Territorial Acknowledgement – We acknowledge that the University of Waterloo is located on the traditional territory of the Neutral, Anishnaabeg and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometers on each side of the Grand River.

Instructor: Bryan Grimwood, PhD  
Associate Professor, Department of Recreation and Leisure Studies  
Faculty of Applied Health Sciences, University of Waterloo  
Email: bgrimwood@uwaterloo.ca  
Office: BMH 2309 (office hours by appointment or drop-in)

Class Times:  
• Online learning (weekly): May 06 – July 30, 2019  
• Field course: June 05 – 10, 2019

Class Location:  
• UWaterloo LEARN will host all online learning activities  
• The mandatory field course will be based at the Kandalore Outdoor Centre in Haliburton, Ontario. *Arrangements have been made for a coach bus to transport students to and from the field course. The bus departs UWaterloo at 8:00 am on June 05, arriving at Kandalore around noon that day. The return bus departs Kandalore at 1:30 pm on June 10, arriving at UWaterloo around 5:00 pm that day. All students are expected to travel to and from the field course on this bus.

Teaching Assistant: Jordana Milne  
Email: jordana.milne@uwaterloo.ca

Calendar Description  
A blended learning course (field course + online learning) focusing on the philosophical, socio-cultural, health, and ecological dimensions of ecotourism, and the skills and practices necessary for planning and managing ecotourism for community development and wellbeing. The course will involve one or more overnight excursions to ecotourism destinations in the Muskoka or Haliburton regions.  
• Pre-requisite: REC/ENVS 230 or permission of the instructor  
• Supplement field trip fee: $599.00 plus HST
Course Goals
This blended learning course combines online learning with an intensive, multi-day field course. The ultimate aim is to inspire place-based, disruptive, and experientially rich understandings of nature-based tourism and its relationship to the wellbeing of communities (broadly defined). The course invites students to enhance and put into practice their knowledge, skills, and values as responsible ecotourism consumers and facilitators. The mandatory field experience will occur June 5-10, 2019 and be based out of the Kandalore Outdoor Centre in Haliburton, Ontario (http://www.kandalore.com/oec/experiences/). Online learning will occur in the weeks leading up to and following the field course.

Supplemental Course fee and Transportation
$599.00 + HST. This will cover all fees associated with the field course including camp/dorm-style accommodation, meals, camping and risk management equipment, ecotourism attraction, transportation, campsite fees, canoe rentals, and qualified guides. Students will be required to bring all necessary personal equipment (e.g., clothing, sleeping bags and pads, medications, notebooks/journals, course materials). A detailed equipment list will be made available early in 2019. Transportation to and from the field course has been arranged with a coach bus service and is available to students at no extra cost. The bus to Kandalore will depart from UWaterloo at 8:00 am on Wednesday, June 05, 2019. The return bus will depart Kandalore at 1:30 pm on Monday, June 10, 2019, arriving at UWaterloo around 5:00 pm. All students are expected to travel to and from the field course on this bus.

Intended Learning Outcomes/Objectives
By the end of this course, students will:
- Realize their responsibility in creating safe learning spaces through active participation in, and facilitation of, online and field-based experiential learning;
- Practice skills for experiencing, leading, and developing responsible ecotourism for and with communities;
- Analyze relationships between ecotourism and various types of “communities” (e.g., the body, teams or social groups, the more-than-human world, regions/landscapes, Gaia);
- Critique how their experiences of nature-based tourism are anchored to, and/or disruptive of, broader cultural narratives that privilege and oppress;
- Design creative interventions that transform how nature-based tourism is imagined, expressed, performed, consumed, produced, represented, or storied.

Instructor’s Expectations of Students in This Course
- Participate. Show up.
- Prepare and expect to learn. Invite and support others to learn.
- Think critically about ideas. Champion the people in our community of learning.
- Take care: of yourself, of others, of place/environment.
- Take responsibility: of yourself, for and with others, for place/environment.
- Ask questions. Receive feedback.
**Teaching and Learning Activities**
This course blends online learning with an intensive experiential learning field course.

(1) **Online Learning** consists of two parts. First, the preparation phase (weeks 1 – 4), involves teaching and learning activities designed to prepare students for the field course experience from risk management and critical thinking perspectives. Second, the reflection phase (weeks 7 – 12), involves teaching and learning activities that engage students’ critical reflective and creative disruptive talents. Online learning activities will include mini-lectures, short video presentations, field course planning, light reading and note taking, podcasts and other media to listen to/watch/read, burning or critical question responses, discussion forums, and some independent and group assignments.

All online teaching and learning activities will occur through the REC/ENVS 433 LEARN site. The course website can be found by following the Waterloo LEARN links within the University of Waterloo website. Log on to Waterloo LEARN and select the REC/ENVS 433 link. The course website will: contain announcements and updates relating to the course; provide access to course content, documents, assignments, readings, supplemental resources, and discussion forums; serve as the base for submitting assignments and communicating with the instructor, TA, and fellow students before and after the field course. All grades will be posted on the LEARN website. Please be prepared to access course materials and submit assignments/learning activities through the LEARN site every week during the term. And pay close attention to submission dates! The course instructor and TA will, likewise, check the site regularly, with the exception of evenings (after 6:00 pm) and weekends (Friday 5:00 pm to Monday 9:00 am). Students are asked to keep this timing in mind when preparing for assignments or communicating with the instructor and TA.

**Students will have access to weekly online teaching information and materials no later than 1:00 pm each Monday. As a general practice, students should plan to have all weekly online learning activities complete by 6:00 pm each Friday. The Learning Activities Checklist is available on LEARN for students to access, follow, and use to ensure all activities are completed on schedule.**

**Readings, Media, and Mini-Lectures**
Weekly required readings and media (e.g., podcasts, video, news articles) provide foundational content for online discussions, course assignments, field course preparation, and field course reflection. Working in groups, students will have the opportunity later in the course to identify and circulate required readings and media. Each student is expected to submit jot notes on weekly required readings and media as part of their participation assessment. Supplemental readings and media are provided for students interested in independent study beyond the expectations of the course. All readings and media files will be available on the REC/ENVS 433 LEARN site. They are also highlighted in the Schedule of Online Learning below. Required readings and media files are marked with “R”. Supplemental ones are marked with “S”. The instructor’s mini-lectures will orient students
to key ideas, issues, or approaches conveyed in the readings or media and how these relate weekly themes and/or to the field course experience.

**Burning Questions and Discussion Forums**

Burning questions are designed to prompt students to think, to analyze, to open up new meanings and possibilities. There are no right or wrong answers to these questions; only responses that can be, more or less, informed, well-argued, thoughtful and thought-provoking. Students are expected to respond to all burning questions in the applicable weekly discussion forum on LEARN. Students are also expected to review, consider, and respond (bearing in mind the bullets listed under Instructor Expectations) to responses posted by other students, the TA, and the Instructor.

**Mini-Assignments**

On several occasions, students are expected to complete a short assignment related to preparing for or reflecting on the field course. These assignments should take less than 1-hour per week to complete. Specific details about each assignment will be communicated to students on LEARN. They are also noted on the Learning Activities Checklist.

**Schedule of Online Learning**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Theme</th>
<th>Readings/podcast</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>May 6-10</td>
<td>Welcoming</td>
<td>R – Caton (2018)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>R – Podcast: “The Secret Life of Banff”</td>
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<tr>
<td>2</td>
<td>May 13-17</td>
<td>Transformation</td>
<td>R – Lee (2018); Rantala &amp; Varley (2019)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>R – TEDx Talk: Sinclair (2017)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>S – Higgins-Desbiolles (2009); Ross (2010); Robledo &amp; Batle (2017)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S – Podcast: “Hiking with Nietzsche”</td>
</tr>
<tr>
<td>3</td>
<td>May 21-24</td>
<td>Land</td>
<td>R – Simpson (2014); Leopold (1949)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S – Hinch (1994); Mullins (2018)</td>
</tr>
<tr>
<td>4</td>
<td>May 27-31</td>
<td>Place</td>
<td>R – Harrison (2018); Eagles &amp; Bandoh (2009)</td>
</tr>
</tbody>
</table>
**Group Facilitation Outline due (May 27)**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>June 5-10</td>
<td>Field Course</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>June 17-21</td>
<td>Story</td>
</tr>
<tr>
<td>8</td>
<td>June 24-28</td>
<td>To be determined</td>
</tr>
<tr>
<td>9</td>
<td>July 2-5</td>
<td>To be determined</td>
</tr>
<tr>
<td>10</td>
<td>July 8-12</td>
<td>To be determined</td>
</tr>
<tr>
<td>11</td>
<td>July 15-19</td>
<td>To be determined</td>
</tr>
<tr>
<td>12</td>
<td>July 22-26</td>
<td>No scheduled activities</td>
</tr>
<tr>
<td>13</td>
<td>July 29-30</td>
<td>No scheduled activities</td>
</tr>
</tbody>
</table>

(2) **The Field Course (6-days/5-nights)** will consist of various active and “hands-on” teaching and learning activities. A majority of these will be outdoor and experiential, so students must be prepared to spend significant time outside each day. Activities will include: cooperative and group dynamic activities, small group presentations by peers, mini-lectures and guest lectures, light reading, journaling and memory work exercises, a day-long visit to the Haliburton Forest (https://www.haliburtonforest.com/), and a 2-night canoe and camping trip in the Haliburton Highlands Water Trails (https://hhwt.goingtocamp.com/). A basic schedule is included below and a more specific program will be shared with students in the weeks leading up to the field course.

**Field Course Schedule**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activities</th>
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<tbody>
<tr>
<td>1</td>
<td>Wednesday</td>
<td>8:00 am: Depart UWaterloo</td>
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<tr>
<td></td>
<td>June 05</td>
<td>12:00 pm: Arrive at Kandalore</td>
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<tr>
<td></td>
<td></td>
<td>Afternoon:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Tour of Kandalore, safety procedures, swim test</td>
</tr>
</tbody>
</table>
• Team-building
• Student facilitation – Group 1
Evening:
• Student facilitation – Group 2
• Sauna

2 Thursday June 06 Morning:
• Canoe instruction
• Student facilitation – Group 3
Afternoon:
• Drs. Julia Harrison & John Wadland – Windy Pine
• Dr. Paul Eagles – Algonquin Park
Evening:
• Team challenge – giant swing

3 Friday June 07 Morning
• Student facilitation – Group 4
• Day-visit to Haliburton Forest
• Canopy Tour, Wolf Centre tour
Evening
• Canoe trip pack out
• Memory writing

4 Saturday June 08 Canoe trip, day 1
• Kandalore to Haliburton Highlands Water Trails

5 Sunday June 09 Canoe trip, day 2
• Haliburton Highlands Water Trails

6 Monday June 10 Canoe trip, day 3
• Haliburton Highlands Water Trails to Kandalore
1:30 pm: Depart Kandalore
5:00 pm: Arrive at UWaterloo

Course Assessment
Final grades for this course are based on four assessments. General information about these is provided below. Specific details will be made available on the REC/ENVS 433 LEARN site.

1. Participation (online and field course learning activities) – 30% of overall grade
The course instructor and TA will assess (a) weekly participation in online learning activities and (b) daily experiential learning activities during the field course. Online learning activities are described in detail above. The Learning Activities Checklist available on LEARN identifies all activities associated with the participation assessment.
2. Group Facilitation (field course) – 20% of final grade
The purpose of the group facilitation assignment is for students to work in small groups to design and lead an experiential learning activity during the field course. Students will be divided into four (4) groups of roughly equal numbers, determined by the course instructor and TA. Recommended topics will be assigned to each group by the instructor, though student groups may consult with the instructor to choose an agreed upon alternative that relates to teaching an outdoor/nature-based tourism skill relevant to the field course experience. Group facilitations must:

- incorporate an experiential learning component;
- involve all group members as facilitators and the remainder of the class as active learners;
- last 40-45 minutes;
- occur during specified time in the field course program.

Each group must submit a detailed outline of their facilitation plan no later than 6:00 pm on Monday, May 27. All outlines must be submitted to the appropriate Dropbox on LEARN.

3. Creative Intervention (group assignment) – due online July 05, 2019 – 30% of final grade
For this group project, students will work in small teams to design a creative intervention that transforms how nature-based tourism is imagined, expressed, performed, consumed, produced, represented, or storied. The nature and scale of the intervention will be student-driven and determined in consultation with the course instructor and TA. However, students are required to:

- integrate their collective skills, knowledge, values, and experiences in order to create (or invite) positive transformation within a targeted audience;
- draw on and showcase learning from online and field course activities in the creative intervention;
- prepare their intervention as a form of tourism promotion (e.g., a promotional video or advertisement, brochure, infographic, poster, website, photo essay, destination map, podcast, newspaper or magazine article, blog posts, or postcards); and
- complete peer assessment for each member of their group.

4. Narrative Synthesis (individual assignment) – due online July 26, 2019 – 20% of final grade
For this final, independent assignment, each student is expected to synthesize their learning documented throughout the term into a tourism story that is approximately 750 – 1000 words (i.e., ~3-4 double space pages) in length. A good story is one that illustrates to an audience a moment of insight that has transformed how you think or how you see yourself, others, or the world. Stories spin relations that tack between personal and political, concrete and abstract, present and past but also future, fiction and non-fiction, agency and structure, mundane and profound. Students are invited to use this assignment to tell their story of tourism and transformation (however humble or grand) as experienced during the course.
Department and University policies

Late Assignments
Written assignments are due at the beginning of class on the dates indicated in the course outline. **10% will be immediately deducted** if they are not submitted by 2:30 p.m. on the noted dates above. An additional 10% will be deducted each day at class time (including weekends) until the assignment is submitted. On a weekend, an electronic version should be submitted which will have a time and date of submission on it. The hard copy, if required, would be submitted by 9:30 Monday morning.

Exceptions will only be made under unforeseeable and extraordinary circumstances. Evidence of such circumstances must be provided to the instructor in the form of supporting documentation from an appropriate source (e.g., doctor’s certificate, copy of obituary, police report, etc.). Students with acceptable documentation must contact the instructor **no later than 48 hours after a due date** to make alternative arrangements. In special unforeseeable circumstances where due dates cannot be met, it is the student's responsibility to provide acceptable written documentation substantiating the reasons for not meeting the deadline (the “Request for Variance From a Course Outline” may be used for this purpose). When there are exceptional circumstances, there will be no penalty assigned. If no contact is made, a mark of “zero” will be given.

Academic Integrity
In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check www.uwaterloo.ca/academicintegrity/ for more information.]

Grievance
A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

Discipline
A student is expected to know what constitutes academic integrity [check www.uwaterloo.ca/academicintegrity/] to avoid committing an academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties check Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.
Appeals
A decision made or penalty imposed under Policy 70 (Student Petitions and Grievances) (other than a petition) or Policy 71 (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.

Note for Students with Disabilities
The AccessAbility Office, located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the Office at the beginning of each academic term.

Turnitin.com and alternatives
Plagiarism detection software (Turnitin) may be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin and alternatives in this course. Note: students must be given a reasonable option if they do not want to have their assignment screened by Turnitin. See: http://uwaterloo.ca/academicintegrity/turnitin/index.html for more information.