NRRT 615 SYLLABUS

INSTRUCTOR INFORMATION

Instructor: Dr. David W. Knight
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TECHNICAL SUPPORT

Need technical assistance with your online course? Try the following:

> Visit the Canvas Student Resources for guides and videos.
> Visit Central I.T. Technical Support Helpdesk for technical support.
> Call 970-491-7276.
> Email Help Desk Support.

COURSE DESCRIPTION

This course is designed to provide an understanding of the concept of sustainable tourism development. Theory, practice, history, terminology and issues in sustainable tourism planning and management are examined in the context of sustainable livelihoods. A comprehensive survey of sustainable tourism components – including poverty alleviation through tourism, natural resources as attractions and destinations, social and resource responsibility, establishing policies, and principles for sustainability – will be covered from a systems thinking perspective.

COURSE OBJECTIVES

By taking this course, students will be able to:

- Synthesize the definitions, terminology and concepts of sustainable tourism and how it relates to tourism, livelihoods, and community development via online discussions and course projects.
- Understand the history and evolution of sustainable tourism development.
- Identify impacts associated with tourism development and apply intervention strategies to mediate the impacts identified.
- Use course content to assess plans, policies, and approaches being currently used to guide sustainable tourism development within multiple contexts.

REQUIRED READINGS AND MATERIALS

Course readings can be found on the web or through Course Reserves, which will be outlined in your weekly learning modules. The primary readings come from chapters in the following book (3rd or 4th edition is acceptable), which may be available through the Morgan Library or Amazon (consider renting or buying used to save money!):

Mowforth, M., & Munt, I. (2009). *Tourism and Sustainability: Development and New Tourism in the Third World* (3rd ed.). New York: Routledge.

You can log into course reserves through the Colorado State University Library web page, using this url: https://reserve.colostate.edu/ares/ares.dll . See the Course Schedule for details.

CONTENT DELIVERY

Instructional Methodology: This class will be taught as a combination of online lessons via self-assessments, readings, discussion posts, and a course project. There are no recorded video lectures for this course. Supplemental readings will be provided.

Mode of Delivery: The primary mode of delivery for this class will be on-line and presented through the use of mixed media, such as web-based videos and on-line interactive technology for both CSU Online students and the campus-based cohort at CSU. However, the campus-based cohort will meet on campus between 4 and 5:15 pm on Wednesdays in the Laurel House.

GRADING

ASSIGNMENT*	GRADE POINTS
Weekly Discussions (7 total, 50 points each)	350
Personal Extension (2 total, 25 points each)	50
Sustainable Tourism Synthesis and Application Project (4 checkpoints, 50 points each)	200
Total:	600

*Keep a copy of all work created for the course, including work submitted through Canvas course learning management system.

Grade Scale

Grade	Percent	Points
A+	> 98%	> 588
A	97 – 90%	587 – 540
B	89 – 80%	539 – 480
C	79 – 70%	479 – 420
D	69 – 60%	419 – 360
F	< 60%	< 360

ASSIGNMENT DETAILS

WEEKLY DISCUSSIONS (7 @ 50 POINTS PER WEEK = 350 POINTS TOTAL)

You will be interacting online each week within a small group (four to five students assigned randomly by the instructor) to reflect on and synthesize course content. For the first seven weeks of the course (no

discussion is due in week eight), students must complete the following two discussion tasks by every Friday and Sunday at midnight:

1. Due every Friday at midnight – a Synthesis of Course Content post each week, with an additional Personal Extension post (described below) in any two of those weeks
2. Due every Sunday at midnight – response/reaction to the posts of two or more classmates

Specific requirements for these tasks are as follows (everything <u>underlined</u> below should receive its own heading in your posts):

PRIMARY POST (due every Friday at midnight):

1. <u>Synthesis of Course Content</u> (~500 words, excluding references) – this section will critically analyze course readings and content, synthesizing and applying the information in a personal, professional, and/or societal context. Guiding questions for these posts will be provided in weekly module descriptions. *The student should write this commentary in paragraph form and use APA 6th format for citations and references.*

RESPONSE/REACTION TO CLASSMATES (due every Sunday at midnight):

2. <u>Response to (write the Classmate's Name here)</u> – each student should provide a respectful and incisive response to the PRIMARY POST of at least two other classmates. There is no expectation on word count. However, responses should highlight issue complexity by providing in-depth questions and commentary, differing perspectives, and/or personal connections linked to course content. *Each response should be in paragraph form (not bullet points) and use APA 6th format for citations and references.*

50-POINT RUBRIC FOR EACH OF SEVEN WEEKLY DISCUSSIONS:

Criteria	Excellent	Very Good	Good	Fair	Needs more work
Synthesis of Course Content (30 points) On-time, ~500-word submission (excluding references), in paragraph form, with a clear heading (i.e., SYNTHESIS OF COURSE CONTENT) Synthesizes incisive responses to the guiding questions provided in weekly module descriptions Effectively and succinctly applies ideas from the textbook, readings/videos, previous discussion posts (if applicable), and personal experience to real world issues and events	30	24	18	12	6
Response to Classmates (10 points) On-time responses to the primary post of at least two other classmates, in paragraph form and with a clear heading (i.e., RESPONSE TO *CLASSMATE NAME*), Responses demonstrate respectful engagement and in-depth understanding/application of both course content and posts from other classmates	10	8	6	4	2

Criteria	Excellent	Very Good	Good	Fair	Needs more work
Writing and APA Referencing (10 points) Writing is clear and easy to understand Proper use of grammar and spelling is followed Uses APA 6th both for citations (in-text) and for references (at bottom) in each post	10	8	6	4	2

PERSONAL EXTENSION (2 @ 25 POINTS EACH = 50 POINTS TOTAL)

Personal Extension (~250 words, excluding references) – in two separate weeks during the course, students must extend their primary discussion post. This additional section should provide thoughtful commentary on a reading that is of interest to the student and links to the week's learning objectives, but that isn't part of the regular course content. It might be an academic journal article that is referenced in one of the required readings, or it might be from another source (e.g., city's sustainability plan, blog, book chapter, magazine, newspaper, etc.). Optional readings listed in the syllabus are acceptable sources. *The student should use bullet points for this commentary and provide an APA 6th reference for the reading chosen.* The analytical approach is entirely up to the student, but might include any or all of the following:

a. A brief summary of the context, theme, and claims of the reading
b. Questions the article raises for the student, linked to course content
c. A critique of the article's approach, claims, or apparent inconsistencies
d. Connections to the student's own experiences, goals, or perceptions

25-POINT RUBRIC FOR EACH OF TWO PERSONAL EXTENSION POSTS:

Criteria	Excellent	Very Good	Good	Fair	Needs more work
Personal Extension (25 points each x 2) ~250-word submission (excluding references), in bullet-point format, with a clear heading (i.e., PERSONAL EXTENSION), included beneath SYNTHESIS OF COURSE CONTENT section Provides an insightful description/critique of a reading linked to weekly objectives but not part of regular course content Uses APA 6th both for citations (in-text) and for references (at bottom)	25	20	15	10	5

SYNTHESIS AND APPLICATION PROJECT (200 POINTS)

Students will work individually, or in a small group (no more than four students), to complete a synthesis and application project as a final project for this class. Because discussion posts in this course offer only minimal interaction, students are encouraged to work in groups for this project. The objective of the project is to provide students with the opportunity to synthesize the knowledge gained in this class from

readings, videos, and discussion, and apply this to produce a tangible product that will advance their learning and professional preparation. There are three options for the project, with checkpoints that must be completed and submitted in Canvas every two weeks (four checkpoints total), by midnight on the due date given. Project options are as follows (choose one):

Option 1 – Multiple Case Study

Assess and compare the sustainability of two or three businesses, companies, or organizations of interest, according to a set of sustainability criteria discussed in this course (e.g., from chapter 4 in Mowforth & Munt). Write a ~20-page report (double-spaced, 12-point font) that includes a title, page numbers, a brief introduction, an overview of sustainability criteria and the framework chosen, a comparison of the cases according to the criteria selected, recommendations, brief conclusive statements, and references. APA 6th format should be used for all tables/figures, citations, and references.

Option 2 – Outreach Document

Develop an outreach document such as a handbook or briefing paper that synthesizes and translates research on some aspect of sustainable tourism for a practitioner or policy-maker audience, and makes concrete recommendations for best practices or decisions based on existing research on Sustainable Tourism. This could be done either as a Publisher or Power-Point document of ~20-30 pages or slides. Potential topics include:

1. Optimizing local involvement in sustainable tourism development
2. Pursuing sustainability through alternative forms of tourism
3. Using tourism as a tool for development – an application of the sustainable livelihoods framework
4. Indicators and criteria for sustainable tourism – when, how, and why to use them
5. Etc.

Option 3 – Proposal for a Research or Project Grant

Prepare a research or project proposal in the form of a real grant application in view of your possible post-MTM pursuits. Synthesizing existing sustainable tourism theory and research is a key skill for scholars and graduate students, and a necessary part of developing a strong research or project proposal. Students interested in pursuing a doctoral degree or any position involving tourism/development research or grant writing in the future are encouraged to use this project option as an opportunity to cultivate this valuable skill. While the actual application/proposal may be submitted after the course ends, the entirety of it (which will include different items depending on the proposal, such as the project summary, introduction, literature review, methods for data collection/management, expected outcomes, biography of the applicant, project calendar, letters of introduction for potential stakeholders, and budget) must be submitted at the end of this course. Potential resources:

a. Center for Collaborative Conservation fellowship
(http://www.collaborativeconservation.org/application-materials)

   b. Rotary International projects (https://www.rotary.org/myrotary/en/take-action/develop-projects)
   c. Fulbright Scholar program (http://www.cies.org/)
   d. Ford Foundation pre-doctoral fellowship (http://sites.nationalacademies.org/PGA/FordFellowships/PGA_171962)

CHECKPOINT DESCRIPTIONS (4 @ 50 POINTS EACH)

1. **Due Sunday, October 30, 2016 - Project Selection and Rationale**
   Includes four sections:
   o ½-page description in paragraph form of the project you select and the rationale behind it from a theoretical, practical, and/or personal perspective (single-spaced, 12-point font)
   o Bullet points providing descriptions of three to five potential or actual stakeholders, companies, and/or organizations linked to the project you select (e.g., address/location of organization, history and mission of organization, stakeholder description and contact info, etc.)
   o List of one or more salient and succinct quotes from >15 DIFFERENT references (articles, book chapters, etc.) that support your project rationale
   o Group member names and APA 6th reference list
2. **Due Sunday, November 13, 2016 - Outline**
   Full outline for the project you have selected, including:
   o clear titles delineating all project sections
   o anticipated content in each section (use of bullet-points and/or paragraphs is fine)
   o outlines for and anticipated location of any tables and figures – including table titles, categories, images, etc., using APA 6th format
3. **Due Sunday, November 27, 2016 - Rough Draft**
   Completed draft of project – submitted for correction and comments
   Includes all components as described above for the project option selected
4. **Due Friday, December 9, 2016 - Final Product**
   Final product incorporating all revisions based on previous instructor comments

50-POINT RUBRIC FOR EACH OF FOUR CHECKPOINTS:

Criteria	Excellent	Very Good	Good	Fair	Needs more work
Synthesis and Application of Content (20 points) Incisive presentation of facts and ideas Effective synthesis and application of course content to project in context of real world issues and events	20	16	12	8	4
Checkpoint Requirements (10 points) All checkpoint requirements, as described above, are effectively and sufficiently addressed	10	8	6	4	2
Timeliness (10 points) Document submission is made in Canvas (e.g., a single Word, Publisher, or Power-point file), on-time and complete	10	8	6	4	2

Criteria	Excellent	Very Good	Good	Fair	Needs more work
Overall Organization (5 points) Material is well-organized with clear headings, logical flow of information, and attention to parsimony (i.e., succinctness)	5	4	3	2	1
Writing and APA Referencing (5 points) Writing is clear and easy to understand Proper use of grammar and spelling is followed Uses APA 6th format for all tables/figures, citations, and references where appropriate	5	4	3	2	1

ACADEMIC INTEGRITY POLICY

This course will adhere to CSU's Academic Integrity/Misconduct policy as found in the General Catalog and the Student Conduct Code.

All students are expected to familiarize themselves with the university academic integrity policy. An update about this policy and an amendment to the Faculty and Professional Manual, as passed by the Faculty Council, was forwarded to the Board of Governors. The revised academic integrity section of can be seen in its entirety here:

http://catalog.colostate.edu/general-catalog/policies/students-responsibilities/#academic-integrity

It is our intent to adhere to the Academic Integrity Policy of the General Catalog and the Student Conduct Code.

HONOR PLEDGE: *"I will not give, receive, or use any unauthorized assistance."*

UNIVERSAL DESIGN FOR LEARNING

I am committed to the principle of universal learning. This means that our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A verifying memo from Resources for Disabled Students may be required before any accommodation is provided.

COPYRIGHTED COURSE MATERIALS

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

COURSE SCHEDULE

Eight modules span the duration of the eight-week course. In general, a new module will become available online by Sunday night of the week prior to that week's content. A week is considered to run from Monday 12:01am to Sunday at midnight.

		Course Schedule	
Week	**Topics**	**Readings**	**Assignments**
1	Sustainable Development and Tourism **DATES: 10/17 to 10/23**	McCool, S. F. (2016). In S. F. McCool & K. Bosak (Eds.), *Reframing Sustainable Tourism*, Chapter 2 – The changing meanings of sustainable tourism (pp. 13-32). New York: Springer. Keiner, M. (2004). Re-emphasizing sustainable development – the concept of 'evolutionability'. *Environment, Development and Sustainability, 6,* 379–392. UNWTO. (2015). *Tourism and the Sustainable Development Goals*. Madrid, Spain: United Nations World Tourism Organization. Mowforth, M., & Munt, I. (2009). Chapter 2 – Globalization, sustainability, development. In *Tourism and Sustainability: Development, Globalization, and New Tourism in the Third World*, 3rd Edition (p. 11-46). New York: Routledge.	Discussion 1 due Friday at midnight, MST Responses due Sunday at midnight, MST
2	Indicators and Criteria for Sustainable Tourism **DATES: 10/24 to 10/30**	Mowforth, M. & Munt, I. (2009). Chapter 4 – Tourism and Sustainability. In *Tourism and Sustainability: Development, Globalization, and New Tourism in the Third World*, 3rd Edition (pp. 83-119). New York: Routledge. Sirakaya, E., Jamal, T.B. & Choi, H.S. (2001). Developing indicators for destination sustainability, in Weaver, D.B. (Ed.), *The Encyclopedia of Ecotourism* (pp. 411-432). New York: CAB International, New York. Huayhuaca, C., Cottrell, S., Raadik, J., & Gradl, S. (2010). Resident perceptions of sustainable tourism development: Frankenwald Nature Park, Germany. *International Journal of Tourism Policy*, *3*(2), 125–141. Larson, L. R., & Poudyal, N. C. (2012). Developing sustainable tourism through adaptive resource management: A case study of Machu Picchu, Peru. *Journal of Sustainable Tourism, 20*(7), 917-938.	Discussion 2 due Friday at midnight, MST Responses due Sunday at midnight, MST Synthesis Project Checkpoint 1 due Sunday at midnight, MST

3	Stakeholder Participation in Sustainable Tourism Development **DATES: 10/31 to 11/6**	Mowforth, M. & Munt, I. (2009). Chapter 8 – Hosts and Destinations. In *Tourism and Sustainability: Development, Globalization, and New Tourism in the Third World*, 3rd Edition (pp. 224-267). New York: Routledge. Jamal, T., & Stronza, A. (2009). Collaboration theory and tourism practice in protected areas: Stakeholders, structuring, and sustainability. *Journal of Sustainable Tourism, 17*(2), 169-189. Tosun, C. (2006). Expected nature of community participation in tourism development. *Tourism Management, 27*, 493-504. Clausen, H. B., & Gyimothy, S. (2016). Seizing community participation in sustainable development: Pueblos Magicos of Mexico. *Journal of Cleaner Production, 111*, 318-326.	Discussion 3 due Friday at midnight, MST Responses due Sunday at midnight, MST
4	Sustainable Tourism and Poverty Alleviation **DATES: 11/7 to 11/13**	Mowforth, M. & Munt, I. (2009). Chapter 11 – New tourism and the poor: Making poverty history? (pp. 335-368). In *Tourism and Sustainability: Development, Globalization, and New Tourism in the Third World*, 3rd Edition. New York: Routledge. Van de Mosselaer, F. & van der Duim, R. (2013). Chapter 3: Tourism and the explicit concern with poverty reduction: A Review. In K. Bricker, R. Black, & S.P. Cottrell (Eds.), *Sustainable Tourism & the Millennium Development Goals: Effecting Positive Change (pp. 39-56)*. Boston, MA: Jones & Bartlett Learning. Truong, V. D., Hall, C. M., & Garry, T. (2014). Tourism and poverty alleviation: Perceptions and experiences of poor people in Sapa, Vietnam. *Journal of Sustainable Tourism, 22*(7), 1071-1089. Gascón, J. (2015). Pro-poor tourism as a strategy to fight rural poverty: A critique. *Journal of Agrarian Change, 15*(4), 499–518.	Discussion 4 due Friday at midnight, MST Responses due Sunday at midnight, MST Synthesis Project Checkpoint 2 due Sunday at midnight, MST

5	Alternative Tourism and Sustainability **DATES: 11/14 to 11/20**	Mowforth, M. & Munt, I. (2009). Chapter 5 – A new class of tourist: Trendies on the trail. In *Tourism and Sustainability: Development, Globalization, and New Tourism in the Third World*, 3rd Edition (pp. 120-147). New York: Routledge. Leslie, D. (2012). Chapter 2 – The responsible tourism debate (read only pages 20-26, from RT through ET). In *Responsible Tourism: Concepts, Theory and Practice*. Cambridge, MA: CABI. Hunt, C. A., Durham, W. H., Driscoll, L., & Honey, M. (2015). Can ecotourism deliver real economic, social, and environmental benefits? A study of the Osa Penninsula, Costa Rica. *Journal of Sustainable Tourism, 23*(3), 339-357. Saarinen, J., & Lenao, M. (2014). Integrating tourism to rural development and planning in the developing world. *Development Southern Africa, 31*(3), 363-372.	Discussion 5 due Friday at midnight, MST Responses due Sunday at midnight, MST
6	Sustainable Tourism and Local Livelihoods **DATES: 11/21 to 11/27**	Scoones, I. (1998). Sustainable rural livelihoods: A framework for analysis (IDS Working paper 72). London: University of Sussex, Institute of Development Studies. [See http://www.sarpn.org/documents/d0001493/P1833-Sustainable-rural-livelihoods_IDS-paper72.pdf Shen, F., Hughey, K.F.D., & Simmons, D.G. (2008). Connecting the sustainable livelihoods approach and tourism: A review of the literature. *Journal of Hospitality and Tourism Management. 15*, 19–31. Li, Y., Turner, S., & Cui, H. (2015). Confrontations and concessions: An everyday politics of tourism in three ethnic minority villages, Guizhou Province, China. *Journal of Tourism and Cultural Change*. DOI: 10.1080/14766825.2015.1011162 Stronza, A., & Gordillo, J. (2008). Community views of ecotourism benefits. *Annals of Tourism Research, 35*(2), 448-468.	Discussion 6 due Friday at midnight, MST Responses due Sunday at midnight, MST Synthesis Project Checkpoint 3 due Sunday at midnight, MST

7	Sustainable Tourism, Governance, and Power **DATES: 11/28 to 12/4**	Mowforth, M., & Munt, I. (2009). Chapter 3 – Power and tourism (pp 47-81). In *Tourism and Sustainability: Development, Globalization, and New Tourism in the Third World*, 3rd Edition. New York: Routledge. Bramwell, B. (2011). Governance, the state, and sustainable tourism: A political economy approach. *Journal of Sustainable Tourism, 19*(4-5), 459-477. Dangi, T. B., & Jamal, T. (2016). An integrated approach to "Sustainable Community-Based Tourism". *Sustainability, 8*(475), 1-32. Knight, D. W., & Cottrell, S. P. (2016). Evaluating tourism-linked empowerment in Cuzco, Peru. *Annals of Tourism Research, 56*, 32-47.	Discussion 7 due Friday at midnight, MST Responses due Sunday at midnight, MST
8	Sustainable Tourism and Socio-Environmental Considerations **DATES: 12/5 to 12/11**	Cottrell, S.P. & Raadik-Cottrell, J. (2013). Chapter 12 – PAN Parks: Monitoring the balance between nature conservation and tourism. In K. Bricker, R. Black, & S.P. Cottrell (Eds.), *Sustainable Tourism & the Millennium Development Goals: Effecting Positive Change (pp. 307-325)*. Boston, MA: Jones & Bartlett Learning. Roe, D. (2008). The origins and evolution of the conservation-poverty debate: A review of key literature, events and policy processes. *Oryx, 42*(4), 491–503. Ooi, N., Laing, J., & Mair, J. (2015) Social capital as a heuristic device to explore sociocultural sustainability: A case study of mountain resort tourism in the community of Steamboat Springs, Colorado, USA. *Journal of Sustainable Tourism, 23*(3), 417-436. Brunt, P. & Courtney, P. (1999). Host perceptions of socio-cultural impacts. *Annals of Tourism Research, 26*(3), 493-515. [http://www.uvm.edu/tourismresearch/agritourism/publications/england.pdf]	No Discussion or Responses due Synthesis Project Checkpoint 4 due Friday at midnight, MST

OPTIONAL READING LIST

Sustainable Development and Tourism	Butler, R. (1998). Sustainable tourism – looking backwards in order to progress? In Hall, M. & Lew, A. (eds) *Sustainable Tourism: A Geographical perspective* (pp. 25-34). New York: Longman. Milne, S.S. (1998). Tourism and sustainable development: Exploring the global-local nexus. In Hall, M. & Lew, A. (eds) *Sustainable Tourism: A Geographical perspective* (pp. 35-48). New York: Longman.
Indicators and Criteria for Sustainable Tourism	Black, R. (2013). Chapter 11 Partnerships in practise: Ecotourism and sustainable tourism accreditation and certification programs. In K. Bricker, R. Black, & S.P. Cottrell (Eds.) *Sustainable Tourism & the Millennium Development Goals: Effecting Positive Change (pp. 307-325)*. Boston, MA: Jones & Bartlett Learning. Costanza, R., Kubiszewski, I., Giovannini, E., Lovins, H., McGlade, J… & Wilkinson, R. (2014). Development: Time to leave GDP behind. *Nature, 505*(7483), 283-285. Cottrell, S.P. & van der Donk, M. & (January, 2008). PAN Parks Lessons Learned Series: How to Perform an Analysis of Perceptions and Attitudes. [online document at http://vidasilvestre.org.uy/wp-content/uploads/2012/08/PAN-PARKS_Lessons-Learned-Series_4_How-to-Perform-an-Analysis-of-Perceptions-and-Attitudes.pdf Honey, M. (2008). Setting standards: Certification programmes for ecotourism and sustainable tourism. In A. Stronza, & W.H. Durham (Eds.), *Ecotourism and Conservation in the Americas* (pp. 234-261). Oxfordshire, UK: CAB International.
Stakeholder Participation in Sustainable Tourism Development	Nault, S., & Stapleton, P. (2011). The community participation process in ecotourism development: A case study of the community of Sogoog, Bayan-Ulgii, Mongolia. *Journal of Sustainable Tourism, 19*(6), 695-712. Tosun, C. (2000). Limits to community participation in the tourism development process in developing countries. *Tourism Management, 21*, 613-633.
Sustainable Tourism and Poverty Alleviation	Zoomers, A. (2008). Global travelling along the Inca route: Is international tourism beneficial for local development? *European Planning Studies, 16*(7), 971-983.
Alternative Tourism and Sustainability	Wallace, G.N. (1996). Toward a principled evaluation of ecotourism ventures. *Yale School of Forestry and Environmental Studies Bulletin*, 99, 119-140. [online at http://www.ibcperu.org/doc/isis/8313.pdf] Weaver, D. (2010). Indigenous tourism stages and their implications for sustainability. *Journal of Sustainable Tourism, 18*(1), 43–60.
Sustainable Tourism and Local Livelihoods	Eddins, E.A. & Cottrell, S.P. (2014). Sustainable Development and Sustainable Livelihoods Frameworks: Theory and Practice in Volunteer Tourism, *The International Journal of Sustainability Policy and Practice. 9*(1), 47-60.

Sustainable Tourism, Governance, and Power	Ramos, A. M., & Prideaux, B. (2014) Indigenous ecotourism in the Mayan rainforest of Palenque: Empowerment issues in sustainable development. *Journal of Sustainable Tourism, 22*(3), 461-479. Mowforth, M. & Munt, I. (2009). Chapter 12 – Conclusion. In *Tourism and Sustainability: Development, Globalization, and New Tourism in the Third World*, 3rd Edition (pp. 369-377). New York: Routledge.
Sustainable Tourism and Socio-Environmental Considerations	Canavan, B. (2016). Tourism culture: Nexus, characteristics, context, and sustainability. *Tourism Management, 53*, 229-243. Borman, R. (2008). Ecotourism and conservation: The Cofan experience. In A. Stronza and W.H. Durham (Eds.), *Ecotourism and Conservation in the Americas* (pp. 21-29). Oxfordshire, UK: CAB International.