

## MODULE DESCRIPTION

<b>Module Title</b>	Cruise Geography				
<b>Module Code</b>	CSH-119				
<b>Module Type</b>	Compulsory				
<b>Level</b>	Certificate				
<b>Year/Semester</b>	Year 1/Semester 2				
<b>Instructor's Name</b>					
<b>ECTS</b>	5	<b>Lectures/week</b>	3 academic hours	<b>Laboratories/week</b>	N/A
<b>Module Overview</b>	<p><b>Aim &amp; Objectives:</b> This module is designed to give students a global geographical understanding of cruises, a basic knowledge to cruise geography. Building upon the foundational concepts of geography (physical and human geography – including map interpretation), the module is intended to develop a geographical awareness of the cruise line industry development and various impacts. It examines the phenomenon of cruising, with areas and growth of cruises, operations and maritime transportation, from the perspective of the geographic understanding. Also, the module identifies how geography affects and influences the destinations that cruise ships visit. Students learn Maritime and Nautical terms and gain familiarity with the main areas and terms of maritime geography including latitude and longitude, weather, time and tides, waterways, geography of trade etc. The student will become familiar with the major elements of human and environmental-climatic patterns of geography influences global cruise expansion. Furthermore, it explores the impacts on local communities, customs and ethics and socio-cultural impacts of cruising.</p> <p>Students of this course can acquire the conscience that cruise geography is an important constituent part of their studies and linked with the general goal of their education.</p> <p>The major objectives are as follow:</p> <ul style="list-style-type: none"> <li>▪ Introduce the cruise industry and its significance as one of the fastest growing sectors in global tourist geography.</li> <li>▪ Examine the phenomenon of cruising from the perspective of the geographer.</li> <li>▪ Demonstrate familiarity with embarkation points, ports-of-call and attractions in each cruise area.</li> <li>▪ Introduce and examine Cruise Line profiles introduces cruise line profiles, history and trends in the cruise industry, world-wide port geography.</li> <li>▪ Identify the diversity of cruise products and destinations.</li> </ul>				

	<ul style="list-style-type: none"> <li>▪ Appraise the challenges and benefits of cruising and its impact on ports-of-call (destinations) and on local communities.</li> <li>▪ Explore how the cruise line industry affects local destinations' economy, and impacts its residents and the environment.</li> <li>▪ Understanding the Latitude and Longitude and Nautical time zones and Maritime Terminology.</li> <li>▪ Evaluate the Global Cruise expansion.</li> <li>▪ Explore the environmental impacts of cruising.</li> </ul>
<p><b>Learning Outcomes</b></p>	<p>Upon successful completion of the module, students should be able to:</p> <ul style="list-style-type: none"> <li>▪ Appraise, analyse, and evaluate issues relating to cruise line geography.</li> <li>▪ Understand and conceive what is cruise geography.</li> <li>▪ Explain the historical development of cruising and how the various components of the cruise industry are interrelated in the globalized world.</li> <li>▪ Explain various concepts in cruise and maritime terminology.</li> <li>▪ Describe the contemporary cruise experience.</li> <li>▪ Compare the different cruise line profiles.</li> <li>▪ Synthesize information in response to various Issues of local and international geographic aspects.</li> <li>▪ Outline the economic benefits to international trade and local economies that cruises have brought.</li> <li>▪ Evaluate information, and demonstrate creativity, strategic and critical thinking on the impacts of cruising on locals.</li> <li>▪ Identify oceans of the world and typical geographical pathways for cruise liners.</li> <li>▪ Describe the various cruise lines and varied geographical cruise areas throughout the world.</li> <li>▪ Analyze geography from a cruise industry perspective and how it determines ports of call.</li> <li>▪ Identify profitable ports of call and place main ports of the world on the map.</li> <li>▪ Evaluate the cultural diversity to determine the destination best suited for the client's interests.</li> <li>▪ Demonstrate a global outlook and understand personal and corporate social responsibility and apply ethical reasoning and professional judgment.</li> <li>▪ Illustrate the ability to communicate in writing and orally on issues related to cruise geography.</li> <li>▪ Demonstrate an awareness of the cultural, and ethnic, diversity of the cruise line industry.</li> <li>▪ Be able to describe the profile of clients who cruise and why people cruise.</li> <li>▪ Demonstrate an awareness of environmental factors that influence ship itineraries.</li> </ul>
<p><b>Prerequisites</b></p>	<p>N/A</p>

<b>Module Content</b>	<ul style="list-style-type: none"> <li>▪ Introduction, overview, definitions</li> <li>▪ History of Cruising- International cruising</li> <li>▪ What is Geography and the Geography of Cruising</li> <li>▪ The Geography of Cruises</li> <li>▪ Geographical aspects and motivations of Cruises</li> <li>▪ Ports of call</li> <li>▪ Unique geographical characteristics of the cruise industry</li> <li>▪ Cruising geographic regions</li> <li>▪ Itineraries and Seasonality</li> <li>▪ Niche cruising (ex. Polar regions: Antarctica)</li> <li>▪ Sustainability, Cruises and the environment</li> <li>▪ Climatic changes and phenomena</li> <li>▪ Safety and security issues in international cruise ship management</li> <li>▪ Cultural geography and the cruise industry</li> <li>▪ Analysis of international organisations</li> <li>▪ Geography of cruise as academic field in maritime and tourism studies.</li> </ul>	
<b>Teaching Methodology</b>	Lectures	Class notes, handouts, cases studies/examples, discussion/written questions.
	Multimedia	PowerPoint, audio and visual
	Class Assignments	Quizzes, group exercises, sample problems and solutions are provided for each chapter.
<b>Bibliography</b>	Required	<ul style="list-style-type: none"> <li>▪ Rodrigue J.P. (2020) The Geography of Transport Systems. 5<sup>th</sup> edition, Routledge.</li> <li>▪ Chin, C. (2008) Cruising in the Global Economy: Profits, Pleasure and Work at Sea (New Regionalisms Series). Routledge.</li> </ul>
	Recommended	<ul style="list-style-type: none"> <li>▪ Notteboom, T., Pallis, A. &amp; Rodrigue, J.P. (2022) Port Economics, Management and Policy. Routledge.</li> <li>▪ Mason, P. (2017) Geography of Tourism: Image, Impacts and Issues. Goodfellow Publishers.</li> </ul>
<b>Language of Instruction</b>	English	
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. <b>Written Assessments (15%):</b> <ul style="list-style-type: none"> <li>▪ <b>Essay Assignments:</b> Students will be asked to prepare essays that require them to appraise, analyse, and evaluate issues relating to cruise line geography, the historical development of cruising, and economic benefits to international trade and local economies.</li> </ul> </li> <li>2. <b>Oral Presentations (15%):</b></li> </ol>	

	<ul style="list-style-type: none"> <li>▪ <b>Cruise Line Profile Presentations:</b> Students will be divided into groups and will be assigned a different cruise line profile to research and present to the class. Presentations should include information on the company's history, fleet, destinations, and target market.</li> <li>▪ <b>Geographical Pathways Discussion</b> group discussions will be organised where students will analyse and discuss typical geographical pathways for cruise liners and how they influence itinerary planning.</li> </ul> <p>3. <b>Interactive Exercises (10%):</b></p> <ul style="list-style-type: none"> <li>▪ <b>Map Exercises:</b> students will be provided with maps and will be asked to identify and place main ports of the world, profitable ports of call, and major cruise destinations. This will assess their knowledge of cruise geography.</li> <li>▪ <b>Cruise Line Comparison Activities:</b> activities where students compare and contrast different cruise line profiles based on factors such as fleet size, amenities, target market, and geographical focus.</li> </ul> <p>4. <b>Quizzes and Exams (30%):</b></p> <ul style="list-style-type: none"> <li>▪ Quizzes and exams covering various concepts in cruise and maritime terminology, geographical cruise areas, and cultural diversity considerations. These assessments will test the understanding and retention of key information by the students.</li> </ul> <p>5. <b>Group Projects (20%):</b></p> <ul style="list-style-type: none"> <li>▪ <b>Destination Analysis Project:</b> groups of students will be assigned to analyse a specific cruise destination in terms of its cultural, geographical, and economic aspects. They must present their findings and recommendations for attracting cruise tourism to the destination.</li> </ul> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> <li>▪ <b>Environmental Impact Assessment:</b> Task groups with conducting an environmental impact assessment of a cruise itinerary, considering factors such as air and water pollution, wildlife conservation, and sustainable tourism practices.</li> </ul> <p>6. <b>Debates and Discussions (10%):</b></p> <ul style="list-style-type: none"> <li>▪ Debates or discussions on controversial topics related to cruise geography, such as the ethics of cruise tourism in sensitive ecosystems or the social and economic impacts on local communities. This will encourage critical thinking and oral communication skills.</li> </ul>
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**THE PASSING MARK FOR EACH MODULE IS 50/100**

<b>Mark's Description</b>	<b>MARK RANGE</b>	<b>GENERAL CHARACTERISTICS</b>
Excellent	96 - 100	Exceptional breadth and depth of knowledge and understanding of the area of study; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis and of reading/research beyond the prescribed range, in both breadth and depth, to advance work/direct arguments; exceptional demonstration of relevant skills; excellent communication; performance deemed to be beyond expectation.
	91 - 95	Outstanding/excellent knowledge and understanding of the area of study as the student is typically able to go beyond what has been taught; evidence of extensive and appropriate selection and critical evaluation/synthesis/ analysis of reading/research within the prescribed range, to advance work/direct arguments; excellent demonstration of relevant skills; excellent communication; performance deemed according to expectation of the level.
Very good	88 - 90	Very good knowledge and understanding of the area of study as the student is typically able to relate facts/concepts together with some ability to apply to known/taught contexts; evidence of appropriate selection and evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; very good demonstration of relevant skills; strong communication skills.
	84 - 87	
	81 - 83	
Good	76 - 80	Good knowledge and understanding of the area of study balanced towards the descriptive rather than analytical; evidence of appropriate selection and evaluation of reading/research but generally reliant on set sources to advance work/direct arguments; good demonstration of relevant skills, though may be limited in range; communication shows clarity but structure may not always be coherent.
	71 - 75	
	66 - 70	
Satisfactory	61 - 65	Knowledge and understanding is satisfactory to deal with terminology, basic facts and concepts but fails to make meaningful synthesis; some ability to select and evaluate reading/research however work may be more generally descriptive; strong reliance on available support set sources to advance work; arguments may be weak or poorly constructed; adequate demonstration of relevant skills over a limited range; communication/presentation is generally competent but with some weaknesses.
	56 - 60	
	50 - 55	
Fail	21 - 49	Unsatisfactory in knowledge and understanding of the area of study; some ability to select and evaluate reading/research however work is more generally descriptive; fails to address some aspects of the brief; a

		limited use of sources to advance work; arguments may be weak/poor or weakly/poorly constructed; demonstration of relevant skills over a reduced range; communication shows limited clarity, poor presentation, structure may not be coherent.
	0 - 20	Highly unsatisfactory or no evidence of knowledge or understanding of the subject or taught concepts; facts reproduced in a disjointed or decontextualised manner; fails to address the outcomes addressed by the brief; typically ignores important sources in development of work and data/evidence inappropriately used; weak technical and practical competence hampers ability to demonstrate/communicate achievement of outcomes.