

**Conrad Grebel University College, University of Waterloo**  
**PACS 302-2: Peace through Tourism**  
**Winter 2016**  
**Thursday, 7:00-pm-9:50pm in Room CGC 1300**

**Instructor: Ryan Snider, Ph.D.**

**Office Hours by Appointment: Thursdays, 6:00-7:00pm**

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**Calendar course description**

Tourism has the potential to either exploit or affirm the dignity of the sites, places and peoples visited by tourists. As a result, this course will provide a trans-disciplinary approach to outlining the potential of tourism as a vehicle for peace. Through examining the continuum of tourism typologies and the interaction gradient between hosts and guests, students will enhance their understanding of the potential that sustainable tourism initiatives have for developing local communities and building a new paradigm for peace. Course work will include case studies, assigned readings, simulation exercises, written papers, and tests.

**Rationale and Preamble:**

Peace through Tourism defines the various forms of tourism by analyzing the benefits and consequences caused by tourism, while presenting a view that tourism can be about bringing people together, learning about each other, and embracing the connectedness of all peoples and things. By doing so, peace can be built through an enhanced understanding and appreciation of diverse cultural beliefs, art, music, foods, stories, and ceremonies; as well as through connection with the natural environment. A review of the literature on the social aspects of tourism – whether for business or pleasure – indicates two common approaches to the subject. Although the economic approach has traditionally been the predominant factor in the decision-making process, other disciplines such as sociology, anthropology, geography, political science, and theology have been encouraged to address the complex issues associated with the concept. As a result, even though it is often assumed that benefits from tourism usually outweigh the costs – primarily through job creation and the economic input into host communities – tourism critics advocate that tourism creates more problems than benefits, and is directly responsible for many societal ills.

**Course materials**

Required readings will include:

- Required Course Pack available from the UW Bookstore:
  - **PACS 302 Courseware: Peace Through Tourism (\$18.00)**
- Internet sources available on-line
- Materials posted on UW-LEARN.

### Learning outcomes

By the end of the term, students should be able to:

- Understand fundamental principles of sustainable tourism initiatives and how they contribute to peacebuilding.
- Form critical questions concerning the extent to which tourism can contribute to the multifaceted nature of peace.
- Understand the nuanced differences between sustainable tourism, responsible tourism and ecotourism, and be able to explain how they serve as instruments of peacebuilding.
- Analyze ‘best-practice’ case studies of peace through tourism.
- Identify strategies to ensure maximum benefits accrue to the host population from tourism.
- Understand the role of the responsible traveler as an agent for peace and mutual respect.

### Course teaching methodology

This course will be taught in a seminar format. Students will be expected to be significantly engaged as co-learners by participating in classroom discussions and in completing the assigned readings. Teaching methodologies that will be used include:

- Lectures on key topics by course instructor
- Videos and guest lectures
- Small group discussions during class
- Student presentations concerning course assignments and research projects
- Case studies

### Course Schedule and Reading Assignments

The following schedule is meant to give you general guidelines about class content. Changes to this schedule will be announced in class or on UW-LEARN.

UNITS AND TOPICS	RESOURCES	ASSIGNMENTS AND EVALUATION	DATES
<b>Introduction to the Course</b> <ul style="list-style-type: none"><li>• Definitions and Overview</li><li>• Peace and Tourism in Context</li></ul>	<a href="http://thereandbackagaintravel.com/traveling-the-world-perspective/?utm_content=buffer7c26f&amp;utm_medium=social&amp;utm_source=facebook.com&amp;utm_campaign=buffer">http://thereandbackagaintravel.com/traveling-the-world-perspective/?utm_content=buffer7c26f&amp;utm_medium=social&amp;utm_source=facebook.com&amp;utm_campaign=buffer</a>		Jan. 7
<b>Peacebuilding, Peacemaking, and Conflict Resolution</b> <ul style="list-style-type: none"><li>• Definitions and Overview</li><li>• The Benefits of Peacebuilding</li></ul>	Page 1-17		Jan. 14
<b>Sustainable Tourism: Mitigating Impact</b> <ul style="list-style-type: none"><li>• Tourism theory in Context of Peace</li><li>• Tourism, Peace, and Development</li><li>• The Triple Bottom Line</li></ul>	Page 18-36		Jan. 21
<b>Socially Responsible Tourism: A new era in peace development</b> <ul style="list-style-type: none"><li>• Measuring Impact</li><li>• Empowering host communities</li><li>• Minimizing Environmental Impact</li><li>• Distributing the Benefits Equitably</li></ul>	Page 37-46		Jan. 28

<b>Voluntourism and Peace: A Critical Analysis</b> <ul style="list-style-type: none"> <li>• Economic impact on the host community</li> <li>• Socio-psychological effects on orphans</li> </ul>	Page 47-60	Weekly Current Event Presentations (15%)	Feb. 4
<b>Mid-term Exam (25%) and Guest Speaker</b>			Feb. 11
<b>Reading Week – No Classes</b>			Feb. 18
<b>Tourism in Indigenous Communities</b> <ul style="list-style-type: none"> <li>• The ethical treatment of indigenous populations and artifacts in tourism destinations.</li> <li>• Discrimination and prejudice often fostered by stereotyping, ethnocentrism, xenophobia and social separation.</li> </ul>	Page 61-70	Weekly Current Event Presentations	Feb. 25
<b>Terrorism, Peace, and Tourism:</b> <ul style="list-style-type: none"> <li>• The simultaneous trends of terrorism versus peace.</li> <li>• Promoting peace, preventing conflict</li> </ul>	Page 71-86	Weekly Current Event Presentations	Mar. 4
<b>The Commodification of Culture:</b> <ul style="list-style-type: none"> <li>• Tourism’s role in the commoditization, acculturation, and creation of a dual economy in the Lesser Developed Countries.</li> </ul>	Page 87-101	Weekly Current Event Presentations	Mar. 11
<b>Tourism in the Developing World: Promoting Peace and Reducing Poverty</b> <ul style="list-style-type: none"> <li>• Case Study: Congolese Guerillas and Ugandan Gorillas</li> <li>• Tourism in Conflict Zones</li> <li>• Community participation in the decision-making process</li> </ul>	Page 102-112	Weekly Current Event Presentations	Mar. 18
<ul style="list-style-type: none"> <li>• <b>Justice Tourism and Alternative Globalisation</b></li> <li>• The anti-globalisation movement</li> <li>• Alternative Tourisms</li> <li>• Justice Tourism for a ‘new order’</li> </ul>	Page 113-121	<b>Individual Research Paper Due (35%)</b>	Mar. 25
<b>Responsible Peace Tourism: An Ethical Framework</b> <ul style="list-style-type: none"> <li>• Ecotourism versus Ego-tourism</li> <li>• The Traveler’s Checklist</li> <li>• Promoting peace through relationship</li> </ul>	Page 122-131	Weekly Current Event Presentations	April 1
<b>Final Exam (25%) (Exam during exam schedule -- date to be announced)</b>			

**COURSE REQUIREMENTS:**

Individual Paper:	35%
Current Event (23x23) Presentation:	15%
Mid Term Exam:	25%
Final Exam	25%
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TOTAL	100%

**Individual Paper (35%): Due March 25**

The concept of Peace through Tourism refers to a body of analysis which suggests tourism may contribute to cross-cultural understanding, tolerance, and even peace between communities. What has been largely missing in this analysis is a sustained critique of the potential and capacities of tourism to foster global peace. Essentially, how does Peace through Tourism actually come about, and what are some best practices from around the world? To assist with filling this void, students will write a 3000-4000 word paper outlining a critical look at tourism in order to ascertain its potential as a social force to promote human rights, justice and peace. Students should research various best practices associated with the phenomenon, and incorporate one or two of them into their essay as evidence of how the concept can actually be applied tangibly. Papers should be double spaced, 12 font, and may include maps, diagrams, and appendices as required. External sources should be referenced in APA format.

**Mid-Term Exam (25%):**

This 90-minute (in class) evaluation will consist of providing the student with a relevant case study and guiding questions for their analysis. Students will be required to critically read the cases, reflecting on the role that peacebuilding, tourism, and development play in each study. Then, through employing the concepts taught in class and the textbook, students will be required to write a coherent evaluation of the associated challenges.

**“Pecha Kucha: 23x23” Presentation (15%):**

Throughout the term, students are highly encouraged to read the literature pertaining to peacebuilding, tourism, and development. Individually, students are expected to choose one issue (eg. Gorilla Trekking in Uganda, Student volunteers in Belize, etc) and individually present the context of the issue, as well as the associated peace, tourism and development issues. Following the “Pecha Kucha” tradition [www.pechakucha.org/presentations/why-we-travel](http://www.pechakucha.org/presentations/why-we-travel) , students should present their content in 23 slides shown for 23 seconds each (9 minutes in total). This format keeps your presentations concise and fast-paced and should reduce the student to present the material without reading from their notes. Students will present their current event (4 presentations per week) in class on a date assigned by the instructor.

**Final Exam (25%):**

Students will be expected to write an (in-class) end-of-term exam to reflect their mastery of the key concepts and cross-cutting themes discussed in class.

**Attendance and Participation.**

This will be an interactive class in which learning will best take place in the context of discussion and interaction with the peers, guests and the instructor. Hence, it is expected that students will attend class and participate meaningfully in small and large group discussions.

### **Assignment deadlines**

Deadlines are firm. Quiz deadlines especially are non-negotiable. Late written assignments (Application assignment and Proposal) will be assessed an automatic penalty of 5% with an additional 2% penalty assessed per additional day. A valid medical document is required for medical excuses.

## **IMPORTANT INFORMATION**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, 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 professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

**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, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

**Academic Integrity website (Arts):** [http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

**Academic Integrity Office (UW):** <http://uwaterloo.ca/academicintegrity/>

### **Course Drops and Adds**

Students may freely add courses for the first two weeks of term, and freely drop courses for the first three weeks. Courses dropped during weeks four to eight will automatically receive a grade of WD (withdraw); courses dropped from week nine onwards will automatically receive a grade of WF (withdraw, fail). The instructor does not have the authority to “drop” a student from a course. Students will automatically receive either WD or WF, unless they petition to the Examinations and Standings Committee.

### **Accommodation for Students with Disabilities:**

The Office for Persons with Disabilities (OPD), 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 OPD at the beginning of each academic term.

### **Accommodation Due to Illness**

From time to time students become ill or have ongoing medical conditions that prevent them from meeting academic obligations. The University is committed to assisting students who are ill and has established the following policy, which is fair and practical.

### **Documentation**

Students in an on-campus course who are ill and unable to meet assignment due dates or write a term test or final examination should seek medical treatment and provide confirmation of the illness to the instructor(s) within 48 hours by submitting a completed UW Verification of Illness Form to support requests for accommodation due to illness. Students in distance education courses must also provide confirmation of the illness but submit it to the Distance Education Office. The UW Verification of Illness Form is normally the only acceptable medical documentation and is available on line at:

[http://www.healthservices.uwaterloo.ca/Health\\_Services/verification.html](http://www.healthservices.uwaterloo.ca/Health_Services/verification.html)

Students who consult their physician or use the services of an off-campus walk-in clinic must provide this form to the attending physician for completion; doctors notes and forms created by the physician or clinic are normally not acceptable. Although not compelled to do so, instructors may accept medical documentation that contains the same information specified on the UW Verification of Illness Form. Health Services charges a \$10 fee for completing the University of Waterloo Verification of Illness Form, which is not covered by OHIP/UHIP. Fees for this service levied by off-campus practitioners are the student's responsibility.

### **General Information**

- a) **Parking:** Cost from 7:30am to 7:30pm, Monday to Friday, is \$1.00 per hour up to \$4.00 per day. Proper tickets are to be displayed on the front dashboards.
- b) **Photocopier:** Available in the Grebel library. Accepts payment put on WatCards only.
- c) **Cancellations due to Weather:** If UW's classes are cancelled, local radio stations announce cancellations