

ENR 5797.03
Sustainable Tourism & Human Impacts on the Environment
Summer 2019: 4 Week Session 1

Resident Director

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Course description

This course integrates ecological, natural resource and social sciences to examine dynamics between human societies and the natural environment. On the South Island of New Zealand you will participate in lectures with faculty or practitioners and engage in experiential activities in natural areas and human communities to build an understanding of available natural resources, ecological concepts, how ecological conditions influence human cultures and communities, and how these factors interact to affect environmental policy and management.

Course readings, lectures, field observations, activities, self-reflection and group discussion constitute the course learning environment creating multiple environments for each person to engage in the learning experience.

Specific topics include ecology and conservation management, effects of geological processes (earthquakes, glaciation) on flora and fauna in relation to recreation, sustainable development and tourism, and the environmental perspectives of indigenous peoples. To explore these topics, the class will visit National Parks (including Fiordland National Park, Abel Tasman National Park, Mt. Aspiring National Park, and Aoraki National park), a Maori marae, practicing farms, and ecotourism operators in Kaikoura, Queenstown, and Dunedin. Class time will include a variety of learning activities including lectures, readings, essay questions, debates, team projects, and presentations.

Course objectives

This course is designed to foster a deeper understanding of the interactions of human and natural systems using a case study of the South Island of New Zealand.

By the end of the program students will be able to:

1. Integrate and apply multiple natural and social science disciplinary perspectives to describe the evolution of human and natural systems over time on the South Island.
2. Identify and describe the basic ecology of the South Island's common ecosystems.
3. Describe key environmental and economic policies that impact the management of the South Island's natural resources.
4. Apply critical thinking skills to real-world challenges in New Zealand and compare with other locations.
5. Practice effective communication with a diverse team of peers, instructors, and professionals.
6. Examine personal values related to environmental sustainability and obstacles to making behavioral changes.

Course credit

Accepted students will be enroll in ENR 5797.03. Grades will post after the conclusion of the program during summer semester. Participants should consult their academic advisors to determine appropriate fit for course credit.

Attendance and lateness policy

Punctual attendance at all scheduled, program-related activities is required, including group meetings, discussions, field excursions, lectures and any other scheduled activities. Participation in field activities (such as hiking, swimming, etc.) is voluntary and at the discretion of the student; however, should you wish not to participate you must inform the instructor and an alternate activity will be assigned. During field studies, no student is to leave the group without the consent of the Resident Directors. Unapproved absences will result in a 10% loss of their final grade for each day they fail to participate. Any unexcused absences or continued late arrival to program activities may, at the discretion of Dr. Hattey and Renee Johnston, be grounds for dismissal from the program at the student's expense.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

All academic work must meet OSU and AUIP standards of academic honesty (as described in the AUIP Student Manual). Each student is responsible for informing themselves about those standards before performing any academic work. Academic misconduct includes behaviors such as tolerating the academic dishonesty of others or giving false reasons for failure to participate in academic activities.

You must write your essay responses in your own words. Copying blocks of text from sources is plagiarism. You may quote from source material, but the quote must be brief (i.e., a couple of sentences), enclosed within quotation marks, and cited in the text and reference section. Ask in advance if you are uncertain regarding the appropriate use of material from other sources. Penalty for academic misconduct may result in an “E” grade for the course and additional University disciplinary action.

Conduct Regulations

All students must be familiar with the general conduct regulations described in the AUIP Student Manual, OSU Code of Conduct, and the behavioral expectations developed in the course orientation. Failure to obey these policies may result in dismissal from the program.

Statement of Disability

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let us know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Due to the nature of the program, we request that students reach out to course instructors individually **at least four weeks prior to departure** to discuss specific needs and accommodations. Students are responsible for proactive communication regarding these accommodations and retroactive accommodations may not be possible.

Mental Health

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, contact your resident director to connect with a counselor while in country. 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Sexual Misconduct/Relationship Violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Statement on Diversity & Inclusion

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Coursebook and required readings

The Course Reading Packet is available pre-departure and contains all required readings and supporting materials for completing coursework plus some general helpful information. You will be notified via email when the packets are ready to order. **Copies will not be available for purchase in country. You must bring the Course Reading Packet with you to New Zealand.**

Pre-departure preparation

Some additional optional pre-departure readings include:

The Penguin History of New Zealand by Michael King

Making Peoples: A History of the New Zealanders by James Belich

An Illustrated History of the Treaty of Waitangi by Claudia Orange

Course assignments

Pre-departure assignments on Canvas (10%) –

Due by **11:59 PM Sunday 4/14/19** to Carmen:

- I. **YOUR STORY:** Create a video that tells the Resident Directors (RDs) an important part of your story. The purpose of this video is for the RDs to better know who you are, what is important to you and how to provide a supportive learning environment for all class members.

Be sure to include: your name pronunciation, where you are from, major-minor(s), key OSU activities/involvement, what you most excites you about this course, what most concerns you about this course, and any other fun facts that you'd like to share.

Due by **5:00 PM Thursday 5/3/19** to Carmen:

- II. **Readings:** Complete the three required pre-departure readings.
- III. **Essay:** *Drawing upon the required pre-departure readings, in what ways might you expect social dilemmas to reveal themselves in New Zealand?*

Submit the essay to the dropbox on Carmen. The essay should be around 250 words. Please include your first and last name on your essay. Provide in-text citations in your essay, as needed. You do not need to complete outside research for this essay.

- IV. **Quiz:** Complete the pre-departure culture & geography quiz, found on Carmen. You may use the internet and/or your course reading packet to complete the quiz.

Activities, Group Project, Quizzes, and Participation (65%)

The course is organized around five modules - four that will be completed in New Zealand and one module including a reflective essay that will be completed upon your return. The modules integrate what we learn in readings and lectures with real-world experiences.

The Course Reading Packet and field experts will provide the necessary information to help you complete the module activities. Field experts are resources to help you

complete the modules but not to provide you with answers; their role is to guide you in discovering them yourselves.

Modules will include a combination of essay questions, debates, discussions, presentation, and/or quizzes. Written answers to the module questions are due at intervals throughout the program (described in the itinerary). Responses to modules 1 – 4 will be handwritten.

The final module includes a reflective essay due after the program. The final module should be typed submitted as one electronic (.doc or .pdf) file. The essay should be entitled “Last name.FirstName.Module5” and uploaded to the appropriate dropbox on Canvas by **June 9, 2019 at 11:59 pm**.

Grades will be primarily content-based, but neatness and grammar will also be considered. Each module question will be graded as follows:

- A Explains the core concept(s) very clearly and provides evidence of real thought. The response is technically correct, gives the most relevant and best examples, is very clear and well-written, includes only relevant material and is thoughtfully concise.
- A- A very good answer, nearly worthy of an A grade but may contain some minor content, grammatical, and/or editorial corrections.
- B+ A strong answer that clearly shows thorough understanding of the material but does not contain all the necessary content.
- B Discernable evidence of grasp of concept, good and correct examples given, well-written, thoughtfully concise.
- B- A well-written answer that contains most (but not all) of the content required and may suffer from some grammatical and/or editorial mistakes and omissions.
- C Adequate but limited grasp of core concept(s), some examples although not necessarily the best or most relevant, legible. May lack conciseness or clarity in the response.
- D Little or no grasp of core concept(s), or incorrect or no examples given, or hard to read or poorly written.
- E Fails to address the question, or little or no grasp of core concept and incorrect or no examples given, or illegible.

Final exam (25%)

The final exam will be comprehensive across the program, and may draw material from any reading, field exercises, lectures, or discussions. The exam will be comprised of a mixture of questions including multiple-choice, essay and short answer. It will be conducted in-country.

Grade assessment

Final grades for this course will be based on the following breakdown:

A	93%	C+	77%
A-	90%	C	73%
B+	87%	C-	70%
B	83%	D+	67%
B-	80%	D	60%
		E	< 60%

Course topics

See the itinerary for a full list and schedule of field activities and lectures.