LEIS3130 Leisure, Tourism and Environmental Issues

Semester 1, 2006

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Email:         Kevin.markwell@newcastle.edu.au
Consultation hours: please email or phone me for appointment

Unit Weighting  10
Teaching Methods  Field Study
                Seminar

Brief Course Description
Critically interrogates some of the relationships between leisure practices such as recreation and tourism, and the physical environment. The environment is subject to a range of stresses created by a variety of leisure activities and students wishing to work as professionals in the leisure field need to have a sound understanding not only of the relationships between leisure and the environment, but also an ability to solve problems. The course also focuses on how our cultural understandings of nature are produced and reproduced through a variety of leisure practices.

Contact Hours
Seminar for 2 Hours per Week for the Full Semester

Learning Materials/Texts
A course resource pack will be made available for purchase.

Course Objectives
1. To develop a critical understanding of the complex relationships which exist between humanity and nature within the specific domain of leisure.

2. To refine the ability to identify and examine the positive and negative effects of leisure activities and developments on the physical environment.
3. To develop an understanding of the concept 'ecological sustainability' as it applies to recreation and tourism.
4. To understand the principles underpinning planning instruments and management strategies in the context of leisure-environment interaction.

**Course Content**
1. The sociology of nature.
2. Cross-cultural perspectives on nature.
3. Relationships between tourism, recreation and the environment.
4. Use of animals in recreation and tourism (zoos, circuses, pet keeping).
5. Gardens and gardening as examples of disciplining and taming nature.
6. Experiencing nature in national parks and wilderness areas.
7. Visitor impacts and their management in natural areas.
8. Environmental interpretation.
10. Ecotourism.

**Assessment Items**

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>Portfolio 30%: 1000 words This will comprise summaries and critiques of the designated readings as well as additional material relevant to the course such as book and film reviews, summaries and critiques of other literature; individual reflections on the course; field trip reports and the like.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other: (please specify)</td>
<td>Blackboard Discussion Board Participation, 10%, 500 word written equivalent.</td>
</tr>
<tr>
<td>Projects</td>
<td>Major Project 60%; including 45% written component, 3000 words; oral presentation at student symposium 15%, written equivalent 500 words. This Project will be on a topic negotiated between individual students and the course coordinator, and is relevant to the aims and objectives of this course.</td>
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**Assumed Knowledge**
60 units at 2000 level in LEIS or SOCA courses or equivalent.

**CONTENT**

The multitude of relationships which exist between people and that which we call nature have been the subject of considerable enquiry within Western civilisation. Ideas about the place of humanity in the so-called natural world are continually being challenged and contested. As we have recently seen demonstrated in relation to the tsunamis associated with the earthquakes off Indonesia, nature is uncertain, unpredictable and enormously powerful. Nature is the source of much beauty and pleasure as well as tragedy and despair. Within the specific context of leisure, nature has been regarded as the site of leisure activity; as leisure space; and as a source of inspiration, recreation and recuperation. However, up until recently, little attention has been paid to our relations with nature in the specific context of leisure, that is recreation and tourism.

It is the intention of this subject to critically explore and interrogate some of the relationships between leisure (recreation and tourism) and nature. In particular, we shall interrogate positions that argue that conflict, control and domination, or alternatively that empathy and harmony best characterise our relations with nature within a leisure framework. Do our leisure practices actually serve to contain, and thus accentuate differences between nature and culture? Is ‘nature’ now understood to be quite separate from our everyday lives, something that we visit during our recreation or tourism experiences? How do we as people living at the beginning of the 21st century come to know and understand and imagine nature? What role does film, novels, popular magazines play, amongst so many other forms of
popular culture, in the social construction of nature? And what about technologies that provide ways of genetically modifying nature to the extent that extinct species of plants and animals may possibly be brought back to existence?

From a more pragmatic standpoint, this course is important because of the fact that nature is subject to a range of stresses created by a variety of leisure activities and so professionals working in the leisure domain need to have a sound understanding not only of the relationships between leisure and nature, but also an ability to solve problems that occur at the nexus between leisure activities and the physical environment.

**OBJECTIVES**

On the successful completion of this subject, I envisage that you will have acquired, among other things:

- a better understanding of the complex relationships which exist between nature and humanity, and in particular the contradictions and inconsistencies that seem to characterise social relations with nature;

- the ability to identify and examine the positive and negative aspects of the relationships which exist between leisure activities and the physical environment;

- an understanding of the concept 'ecological sustainability' as it applies to recreation and tourism.

**YOUR OWN OBJECTIVES**

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**LEARNING EXPERIENCES**

This course will differ from most of the other courses that you have undertaken at this University because it will be based on a weekly seminar/discussion rather than a traditional lecture and tutorial format. I will usually lead the seminar with a discussion that will attempt to frame and introduce the topic under examination for that week. However, it is vital that you come prepared every week to actively participate in the seminar. Adequate preparation means having read some of the material recommended for that week and having thought about some of the Key Questions that I have identified, as well as regularly checking the Blackboard site for this course.
READINGS

Over 130 relevant items have been placed in Short Loans. Most of these have been scanned and are available online. You are also advised to make use of other relevant material available in the monograph and serial collections of the Auchmuty Library. You will note that rather than specify particular readings each week, I have provided you with a choice. The idea here is that by reading at least one of the items each week, (and when a topic really grabs you, more than one), you will be able to contribute a perspective that you can share with other members of the group, some of whom will have read the same reading, but others won’t have.

The following is a list of journals held by either the Auchmuty or Huxley Libraries that contain articles of relevance to this course:

- Annals of Tourism Research
- Journal of Sustainable Tourism
- Tourism Management
- Journal of Leisure Studies
- Human Dimensions of Wildlife
- Environmental Conservation
- Journal of Environmental Ed’n.
- Environment and Behaviour
- Conservation Biology

FIELDTRIPS

You will be required to participate in at least one of the fieldtrip options that I have arranged. Of course you can come along to more than one of these, but you must attend at least one. This fieldtrip is in addition to a compulsory fieldtrip that takes place in class time in Week 3 to the Wetlands Centre, Shortland.

Glenrock Lagoon State Recreation Area    Friday 17 March
Blackbutt Reserve            Saturday 18 March
Australian Reptile Park      Friday 31 March

Each of these fieldtrips will comprise about 3 hours.

As mentioned above, you will be required to participate in at least one of these trips and use your observations and reflections to contribute to your course portfolio.

BLACKBOARD

To log in to Blackboard go to: http://blackboard.newcastle.edu.au/ and then click on Login. You will be prompted for your user name and password that you were assigned as an enrolled student at this university. You should be able to follow the prompts given that will take you to the site for this course.

We will be using the Discussion Board to facilitate on-line discussions about a range of topics of relevance to this course, and your involvement in these Discussions (both frequency and quality of contribution) will be assessed as part of your overall assessment for this course.

You are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to your queries, ask your question on the Blackboard forum if there is one, use the course code in the subject line of your email, and phone or visit during published office hours.

Turnitin

Turnitin is now integrated into Blackboard. The class ID for this course is 1452014 and the password is nature.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>21 February</td>
<td>Mapping the dimensions of the course. The concept of nature.</td>
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<tr>
<td>2</td>
<td>28 February</td>
<td>Charting human-nature relationships and impacts. Environmental</td>
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<td></td>
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<td>philosophies and social movements.</td>
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<td>3</td>
<td>7 March</td>
<td>Field Trip to Wetlands Centre, Shortland</td>
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<td>4</td>
<td>14 March</td>
<td>Human-animal relations I: wildlife tourism</td>
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<tr>
<td>5</td>
<td>21 March</td>
<td>Human-animal relations II: wildlife in captivity</td>
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<tr>
<td>6</td>
<td>28 March</td>
<td>Human-animal relations III: pets and pet-keeping</td>
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<td>7</td>
<td>4 April</td>
<td>Human-animal relations IV: hunting and fishing</td>
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<td>8</td>
<td>11 April</td>
<td>Gardens and gardening. Human control and domination or getting closer</td>
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<td></td>
<td></td>
<td>to nature?</td>
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<td>9</td>
<td>2 May</td>
<td>Recreation and tourism in protected natural areas. Concept of wilderness</td>
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<tr>
<td>10</td>
<td>9 May</td>
<td>Visitor management in protected natural areas: design and interpretation</td>
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<tr>
<td>11</td>
<td>16 May</td>
<td>The rise of ecotourism and sustainable tourism</td>
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<tr>
<td>12</td>
<td>23 May</td>
<td>Creating nature: simulations, hyper-reality, nature as a themepark.</td>
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<tr>
<td>13</td>
<td>30 May</td>
<td>Student Symposium: Issues in Leisure/Nature Relations</td>
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Assessment

Course Portfolio (30%)

Word Length: 1000 words

Your course portfolio is to engage with the following statement:

*Leisure, in its broadest sense, provides an excellent lens through which we can better understand contemporary Western society’s relationships with nature.*

Whilst you need to be able to demonstrate a critical and intellectual engagement with this statement, the nature of the portfolio is more flexible than the traditional essay. In other words, additional material such as photographs, clippings from magazines and newspapers, postcards, and all kinds of what Cronon called ‘found objects’ can be incorporated into your portfolio. The portfolio thus enables you to creatively and imaginatively engage with the problem statement. The important thing to remember, however, is that I as the marker, must be able to determine the extent to which you have critically engaged with the problem statement. Therefore, you need to build and sustain an argument that is well supported by references to the literature as well as by examples that you have obtained from your own independent research, field trip and the like.

You should incorporate pertinent observations and reflections drawn from your field trip(s), ideas and arguments (appropriately cited and referenced) from the relevant academic literature as well as examples taken from popular culture such as books, magazines, films and television programs, travel brochures and travel writing generally, and your own previous experiences.

You will need to read widely from the reading lists given for weeks 2 and 3 for a more general grounding in the ideas and arguments relating to this topic and then draw from the more specific literature used from week 4 onwards and use this literature to help you in responding to the problem statement and the questions that flow from it.

**Date Due:** 4.00pm Friday April 7

Participation in Blackboard on-line Discussions (10%)

Within the Blackboard platform there is a facility for on-line discussions through a Discussion Board link. Throughout this semester we will generate between 4 and 6 major discussion topics and you are each expected to contribute to the discussion of at least three of these. Your contribution will be assessed in terms of number of contributions made (with the bare minimum being three postings), the nature of the contributions and the extent to which your contribution stimulated further debate and discussion. Please note that I will moderate the Discussion Boards and that no personally offensive or inappropriate comments will be tolerated. Each contribution should respect the views of others, even if in disagreement. Please note that you must contribute to the discussion boards in a timely way, ie contributing to discussion as it is posted. It is not acceptable to accrue your postings all in what hit towards the end of semester, they must be made in an on-going way.

**Final date for making contributions to Discussion Board:** Friday 9 June
Major Project – Written component (45%)
Assignment proposal (15%)

This is a major piece of work. Overall, this project is worth 60% of the total mark for this course, 45% is for the written component, 15% for your proposal which must be submitted by week 7.

You are to choose a topic area and then narrow this down to a research problem or question that you can then set about answering through your research. I have listed some examples for you to consider on the following page – you are free to use any of these as they are or in an adapted form, or devise your own. You must have completed the appropriate form by Week 7 of the semester.

Projects can be literature based, that is based on a comprehensive literature review, or they can be based on an empirical investigation of your own. Please remember that if your study involves some form of survey of people, using either a questionnaire or interview instrument, or indeed some forms of systematic observation, you will need to have your project approved by the Faculty’s Human Research Ethics Committee. Please talk to me first if you are thinking of conducting such a project. This conversation should take place no later than the second week of semester.

Your presentation at the Symposium will comprise a 10/15 minute overview of your project, including its aims, rationale, theoretical and applied significance, methodology and major findings. A 5 minute question time will follow your presentation. You will be assessed on the quality of your presentation (structure, content, use of visual aids, level of interest created, enthusiasm) as well as your ability to engage with questions and comments from the audience.

Proposal Date Due: 4pm, Friday 7 April (500 words)
Assignment Date Due: 4pm Friday 26 May (2500 words)
Plagiarism

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

· copying or paraphrasing material from any source without due acknowledgment;

· using another's ideas without due acknowledgment;

· working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

· Reproduce this assessment item and provide a copy to another member of the University; and/or

· Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).

· Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment: or

2. whose attendance at or performance in an assessment item or formal written examination
has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:


Changing your Enrolment

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2006
For semester 2 courses: 31 August 2006
For Trimester 1 courses: 18 February 2006
For Trimester 2 courses: 10 June 2006

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the School Office.

To change your enrolment online, please refer to

http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

Contact Details

Faculty Student Service Offices

The Faculty of Education and Arts
Room: GP1-22 (General Purpose Building)
Phone: 0249 215 314

The Faculty of Business and Law
Room: SRS130 (Social Sciences Building)
Phone: 0249 215 983
The Dean of Students

Dr Jennifer Archer
Phone: 492 15806
Fax: 492 17151
resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:


Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards


Web Address for Rules Governing Postgraduate Academic Awards


STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 49 21 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at:

www.newcastle.edu.au/services/disability
Administrative Information

Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:


Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Written Assignment Presentation and Submission Details
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:
- **Type your assignments**: All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length**: The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University coversheet**: All assignments must be submitted with the University coversheet: [www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf](http://www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf)
- **Assignments are to be deposited in the relevant discipline assignment box**: School of Humanities and Social Science, MC127.

- **Do not fax or email assignments**: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse. Assignments mailed to Schools are accepted from the date posted.

**Keep a copy of all assignments**: All assignments are date-stamped upon receipt. However, it is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

Online copy submission to Turnitin
In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website: LEIS3130.

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing.

Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.
Penalties for Late Assignments
Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.

Special Consideration/Extension of Time Applications
Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student HUBS.

Remarks
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at:


Return of Assignments
Where possible, assignments will be marked within 3 weeks and returned to students in class. At the end of semester, students can collect assignments from the Student HUBS during office hours.

Preferred Referencing Style
In this course, it is recommended that you use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:


Student Representatives
We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

Student Communication
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.
Essential Online Information for Students
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
<th>Pass (P)</th>
<th>Credit (C)</th>
<th>Distinction (D)</th>
<th>High Distinction (HD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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</table>