**Global Tourism and Environmental Conservation**
Environmental Studies 130B, Winter Quarter 2018
Class: WF, 9:30am-10:45am, Phelps 3519
Instructor: Julie Maldonado, jkmaldo@gmail.com
Office Hours: Bren Hall 4009, Wednesdays, 11:30am-1:00pm, and by appointment

**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: 25%
Reflections: 30%
Tourism and Disasters: 25%
Final paper: 20%

***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: Class Discussion and Attendance (25%)** 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. If you need to miss a class for a personal, medical, or religious reason, you must notify the instructor in advance. One point will be deducted for each non-excused absence.
Reflections

(1) Tourist Site (10%) 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 2-page reflection 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.

• **By 5pm, Friday January 26**, post your 2-page Tourist Site reflection on GS Forum

(2) Field Trip (10%) Reflect on what you learned during one of the class field trips, as it relates to class topics, materials, and discussion. Your reflection can be captured creatively, through a poem, a short video, a poster, a brochure, a written prose, a song, etc. Post your reflection (or web-link if it’s a video) on GS Forum.

• **By 5pm, Monday, February 26**, post your Field Trip reflection (Disaster Tourism/Thomas Fire OR Toxic Tour/Guadalupe) on GS Forum

• **By 5pm, Tuesday, February 27**, post on GS forum your response to another student’s Field Trip reflection.

(3) Local Protect example (10%) Reflect on the stories you learned from and the environmental justice issues you heard about during the Protect film. Now, think about what is happening where you currently live. Are there concerns related to issues of extraction and/or climate change? Are there other key environmental justice issues? Visit a site near where you live that represents the particular issue. Capture the particular concern, impact, barriers to overcoming the issue, and/or actions to mitigate, adapt or resist through a short (60-second) video, song, photography, poem, poster, short writing, or another creative format.

• **By 5pm, Monday March 5**, post your local Protect example reflection on GS Forum

Tourism and Disasters (25%) Select a sector of the tourism industry (e.g., restaurants, retail stores, hotels, tour companies, museums, local artisans). You will work in groups, conducting background research and fieldwork on the Thomas Fire’s impact to that particular sector.

• **Group Presentations (15%)**: Each group will give an in-class presentation on their findings to local officials and tourism representatives on **Friday, March 9**

• **Write-up (10%)**: Each group will write a 2-page summary of their findings, submit hard copy in-class and electronically on GS Forum, **Wednesday, March 14**

Final paper (20%) Write a 4-5 page paper reflecting on what you learned throughout the course. What are the positive and/or negative consequences of tourism on local populations and environments? Provide suggestions for overcoming negative consequences, as well as potential benefits. How can tourism be used as an agent of change, both in a negative and positive sense of change? How has the course changed your perspective about tourism, if at all, and what actions could you take to be a more responsible tourist? Include list of minimum five references from course readings, films, field trips, and/or discussions at the end of the paper. **Please print out your typed, paginated, 12-point font, double-spaced essay (4-5 pages, including references) and submit hard copy of essay in instructor’s mailbox in ES Office in Bren Hall, by 9:30am, Wednesday, March 21.**
Other policies

Electronic devices: You may use electronic devices in class only when we are talking specifically about the readings for that class and you would like to review the readings on your computer. Otherwise, no electronic devices 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 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 17: Introduction to the course.
   In class: Web of tourism

F, Jan 19: Global Tourism
   In class: Gringo Trails film
   Reading:

W, Jan 24: Global Tourism
   In class: Role-playing
   Reading:

Part II: Conservation, Protected Areas, and Ecotourism

F, Jan 26: Nature, Conservation, and Ecotourism
   Reading:
Assignment due: By 5pm, Friday January 26, post your 2-page Tourist Site reflection on GS Forum

W, Jan 31: Trekking and Ecotourism
In class: Trekking on Tradition film
Reading:

F, Feb 2: Potential and Limitations of Ecotourism
Reading:

Part III: Tourism and Disasters
W, Feb 7: Disaster Tourism
Reading:

F, Feb 9: Disaster Tourism Field Trip – Thomas Fire
9am-3pm [Tentative time]
Reading:

W, Feb 14: Tourism and Disasters
In class: Group projects assigned
Part IV: Advocacy Tourism
F, Feb 16: Toxic Tours
In class: Can’t Do It In Europe film
Reading:

W, Feb 21: Toxic Tours
Reading:
• Pezzullo, Toxic Tourism. Chapters 4-5, Conclusion, and Epilogue, pp.106-191

F, Feb 23: Toxic Tour Fieldtrip – Guadalupe/Nipomo
9am-3pm [Tentative time]

Assignment due:
• By 5pm, Monday February 26, post your Field Trip reflection (Disaster Tourism/Thomas Fire OR Toxic Tour/Guadalupe) on GS Forum
• By 5pm, Tuesday, February 27, post your response to another student’s field trip reflection on GS forum.

W, Feb 28: Toxic Tourism and Climate Justice
In class: Protect Film
Reading:

F, Mar 2: Sustainable Cultural Tourism
In class: Sustainable Cultural Tourism Webinar
Reading:

Assignment due: By 5pm, Monday March 5, post Protect example reflection on GS Forum

Part V: Conclusion
W, Mar 7: Responsible Tourism
In class: Share Protect experience reflections
Group time for Tourism and Disaster presentations

F, Mar 9: Tourism and Disasters Presentations

W, Mar 14: Tourism, the Environment, and Our Actions
In class: Revisiting the Web of Tourism

Assignment due: Tourism and Disasters Paper, submit hard copy in-class and electronically on GS Forum

F, Mar 16: Course wrap-up

Assignment due: Final Paper, submit hard copy of essay in instructor’s mailbox in ES Office in Bren Hall by 9:30am, Wednesday, March 21.