Introduction: Welcome to Environmental Studies 130B! This is the second in a three-quarter sequence of courses that focuses on assessing the sustainability of global tourism and the contradictions between global tourism and environmental conservation from an interdisciplinary perspective, including from the perspectives of local, vulnerable, and/or indigenous peoples from both the developed and developing world. Growing exponentially since World War II and in parallel with globalization, today tourism is one of the world’s largest industries. Tourism was once viewed as an answer to improved living conditions for local residents and economic development for developing countries. However, scholarly, scientific, and policy evaluations have demonstrated the diverse and varied positive and negative consequences of tourism. This course reviews this evidence and explores the emergence of alternative tourism approaches, such as ecotourism and advocacy tourism, as potential solutions to previous forms of “mass tourism.”

We will employ a variety of learning methods using an interdisciplinary skill set: gather evidence, look for patterns or discontinuities through case studies, develop explanations about context, causes, and consequences, write and revise our ideas, engage others, and refine our arguments – although not necessarily in that order. These steps frequently overlap, as we will learn. One of this course’s main goals is for you to develop and practice these skills by participating in class and completing the required readings and assignments. At the end of the course, you should be ready to explain the negative and positive impacts of tourism and to make more informed decisions about your own tourist experiences.

Readings: You should complete all of the assigned readings before each class meeting as indicated in the course outline below. Please bring that day’s reading and notes (either digital or hard copy is fine) to class, so that we can discuss the text together. All articles are available on GauchoSpace in an effort to reduce costs for students. The assigned book is available at the UCSB bookstore and the text reserve copy is available in the Davidson Library.

Required Text

Assignments and Grades
Participation: 30%
Tourism Fieldwork paper: 15%
Mid-term exam: 20%
Final project: 25% (paper); 10% (project)

***For every 24 hours that any assignment is late, the grade will drop by one letter. That means, for example, an A paper turned in 2 days late will become a C paper.***

Participation:
(1) Class Discussion (10%) The success of this course depends on your participation. This means coming to every class prepared to contribute. You are expected to have read all assignments before coming to class. Classes will have a mixture of lectures, discussions, group activities, and guest speakers, so there will be a number of different ways for you to participate.

(2) In-class writing assignments (10%) There will be four in-class writing assignments, which will
include writing a short response on the readings, class discussions, and/or field experiences.

(3) Attendance (10%) If you need to miss a class for a personal, medical, or religious reason, you must notify the instructor in advance.

Tourism Fieldwork paper:
Visit a local tourist site (e.g., El Presidio, the Old Mission, Cold Springs Tavern, Chumash Painted Cave State Historic Park or other national or state park). Explore the site and spend time sitting and observing. Note information posted on signs and/or brochures, conversations other visitors are having related to the site, and who is at the site (e.g., volunteers, researchers, local, national, or international tourists). Before and after visiting the site, do some background research about the site.

Drawing from your background research and what you learned at the site, write a 4-5 page essay on your experience, what you observed at the site, and what important elements of the site’s story were missing. Consider the history of how the site became established or was developed, who was involved in the development, who now uses the site, the role of different institutions involved in the site both historically and current (e.g., government actors, local communities, NGOs, businesses, universities, volunteers), and what the information provided at the site does not tell you. Remember to include list of references at the end. Please print out your typed, paginated, 12-point font, double-spaced essay (4-5 pages, including references) and bring to class on Friday, February 3.

Mid-term exam:
The in class exam may consist of multiple choice questions, short answers and/or identifications, and/or essay questions. The exam will be submitted by end of class, Friday, February 17.

Final project: 25% (paper); 10% project
Select a specific tourist site or location. Post your chosen site/location on GS by Friday, February 24.
Write a 10-12 page paper that includes: a brief history of the region and the development of the tourist site/location. Who are the various people and institutions involved in the site (e.g., government agencies, local population, businesses, NGOs, volunteers, researchers)? Who visits the site (e.g., mass tourists, ecotourists, activists) and where do they generally come from (e.g., local, regional, international)? What have been the positive and/or negative consequences of tourism for the local population, region, and/or local environment? Provide suggestions for overcoming limitations or negative consequences, as well as potential benefits. Include list of references from outside research, as well as drawing from class material, at the end of the paper. Please print out your typed, paginated, 12-point font, double-spaced essay (10-12 pages, including references) and submit to the instructor in class on Friday, March 17.

Create a project related to your site. The project could be a poster, poem, brochure, advertisement, video, etc. that reflects your paper topic. Projects will be presented in class Wednesday, March 15 and Friday, March 17.

Other policies
Electronic devices: Please do not use your electronic devices (computers, cell phones, iPads, etc.) during class. No computers in class! If you have questions or concerns about this, please come talk to me.

Come to class prepared: Bring the day’s reading materials, paper notebook, and pen with you to class to take notes and to be prepared for any group work and in-class writing assignments.

Equal Access for All Students: If you have any learning or medical condition that requires accommodation to complete the course work, please ensure that the Disabled Students Program (DSP) is aware of your disability and that you are familiar with your DSP responsibilities. See http://dsp.sa.ucsb.edu/Index.aspx. I will work with you and DSP to find the appropriate accommodation.
Gender and Sex Discrimination Policy and Student Support: Under Title IX, university students are protected from harassment and discrimination based on gender and sex. If a student feels uncomfortable or in need of support at any time related to their gender, sex, and/or sexual orientation, please contact your TA and/or course instructor immediately. UCSB's Resource Center for Sexual and Gender Diversity is also available to advocate and be of and support to students.

Plagiarism: UCSB takes plagiarism and other academic misconduct very seriously. If you turn in any work that fails to acknowledge the contributions of others, it may result in failure of the assignment or the course itself. If you are unsure what constitutes plagiarism, please ask.

Incomplete Grades: Incompletes will not be given for this class, except in the most extreme circumstances, such as a debilitating illness.

Copyright: All of the materials you receive through this course are subject to federal copyright laws and university policies. Distribution of these materials, such as posting them online or selling them to third party businesses, are strictly prohibited.

Respectful behavior in the classroom is required: Respect your instructor and fellow classmates when they are asking questions or speaking to the class. Be open to others with different experiences and opinions, as well as to the cultures and lifeways we are studying. Be prompt for class meetings and do not interrupt the class by leaving unless it is an emergency. Be part of creating a positive learning environment.

Part I. Introduction: Global Tourism
W, Jan 11: Introduction to the course.

F, Jan 13: Global Tourism
   In class: Tourism object
   Web of Tourism
   Reading:
   • UNWTO. 2010. Tourism and the Millennium Development Goals.

W, Jan 18: Global Tourism
   In class: Role-playing
   Reading:

F, Jan 20: Global Tourism
   In class: Gringo Trails film

W, Jan 25: Disaster Tourism
   Reading:
F, Jan 27: On-site Tourism Fieldwork
   No in class meeting

**Part II: Conservation, Protected Areas, and Ecotourism**

W, Feb 1: Nature, Conservation, and Ecotourism
   Reading:

F, Feb 3: Nature, Conservation, and Ecotourism
   Reading:

   **Assignment due:** Tourism Fieldwork Paper (submit hard copy of paper at start of class, Friday, February 3)

W, Feb 8: Trekking and Ecotourism
   In class: Trekking on Tradition film
   Reading:

F, Feb 10: Potential and Limitations of Ecotourism
   Reading:

W, Feb 15: Marine Protected Areas
   In class: Tour Campus Point State Marine Conservation Area
   Reading:

F, Feb 17: **Mid-term exam** (in class)

**Part III: Advocacy Tourism**
W, Feb 22: Voluntourism
  In class: Guest speaker – Dr. Ryan Alaniz, Cal Poly
  Reading:
  • Ryan Alaniz. 2015. The Conscientious Gringo.

F, Feb 24: Toxic Tours
  Reading:

  **Final project:** Last day to post your chosen site/location to GS.

W, Mar 1: Toxic Tours
  In class: Can’t Do It In Europe film
  Reading:
  • Pezzullo, Toxic Tourism. Chapters 3-4, pp. 77-137

F, Mar 3: Toxic Tours
  Reading:
  • Pezzullo, Toxic Tourism. Chapter 5, Conclusion, and Epilogue, pp.138-191

W, Mar 8: Responsible Tourism in an era of Climate Change
  In class: Revisiting the Web of Tourism
  Reading:

F, Mar 10: Toxic Tour Fieldtrip
  All day: Fieldtrip to Kern County
  Reading:
  • Shrayas Jatkar and Jonathan London. 2015. From Testimony to Transformation: The Identifying Violations Affecting Neighborhoods (IVAN) Program in California. UC Davis Center for Regional Change.

W, Mar 15: **Share final projects**

F, Mar 17: **Share final projects;** Course wrap-up

  **Assignment due:** Final Paper (submit hard copy of essay at start of class, Friday, March 17)