, and resilient tourism and hospitality solutions that will help manage current and future challenges.

- Examine key concepts related to sustainable tourism such as regenerative tourism, sustainability, sustainable tourism, and how they influence the related concept of sustainable livelihoods.
- Identify alternative tourism models that support regenerative tourism.
- Critically analyze the United Nations Sustainable Development Goals as a framework for advancing sustainability in tourism.
- Understand the challenges of a multistakeholder industry as well as the geo-political, cultural, and environmental dynamics in implementing effective design thinking to meeting the challenges.

# REQUIRED RESOURCES

Each module has one to two required readings associated with it. The links to readings for each module can be found in the slide deck or by searching the citation on the web. This course leverages open education resources which are openly licensed (CC-BY) and free to use.

# COURSE ORGANIZATION:

This course leverages both asynchronous (students/instructor contribute at their own pace and time) and synchronous (everyone present at the same time) learning environments on a weekly basis.

## ASYNCHRONOUS LEARNING EXPECTATIONS ~ 4HRS

- Read required weekly readings (refer to pre-module reading links)
- Meaningfully contribute to the two weekly discussion topics
- Complete weekly module exercises
- Complete 5 module assignments

## SYNCHRONOUS LEARNING EXPECTATIONS ~2HR

- Attend and participate in weekly virtual classroom sessions

## ASSESSMENT WEIGHTING

| Assessment | Weight |
|---|---|
| Knowledge Checks & Quizzes (1% per module) | 10% |
| Discussion Participation (1% per module) | 10% |
| 5 Module Assignments (5% per assignment) | 25% |
| Final Exam (cumulative) | 25% |
| Final Project | 30% |
| Total | 100% |

### KNOWLEDGE CHECKS & QUIZZES:

After each synchronous classroom session there will be an interactive activity or a quiz that you will need to complete. These knowledge checks are meant to reinforce the key concepts that were covered in the module.

### DISCUSSION PARTICIPATION:

Each module includes two discussion questions. To earn the full 1% for the module discussion you must engage with both discussion questions. Engaging with discussions includes performing an "Action" in each of the two discussions:

Perform an "Action" – An action can be many things: a question, a comment, an answer, some context you looked up and wanted to add - each of these is an action in the basic sense. However, an action should be constructive. It must be made in good faith to build up and add value to the people engaging in the discussion. It can be a question, answer, or informative comment. Remember, good questions cannot be answered in a few words and might help someone else with a similar question or another student looking to make a comment. Good answers are thoughtful. Good arguments are productive, allowing for the possibility of misunderstanding on all sides, creating spaces for further understanding. Also, please be considerate with your actions.  At no point should anyone engaged in the discussion be the target of a dismissive or otherwise negative comments. Finally, an action should be substantive.

It is more than a very short reply. "I agree," or "Why?" will not count toward your three actions, though you can post any number of smaller annotations as you would like.

## MODULE ASSIGNMENTS:

Each module has an assignment associated with it. The assignment is designed to encourage critical and reflective engagement with the concepts covered in the module. Choose any 5 of the module assignments. Each one is worth up to 5% of the final course mark.

Choose one of the following formats for engaging with the subject matter of this module:

- Create a 1–2-minute video log (Vlog) using images, animation, text, video, and audio to synthesize your understanding of the module content.

- Create a 2–5-minute podcast using interviews, audio clips, music, and other sound effects to synthesize your understanding of the module content.

- Write a 400–500-word blog using text, images, graphics, charts and other visual to synthesize your understanding of the module content.

## MODULE ASSIGNMENT RUBRIC

| Grade Criteria | Excellent | Adequate | Needs Improvement | Incomplete |
|---|---|---|---|---|
| Relevance to Class Content | The project consistently demonstrates clear and insightful links to class content | The project sometimes demonstrates clear and insightful links to class content | The project rarely demonstrates clear and insightful links to class content | |
| Use of Media | The project displays a mastery of the media, visual/audio elements are clear and accurately represent their goal | The project displays competence of the media, visual/audio elements are often clear and sometimes represent their goal accurately | The project displays an inconsistent use of the media, visual/audio elements are vague and inaccurately represent their goal | |
| Verbal/Written Communication | Student displays a clear | Student displays a | Student displays an unclear understanding | |

| | | | | |
|---|---|---|---|---|
| | understanding of their working process and eloquently explains relevance to the audience | somewhat clear understanding of their working process and generally explains relevance to the audience | of their working process and struggles to explain relevance to the audience | |
| *Project Parameters* | The project meets all the technical parameters of the assignment | The project is missing one of the technical parameters of the assignment | The project is missing some of the technical parameters of the assignment | |

FINAL PROJECT:

The focus of the final project is to make a current tourism practice or enterprise more resilient, regenerative, and sustainable. Using what you have learned in the course, create, or adapt a tourism experience that considers at least 5 of the module topics (e.g., SDGs, regenerative tourism, power, caring capacity…) that were covered in this course. Draw from the weekly formative assessment activities, as well as your independent research, to inform the shape and scope of your tourism experience.

COVER PAGE:

Include the name of your project, your name, the course number, your instructor's name, and the date of the deadline.

INTRODUCTION:

Present the tourism product/practice you are studying. Where will it be located? How does contribute to the mix of existing products? Why is it not sustainable/regenerative?

BACKGROUND:

Discuss the history of the problem and why it is important to change the current practice. Provide examples to reinforce your points. Ensure that your reader understands the problem and the terminology. Demonstrate to the reader that you understand the problem, have done the research, and have the expertise to present the solution.

PROPOSED SOLUTION:

Describe the tourism practice that you will be creating. Why is this new tourism product important in driving sustainable/regenerative tourism? How would it integrate into the existing product mix in the area? How feasible is this new project?

CONCLUSION:

Leave the reader with a strong final impression. Remember to restate the problem addressed in the paper, summarize your overall arguments, and provide key takeaways from your paper.

ADDITIONAL CRITERIA:

- Use concepts from at least five module topics covered in the course.

- Creativity/Originality – present a specific personal position that acknowledges the assumptions and limitations of the chosen position to a clearly formulated problem.

- Format: 8-10pg (excluding cover page and citations), double spaced, with proper APA citations.

## FINAL ASSIGNMENT RUBRIC

| Grade Criteria | Excellent | Adequate | Needs Improvement | Incomplete |
|---|---|---|---|---|
| **Relevance to Class Content** | The project consistently demonstrates clear and insightful links to class content and uses key concepts from at least five modules | The project sometimes demonstrates clear and insightful links to class content and uses key concepts from at least five modules | The project rarely demonstrates clear and insightful links to class content and uses key concepts from less than five modules | |
| **Creativity/Originality** | The project displays a high quality of creativity and originality | The project displays competence in developing a set of creative ideas | The project demonstrates an incomplete grasp of the task and will show only intermittent signs of originality and | |

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| | | | creativity; no overall sense of creative coherence | |
|---|---|---|---|---|
| **Written Communication** | Student displays a clear understanding of their working process and eloquently explains relevance to the audience | Student displays a somewhat clear understanding of their working process and generally explains relevance to the audience | Student displays an unclear understanding of their working process and struggles to explain relevance to the audience | |
| **Project Parameters** | The project meets all the technical parameters of the assignment | The project is missing one of the technical parameters of the assignment | The project is missing some of the technical parameters of the assignment | |

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