PRT 730:
Tourism, community health and sustainability

Course Inventory Change Request

In Workflow
1. 15PRT GR Director of Curriculum (leung@ncsu.edu)
2. 15PRT Grad Head (myron_floyd@ncsu.edu)
3. CNR CC Coordinator GR (yvonne_lee@ncsu.edu)
4. CNR CC Meeting GR (yvonne_lee@ncsu.edu)
5. CNR CC Chair GR (ilona_Peszlen@ncsu.edu)
6. CNR Final Review GR (yvonne_lee@ncsu.edu)
7. CNR Dean GR (ag_kirkman@ncsu.edu)
8. ABGS Coordinator (george_hodge@ncsu.edu;%20lian_lynch@ncsu.edu)
9. ABGS Meeting (george_hodge@ncsu.edu;%20lian_lynch@ncsu.edu)
10. ABGS Chair (george_hodge@ncsu.edu;%20lian_lynch@ncsu.edu)
11. Grad Final Review (george_hodge@ncsu.edu;%20lian_lynch@ncsu.edu;%20minosbis@ncsu.edu)
12. Grad Dean (minosbis@ncsu.edu)
13. PeopleSoft (lamarcus@ncsu.edu;%20blpearso@ncsu.edu;%20Charles_Cilft@ncsu.edu;%20ldmihalo@ncsu.edu;%20jmharr19@ncsu.edu)

Approval Path
1. Tue, 17 Mar 2015 17:19:06 GMT
   Yu-Fai Leung (leung): Approved for 15PRT GR Director of Curriculum
2. Wed, 25 Mar 2015 02:54:34 GMT
   Myron Floyd (mffloyd): Approved for 15PRT Grad Head
   Yvonne Lee (yplee): Approved for CNR CC Coordinator GR
   Yvonne Lee (yplee): Approved for CNR CC Meeting GR
5. Wed, 25 Mar 2015 20:01:45 GMT
   Ilona Peszlen (impeszle): Approved for CNR CC Chair GR
   Yvonne Lee (yplee): Approved for CNR Final Review GR
   Adrianna Kirkman (nagkirk): Approved for CNR Dean GR
8. Thu, 02 Apr 2015 14:57:46 GMT
   George Hodge (ghodge): Approved for ABGS Coordinator
9. Mon, 13 Apr 2015 20:43:45 GMT
   George Hodge (ghodge): Approved for ABGS Meeting

New Course Proposal

Date Submitted: Thu, 05 Mar 2015 14:44:00 GMT

Viewing: PRT 730 : Tourism, community health and sustainability
Changes proposed by: asingh4

Course Prefix
PRT (Parks, Recreation, and Tourism Management)
Course Number
730

Cross-listed Course
No

Title
Tourism, community health and sustainability

Abbreviated Title
TOURISM, HEALTH AND SUSTAINABILITY

College
College of Natural Resources

Academic Org Code
Parks, Recr & Tourism Mgmt (15PRT)

CIP Discipline Specialty Number
31.0301

CIP Discipline Specialty Title
Parks, Recreation and Leisure Facilities Management, General.

Term Offering
Spring Only

Year Offering
Offered Every Year

Effective Date
Spring 2016

Previously taught as Special Topics?
Yes

Number of Offerings within the past 5 years
4

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Semester/Term Offered</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>PRT 795</td>
<td>Sp 2012</td>
<td>12</td>
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<td>PRT 795</td>
<td>Sp 2013</td>
<td>11</td>
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<td>PRT 795</td>
<td>Sp 2014</td>
<td>4</td>
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<tr>
<td>PRT 795</td>
<td>Sp 2015</td>
<td>10</td>
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</table>

Course Delivery
Face-to-Face (On Campus)

Grading Method
Graded/Audit

Credit Hours
Course Length
15 weeks

Contact Hours

<table>
<thead>
<tr>
<th>Component Type</th>
<th>Contact Hours</th>
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<tbody>
<tr>
<td>Lecture</td>
<td>3</td>
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</table>

Course Is Repeatable for Credit
No

Instructor Name
Duarte B. Morais

Instructor Title
Associate professor

Grad Faculty Status
Full

Anticipated On-Campus Enrollment
Open when course_delivery = campus OR course_delivery = blended OR course_delivery = flip

<table>
<thead>
<tr>
<th>Enrollment Component</th>
<th>Per Semester</th>
<th>Per Section</th>
<th>Multiple Sections?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>15</td>
<td>18</td>
<td>No</td>
<td>Anticipate 15.</td>
</tr>
</tbody>
</table>

Course Prerequisites, Corequisites, and Restrictive Statement

Is the course required or an elective for a Curriculum?
No

Catalog Description
In this course students will examine the potential role of tourism in mitigating or exacerbating health disparities and environmental degradation in rural poor areas. The course endorses an academic ethic of engaged scholarship. Students will be asked to make original contributions to participatory development scholarship, and they will be asked to collaborate with community partners on an applied project addressing tourism, health disparities and environmental degradation in an economically depressed rural community. Consistent with the engaged nature of this course, we will travel to rural communities to meet stakeholders, collect data, and provide coaching/training to tourism micro#entrepreneurs.

Justification for new course:
This course integrates insight from disciplines such as critical social science, health, agriculture, development and environmental science to engage students in discussions about social innovation through tourism. The course will provide PRTM graduate students with a focus on Equitable and Sustainable Tourism a deep understanding of critical tourism theory and it’s grounding on literature from other disciplines. The course will also appeal to graduate students in other PRTM foci (i.e, health and wellbeing and human dimensions of natural resources) and to graduate students in other programs across campus, because those students will learn how their specific disciplinary expertise intersects with other bodies of knowledge in the rich context of tourism studies.

The course also blurs the boundary between oncampus learning and community engagement, involving students in the practice of participatory action research through their involvement in a longitudinal project fostering equitable and sustainable rural community development through tourism in North Carolina. Students conduct group fieldwork in an economically depressed rural community in North Carolina. They work with community partners to write a community development proposal, and they accompany a rural tourism microentrepreneur throughout the semester. Each year the students “inherit” the community impact and longitudinal data generated by their predecessors and redirect their own contributions with the involvement of long-term community partners.
Does this course have a fee?
No

Consultation

<table>
<thead>
<tr>
<th>College(s)</th>
<th>Contact Name</th>
<th>Statement Summary</th>
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</thead>
<tbody>
<tr>
<td>College of Humanities and Social Sciences</td>
<td>Tim Wallace</td>
<td>This course is very appropriate for ANTH students.</td>
</tr>
<tr>
<td>College of Natural Resources</td>
<td>Erin Sills</td>
<td>This course is a valuable addition</td>
</tr>
<tr>
<td>College of Humanities and Social Sciences</td>
<td>Heidi Hobbs</td>
<td>I support this course and have endorsed it to MIS students.</td>
</tr>
</tbody>
</table>

Instructional Resources Statement

The course relies on existing classroom technology. Biltmore 2006 was used in Spring 2014 with success. Due to the community-engaged format of the course, the instructor will develop a course budget each year, solicit funds from the College, Department and host community as appropriate. In the last three years, funds for the fieldwork were obtained from the host community, the College, and the PRTM Department. The instructor will request to use College vehicles and fuel for the 5-day fieldwork trip. The instructor will raise community support for lodging (lodging has been provided by the host community in the previous three years). Outstanding funds for self-catered food supplies will be sought from the Department of PRTM and other sources as appropriate.

During fieldwork, the students will be trained to use mobile digital equipment (e.g., GigaPan 360 photography# handheld GPS) as appropriate. This equipment is already available for instructional and research use in the Visualization Lab and from the NC Tourism Extension.

Course Objectives/Goals

In this course students will…

# gain an understanding of different tourism, community health and sustainable development paradigms;
# acquire hands-on experience in working along with individuals with vulnerable livelihoods to understand challenges to their well-being and to the sustainability of natural environments;
# delineate ways to leverage opportunities afforded by tourism to enable sustainable and dignifying livelihoods;

Student Learning Outcomes

By the end of the course, the students will be able to:

Identify and critique understandings of different tourism, community health and sustainability paradigms;

Articulate challenges to well-being and to the sustainability of natural environments as a result of hands-on experience and of working along with individuals with vulnerable livelihoods;

Delineate ways to leverage opportunities afforded by tourism to enable sustainable and dignifying livelihoods.

Student Evaluation Methods

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Weighting/Points for Each</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>30%</td>
<td>Participatory community dev. Proposal(Past RFP from NC Rural Center's Economic Innovation Grants)</td>
</tr>
<tr>
<td>Other</td>
<td>30%</td>
<td>Case study of tourism micro-entrepreneur(Assignment description provided in syllabus)</td>
</tr>
<tr>
<td>Other</td>
<td>30%</td>
<td>Research proposal(Each year's RFP from Tourism Cares for Tomorrow Graduate Scholarship)</td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
<td>Discussions briefs</td>
</tr>
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</table>
Participation 5%

A course with such a significant engagement component must require students to participate in activities outside the classroom. We will meet with partners two or three times in the Research Triangle and Chapel Hill, we will have overnight trips to rural NC communities, and we will meet face-to-face several times with key informants. Students are expected to make themselves available to these activities, but make-up activities can be arranged in the event of unavoidable schedule conflicts. Students who are frequently unable to participate in scheduled off-campus activities and do not arrange make-up activities will be penalized in this attendance grade.

Topical Outline/Course Schedule

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time Devoted to Each Topic</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductions + Intro to class + Tourism, prosperity &amp; conservation</td>
<td>Week 1</td>
<td>Lecture</td>
</tr>
<tr>
<td>Community-Based Tourism Management</td>
<td>Week 2</td>
<td>Lecture</td>
</tr>
<tr>
<td>People-First Development and Participatory Research</td>
<td>Week 3</td>
<td>Lecture</td>
</tr>
<tr>
<td>Hedonism, gender, oppression and power</td>
<td>Week 4</td>
<td>Lecture</td>
</tr>
<tr>
<td>The whole community – kinship ties, social capital, traditional leaders</td>
<td>week 5</td>
<td>Lecture</td>
</tr>
<tr>
<td>Vulnerable livelihoods, well-being and self-determination</td>
<td>Week 6</td>
<td>Documentary-To Catch a Dollar</td>
</tr>
<tr>
<td>Micro-entrepreneurship and micro-finance</td>
<td>Week 7</td>
<td>Case presentation</td>
</tr>
<tr>
<td>Poverty and health</td>
<td>Week 8</td>
<td>Letter of Inquiry</td>
</tr>
<tr>
<td>Global health and One health</td>
<td>Week 9</td>
<td>Lecture</td>
</tr>
<tr>
<td>Eco-dependent livelihoods and self-determined conservation</td>
<td>Week 10</td>
<td>Milking the Rhino</td>
</tr>
<tr>
<td>Social entrepreneurship, social business, bottom-up development</td>
<td>Week 11</td>
<td>Research Proposal</td>
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<tr>
<td>Hardin to Ostrom: Sustainable use of common pool resources</td>
<td>Week 12</td>
<td>Lecture</td>
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<tr>
<td>Measuring and understanding endemic poverty and servitude</td>
<td>Week 13</td>
<td>Lecture</td>
</tr>
<tr>
<td>Politics of representation – tourism and social control</td>
<td>Week 14</td>
<td>Case Proposal</td>
</tr>
<tr>
<td>Public presentations of project proposals</td>
<td>Week 15</td>
<td>Case Study</td>
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Syllabus

prt730-syllabus.pdf

Additional Documentation

Additional Comments

Course Reviewer Comments

ghodge (Thu, 02 Apr 2015 14:55:51 GMT): Add student learning outcomes to syllabus after the course goals section. Under evaluation methods "other" is indicated. Should these be listed as "written assignments" or "projects" or "major term paper"
ghodge (Mon, 13 Apr 2015 20:43:31 GMT): department want to keep the evaluation methods as "other"

Key: 7186
Preview Bridge (http://catalog.ncsu.edu/)