

Nova Southeastern University
Oceanographic Centre
Distance Course Syllabus: 12 week online course
MAMC 4601 (may – july 2015)
Instructor: Yves Jean, Ph.D. (yjean@nova.edu / yjean@teluq.quebec.ca)

Syllabus: Ecotourism and Whale-Watching Activities in Coastal Zone Management

Course description

Whale-watching is one of the fastest growing tourism industries worldwide often viewed as sustainable, non-consumptive strategy for the benefits of cetacean conservation and the coastal communities. Whale-Watching Activities are very interesting to illustrate a worldwide case for sustainable management.

This course will focus upon: the historical aspects of Whale-Watching Activities (WWA), Whale-Watching around the world, particularly in North America / the importance of WWA as an industry / the conservation basis of cetacean conservation and the role of Marine Protected Areas (MPAs) / the impacts of navigation, regulations and guidelines / conceptual modelling for sustainable management and sustainable whale watching / research trends in WWA / the ecotourism experience

Learning Outcomes

1. Students will acquire knowledge upon an important worldwide issue related to sustainable development for coastal communities
2. Students will understand the complexity of the interactions between ecological, social and economic factors involved in WWA as an industry
3. Students will examine current and future trends in WWA management and research

Course content

Module 1. History of Whale-Watching Activities (WWA) and WWA around the world

Section 1. History of WWA

Section 2. WWA around the world

Module 2. Cetacean Habitat Conservation, Role of Marine Protected Areas (MPAs) and Sustainable Whale Watching

Section 1. A « basis » for Cetacean habitat conservation and planning

Section 2. Role of MPAs in Cetaceans conservation

Section 3. Sustainable Whale Watching

Section 4. Sustainable Whale Watching : case studies around the world

Module 3. The Impacts of Whale Watching, Regulations, Guidelines, and Research Trends in WWA

Section 1. Impacts of whale watching and whaling

Section 2. Conceptual modelling and research trends in WWA

Section 3. Regulations, guidelines, and participation of the industry in WWA

Module 4. The Ecotourism Experience

Calendar of weekly requirements

This is a 12 week course:

- Week 1 : History of WWA
 - ✓ Readings and videos
 - ✓ Core question 1: written answer and discussion online
 - ✓ Research paper : review of the topics

- Week 2: WWA around the world
 - ✓ Readings and videos
 - ✓ Core question 1: written answer and discussion online (final)
 - ✓ Research paper : selection and proposal

- Week 3 : A basis for Cetacean conservation and planning
 - ✓ Reading and videos
 - ✓ Core question 2: written answer and discussion online
 - ✓ Research paper : selection and proposal (final)

- Week 4 : Role of MPAs in Cetaceans conservation
 - ✓ Reading and videos
 - ✓ Core question 2 : written answer and discussion online (final)
 - ✓ Research paper : work on first draft

- Week 5 : Sustainable Whale Watching
 - ✓ Reading and videos
 - ✓ Core question: 3: written answer and discussion online
 - ✓ Research paper : work on first draft

- Week 6 : Sustainable Whale Watching : case studies around the world
 - ✓ Reading and videos
 - ✓ Core question 3: written answer and discussion online
 - ✓ Research paper : first draft (to be submitted)

- Week 7 : Impacts of whale watching and whaling
 - ✓ Reading and videos
 - ✓ Core question 3: written answer and discussion online (final)

- ✓ Research paper : peer review and discussion online
- Week 8 : Conceptual modelling and research trends in WWA
 - ✓ Reading and videos
 - ✓ Core question 4: written answer and discussion online
 - ✓ Research paper : peer review and discussion online
- Week 9 : Regulations, guidelines, and participation of the industry in WWA
 - ✓ Reading and videos
 - ✓ Core question 4: written answer and discussion online
 - ✓ Research paper : peer review (final)
- Week 10 : The Ecotourism Experience
 - ✓ Reading and videos
 - ✓ Core question 4: written answer and discussion online (final)
 - ✓ Research paper : work on final draft
- Week 11 : Quiz and final review
 - ✓ Quiz
 - ✓ Research paper: work on final draft
- Week 12: Final review
 - ✓ Research paper : final draft (final)

Course learning activities

- Reading and viewing required course material (weekly basis). A question, a posted answer and a discussion online has to be performed according to the schedule.
- Online discussion on core questions and on selected topics for case studies (week 7-8-9). The different aspects of ecology and socio-economic should be covered and discussed. The first weeks are intended to do the selection (for each student) for the research paper, which is based on case studies; a case study is a WWA in one part of the world. The following weeks allow the development of the research paper in collaboration with peers.

Assignments

1. Online core questions and posted answers (2-3 pages) for the first 10 weeks = 40% (10%/week 2; 10%/week 4; 10%/ week 7; 10%/week 10). The participation to the discussion online will be taken into account.
2. Quiz on selected topics in week 11 =10%
3. Research paper based on case studies on WWA around the world = 50% (proposal : 5% / first draft : 15% / final report : 25%)

Online asynchronous (posted) discussions

Students will be evaluated based on their contributions to the asynchronous web-based course discussions. This rubric explains the basic criteria used to assess participation in the on-line discussions forums.

Points	Frequency of participation	Discussion and feedback	Readings and web-links
10	High participation rate (at least 3 times a week)	Excellent and thoughtful answers to the discussion exercises and questions. Original analysis and adequate uses of readings and web-links. Valuable feedback for classmates.	The student clearly demonstrate that the required readings and web-links have been used and that the student clearly comprehends the course material and its significance.
6-7	Medium participation (at least 2 times a week)	Thoughtful comments to the discussion questions. Take a significant interest in the comments and questions of fellow classmates.	Went through the majority of the required readings and web-links. Demonstrates a comprehension of the course material and its significance
3	Low participation (once a week)	Poor involvement. Comments, answers to the discussion not relevant or rarely are. Actual knowledge of material is outweighed by improvised comments and remarks.	Did not use a lot of the required readings and web-links. Demonstrates a poor comprehension of the course material and its significance.
0	No participation	No answers or rarely answers the discussion questions on the web. No comments and participation to the questions of fellow classmates.	Little or no familiarity with the assigned material.

Ressources

No textbook required. Suggested scientific articles and reports, videos and websites.

References

- Chion, C., G. Cantin, S. Dionne, B. Dubeau, P. Lamontagne, J.-A. Landry, D. Marceau, C. C. A. Martins, N. Ménard, R. Michaud, L. Parrott et S. Turgeon, 2013. *Spatiotemporal modelling for policy analysis : Application to sustainable management of whale-watching activities*. Marine Policy 38: 151–162.
- Harms, M., R. Asmutis-Silvia, and A. Rosner. 2013. *Whale Watching : More Than Meets The Eyes*. Report to NOAA's Fisheries Northeast Region Program Office (NERO), 55 Great Republic Drive, Gloucester, MA 01930. Award Number NA11NMF4720240. 113 pp
- Hoyt, E. 2011. *Marine Protected Areas for Whales, Dolphins, and Porpoises : A World Handbook for Cetacean Habitat Conservation and Planning*. Earthscan (Eds.), London, New York (2nd ed.) 464 pp.
- Kennedy, A.S., A.N. Zerbini, O.V. Vasquez, N. Gandilhon, P.J. Clapham, and O. Adam. 2013. *Local and migratory movements of humpback whales (Megaptera novaeangliae) satellite-tracked in the North Atlantic Ocean*. dx.doi.org/10.1139/cjz-2013-0161. Published at www.nrcresearchpress.com/cjz on 26 October 2013. Can. J. Zool. 92 : 9-18 (2014)
- O'Connor, S., Campbell, R., Cortez, H., & Knowles, T. 2009. *Whale Watching Worldwide : tourism numbers, expenditures and expanding economic benefits*. A special report from the International Fund for Animal Welfare, Yarmouth MA, USA, prepared by Economists at Large.
- United Nations Environment Program. 2009. « *Chapter 4: The ICZM approach to sustainable tourism development* ». In: Sustainable Coastal Tourism. An integrated planning and management approach, p. 46-67. UNEP Manuals on Sustainable Tourism. Paris.

CLASS POLICIES AND RESOURCES

Attendance

Students are expected to actively participate online from the first week of class until the end of term. If a student anticipates that they may be unable to access their online course for several days, they should notify the instructor in advance to make alternate arrangements for any missed coursework. Similarly if an unanticipated event such as illness or an emergency takes them away from coursework, they should inform their instructor.

Withdrawals and Refund

Masters students may withdraw from a course at any time before the fourth week of class and may receive a partial refund. A request for tuition refund must be made in writing at the time of withdrawal to the distance education office at the Oceanographic Center at online@nova.edu (Do not send such requests to your instructor). Refunds will be made solely at the option of the university and will be based on the legitimacy of the reason for withdrawal. If granted, refunds are adjusted as follows:

- Before the first class meeting/week of class 100%
- Before the before the Friday of the 1st week of class 75%
- Thereafter 0%

Technical Help

If you encounter technical problems, please contact the NSU Help Desk at: <http://www.nova.edu/help/index.html>. Call: (954) 262-HELP (4357) or Toll Free: (800) 541-NOVA (6682) x24357.

Library and Study Support

The Oceanographic Center is fortunate to have its own dedicated library and librarians on site to assist in-house and distance students. Please explore the learning resources, including the extensive full-text journals, and don't hesitate to email or telephone to speak with a librarian. You can find details at: <http://nova.campusguides.com/oclibrary>.

Academic Honesty/Plagiarism

Read Section 5.0 Student Conduct of the [catalog](#) for details. The essential points are:

- Assignments such as exams, tests, projects, term papers, etc., must be the original work of the student.
- All academic work submitted for credit or as partial fulfillment of course requirements must adhere to the specific accepted reference manuals and rules of documentation (e.g. Chicago Manual of Style). It is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation.
- Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.
- Violations of academic responsibility include, but are not limited to:
 - plagiarism

- any form of cheating
- conspiracy to commit academic dishonesty
- misrepresentation
- bribery in an attempt to gain an academic advantage
- forging or altering documents or credentials
- knowingly furnishing false information to the institution
- falsifying excuses for missing attendance

For clarification on plagiarism and copyright, students are referred to the online overview provided by the library at: <http://www.nova.edu/library/dils/lessons/plagiarism/>

Faculty members at the Oceanographic Center have access to comprehensive web-based *Turnitin.com* plagiarism prevention software. Registered students may request to submit their papers to *Turnitin.com*, prior to assignment submission, as a learning tool.

The institution reserves the right to require a student to withdraw at any time for misconduct as described above. It also reserves the right to impose probation or suspension on a student whose conduct is determined to be unsatisfactory.

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