

CSUS 814
Sustainable Tourism and Protected Area Management:
Theories and Applications

Fall 2021

Tuesdays 5:00-7:50 p.m.

Changed to ROOM 19 Natural Resources Building

Syllabus— Fall 2021

Class Meets: Most Tuesdays 5:00 – 7:50; if field trips are feasible, will exchange with Tues class sessions.

Class Location: Natural Resources Bldg. 306

Official Paper Size for Printing: US letter (not A4)

Instructor: Gail A. Vander Stoep

Office: 136 Natural Resources Bldg. (via 131)

Telephone: home: 517-332-2137 (prefer email/zoom)

E-mail: vanders1@msu.edu

Office Hours: by appointment (weekly calendar posted on office door; OK to sign in open slot at least 24 hours before appointment, but better to send e-mail requesting an appointment); for students with such diverse circumstances, a single set of 2 hours/week never meets everyone's needs.

Official Course Communication System: email (MSU email address is official U communication system; D2L will pull your MSU address for use; at other times, I will use my own class listserve; check your email regularly)

Course Descriptions:

Catalog: Historical antecedents and current concepts of leisure, travel, and tourism. Tourism theory and applications. (NOTE that this language needs revision, as the course covers much more than tourism.)

Expanded: This course is the foundation course for the Sustainable Tourism and Protected Area Management graduate major, as well as an option for Community Sustainability and other students seeking a MS or Ph.D. having strong or light interest in the tourism industry and/or parks and protected areas. Urban Planning and Geography students also have taken this course in the past. This course integrates protected area and tourism concepts and literature with sustainability. It exposes students to journal articles featuring empirical testing, journalistic writing on travel and tourism, and contemporary scholars. Parks and protected areas that offer “nature or eco-tourism” as well as “historic and heritage tourism” opportunities are popular place contexts for sustainable tourism practices and travelers seeking an authentic, sustainable travel experience. The course incorporates readings (journal articles, books, news articles, management guidebooks, trends reports, and others) across parks/protected areas management and the tourism system.

Class periods are primarily interactive (rather than simply lectures). Content for discussions comes from scholarly readings as well as Internet and newspaper articles about current examples of communities and protected areas that are incorporating tourism as part of their development and resource management plans. Balance will be modified based on specific group of students and their needs from the course. Field trips typically are included in the course to provide first-hand experiences with destination communities and park/protected areas. However, at this time it is unknown whether or not we will be able to travel (pandemic). If we do travel, we will interact with community stakeholders (businesses, tourism organizations, protected area managers, NGOs and others) about their efforts in developing tourism and park experiences for visitors.

Ph.D. students are given options of modified assignments to provide them opportunities to either think about teaching tourism studies or protected area management, or to write a literature review about some concept or theory in tourism or protected areas management.

Course Philosophy

My belief is that people learn best when they are actively engaged in the learning process. Thus, this course relies heavily on student engagement and sharing in all components. This means doing relevant readings ahead of time (numerous “mini-sharing assignments” in which a set of readings are distributed across course participants so that each can read/share some portion of relevant readings with the class; in this way, everyone is exposed to diverse literature, numerous case studies, and management concepts). We will combine theoretical underpinnings and scholarly readings with applied/lay readings and practical applications (thus, this course uses a scholar-practitioner approach). Course participants will have opportunities to engage with practitioners (particularly during field trips), learn about experiences of peers, and be involved with real “cases.”

KEY RESOURCES

Readings Required (but does not mean you have to purchase the books, but you may if you choose to have your own copies of one or more, or to build your library). Also note that no one will have to read ALL of each of these books. This is where the “mini-sharing assignments” play a role. I am working with MSU Library to get access to chapters. These are to be supplemented (by you) with more recent research (for PhD/MS-A) or practitioner articles.

TOURISM (some of the readings included are related to parks & protected areas)

- Becker, Elizabeth. (2013). *Overbooked: The Exploding Business of Travel and Tourism*. New York: Simon & Schuster.
Amazon Price (Kindle \$14.99) (\$19.89 PB) (MP3 CD \$9.99). *I found other places for less.*
- Bosselman, Fred P., Craig A. Peterson, and Claire McCarthy (1999). *Managing Tourism Growth: Issues and Applications*. Washington DC: Island Press.
Amazon and Other Sellers (PB & Kindle <\$6.00)
- Bricker, Kelly, Black, R. and Cottrell, S. (2013). *Sustainable Tourism & The Millennium Development Goals: Effecting Positive Change*. Burlington MA: Jones & Bartlett Learning.
Amazon shows ridiculous price and ridiculous date of publication . . . (1823)
- Bricker, Kelly and Donohoe, Holly (eds.) (2015). *Demystifying Theories in Tourism Research*. Boston, MA: CABI International.
Amazon shows PB \$21.50-\$46.60
- From a sustainable tourism planning project in Michigan: Rampson, W. and Nicholls, S. (Eds.) (2020). *Master Planning for Tourism in Michigan*. Ann Arbor, MI: Michigan Association of Planning.
<https://miapa.memberclicks.net/assets/images/Tourism/Master%20Planning%20for%20Tourism%20in%20Michigan%20web.pdf>

PROTECTED AREAS MANAGEMENT

1. Worboys, Graeme L. (2005). *Protected Area Management: Principles and Practice*. New York, NY: Oxford University Press. Amazon Price (new edition: \$47.90; older \$34.28; used \$5.98)
(Strongly recommended for Protected Area Management Students)
- Beltran, Javier. (2000). *Indigenous and Traditional Peoples and Protected Areas: Principles, Guidelines, and Case Studies*. Cardiff, Wales: Cardiff University and IUCN. https://www.iucn.org/downloads/pag_004.pdf
 - IVUMC (Interagency Visitor Use Management Council). 2016. *Visitor Use Management Framework: A Guide to Providing Sustainable Outdoor Recreation*. Lakewood, CO.
https://visitorusemanagement.nps.gov/Content/documents/lowres_VUM%20Framework_Edition%201_IVUMC.pdf
 - IVUMC (Interagency Visitor Use Management Council). 2019. *Visitor Capacity Guidebook: Managing the Amounts and Types of Visitor Use to Achieve Desired Conditions*. Lakewood, CO.
https://visitorusemanagement.nps.gov/Content/documents/lowres_Visitor%20Capacity%20Guidebook_Edition%201_IVUMC.pdf
 - IVUMC (Interagency Visitor Use Management Council). 2019. *Monitoring Guidebook: Evaluating Effectiveness of Visitor Use Management*. Denver, CO.
https://visitorusemanagement.nps.gov/Content/documents/508_final_Monitoring_Guidebook_Edition_One_IVUMC.pdf

Other Readings, as assigned and/or selected by you

Include journal articles, personal selection of “travel novel,” and others; many will be available via links or on D2L.

Course Purpose/Objectives/Outcomes:

The **purpose** of this course is to understand the role of parks and other protected areas in providing tourism experiences as well as protecting and managing natural and cultural resources, the breadth of tourism/tourism studies, the role and impacts of tourism in community development, the tourism system from both the provider and consumer perspectives, and how sustainability principles can be incorporated into tourism system work (planning, operations, management, communications, and tourism experience) and protected area management.

DRAFT/POTENTIAL Objectives/Learning Outcomes – to be revised after class provides input

As a result of course participation, students will be able to:

1. explain the terms “sustainability,” “tourism,” and “protected areas” and the interrelationships among them, and describe specific planning and management frameworks that incorporate sustainability principles into T and PA;
2. describe tourism – as a system, as an operational concept, and as having two entrees (provider/user);
3. identify the various concepts and theories that underlie tourism behavior, motives, choices, experiences, and spending;
4. describe target markets and types of tourism (mass tourism, niche tourism, green/eco/sustainable tourism) and how to increase elements of sustainability within each;
5. describe niche tourism and its roles in meeting visitor needs, and how it fits with both mass tourism and community-based tourism;
6. understand broadly the environmental, economic, social and cultural impacts of tourism on communities, including communities in developing countries seeking to use tourism (ecotourism, nature-based tourism, heritage tourism) as an economic development tool, and designation of protected areas as a way to preserve resources as well as contribute as tourism attractions;
7. describe the role of UNESCO in designation of protected areas and in sustainable tourism development, plus the relevant organization with a similar role in your home country;
8. explore factors relevant for assessing sites for legal protection (natural, historic, architectural, etc.) and to explore current threats to such sites (political, competing local uses, terrorism and war, etc.);
9. describe and understand how to apply various resource management models/tools for protected area planning and management (e.g., VERP, LAC, BBM, ROS), and be familiar with the Interagency Visitor Use Management Council’s Management Framework, Visitor Capacity Guidebook, and Monitoring Guidebook;
10. understand and apply community-based planning, development and management strategies;
11. understand and apply various communication strategies for enhancing collaboration, guiding appropriate visitor behavior, promoting PA/tourism sites, and meeting other relevant PA/tourism goals;
12. understand and incorporate strategies for increasing diversity of visitors as well as facilitating and promoting inclusive recreation and tourism opportunities/experiences through universal design and programming;
13. read a novel and assess it for underlying protected area or tourism concepts (e.g., motives, benefits, community impacts);
14. **TYING IT ALL TOGETHER (Field Trip):** Participate in one Michigan-based field trip to observe and informally assess the use of protected areas and other community assets as components of the broader tourism system – including use of partnerships, sustainability practices, community engagement, economic impacts – and to be able to describe positive and negative impacts of tourism and protected areas in the respective community. Relate (compare/contrast) benefits/costs and practices/impacts observed in Michigan case community with those in other national and international contexts.

Extra Credit Opportunities

Independent Experiential Assignment: Options may be limited due to pandemic conditions; in some cases opportunities may be virtual. You may consider any of the following options, plus any new ones that instructor or other class participants share (see separate documents, as available, for details):

1. attend at least one full day of professional conference sessions, at least some of which are relevant to *integrated* course content;
2. attend at least one “annual meeting” or “professional meeting” or “planning meeting” relevant to course content (examples listed on separate handout);
3. attend at least one public meeting/hearing on course-relevant topics; attend legislative committee meetings [e.g., Senate Outdoor Recreation and Tourism Committee; House Outdoor Recreation and Tourism Committee; House Great Lakes and Tourism Committee; Senate Committee on Natural Resources]
4. take advantage of an instructor-provided opportunities (TBA as they become available)

Reports will be both oral and written. Beyond describing the experience, the report should incorporate observations, lessons learned, discussion of relevant issues that link the experience to course concepts/issues.

COURSE EXPECTATIONS AND ASSESSMENT CRITERIA, RELATIVE WEIGHTING

Note that class participation and mini-sharing papers/oral presentations are an important (and most weight-bearing) part of the course. See next two pages.

ASSIGNMENTS / WRITTEN PAPERS (details)

Note that there will be a mix of mini- and major-assignments. Mini-sharing-assignments involve each student doing specific readings and/or research (a subset of the overall course/class session content or issue) related to that day’s topics/issues/concepts. This means that not everyone has to read EVERYTHING, yet can present a specific case, identify one perspective of a complex issue, or otherwise contribute to the session. In total, there are 9 mini-sharing assignments (focused topics) and two major assignments (integration/tying it all together).

Course Expectations and Assessment Criteria, Relative Weighting

CLASS PREPARATION & PARTICIPATION (60%)

- a. **Readings as assigned.** You are expected to have read the assigned readings (textbook readings, handouts, journal articles, or other assigned readings) prior to class in which the topic is presented. Sometimes you will be asked to explore relevant websites or view videos. You should be prepared to discuss and apply readings and other materials during class discussion.
- b. **Active participation in classroom discussion based on the assigned readings, speakers' comments, your own experience, and questions prepared for discussion.** As class participants are diverse and have varied backgrounds (academic, cultural, and experiential), most students will have some level of personal experience and expertise in some of the topic areas covered during the course. This is quite obvious in your “hello” sheets, “design-a-course” sheets, and your personal content assessments. Please share these experiences and knowledge with classmates; we’ll all be richer as a result. Additionally, you should come prepared each session with specific questions (derived from assigned or additional readings) related to the session's content. Questions should be more than simple fact-finding and those that require only a yes/no or numerical response. Quality questions (e.g., those that illustrate depth of thought, integration, synthesis) should be able to provoke discussion.
- c. **Contribution of current events.** You should be continuously on the lookout for articles or other news items (from print or electronic sources) related to the relationship among protected areas, tourism, and sustainability. Please bring copies of print items (newspapers, journals/magazines, professional organization newsletters, etc.) or written summaries of electronic items (radio, television, video) that present current events and issues. (Printouts of Internet items of a “current event” nature may be contributed also.) Also be prepared to give a **brief** oral summary of the item during class. We will take a few minutes each session to share some of these items. NOTE: On the item that you turn in, be sure to write your name, course name/number, date of “article,” and complete source information for each item.
- d. **Regular mini-sharing assignments.** Regularly you will be presented with a “mini-sharing assignment,” which will complement a specific content area. **(Total of 9 – varying lengths.)** These are considered “sharing papers.” The first assignments are your “personal tourism experience to a non-protected area destination” paper plus your “word” search paper. Most of the rest are based on sets of readings across a specific topic for which each student reads specific chapters/articles to share with others, so that not everyone has to read ALL chapters/articles, and so you can select/focus on those *most* relevant to your interests, yet still become familiar across broader topics.

FIELD TRIP: Considered a Major Assignment, relative to grading, but no written report required (just active participation during the field experience as well as during the post-course in-class discussion). You will have a worksheet to fill out during the field experience.

Participation in Course Field Experience and Follow-up Discussion. Students are expected to participate in class field trip (see details in assignment for information about how the field experience contributes to course content). Field trip site will be Holland, MI (October 8, 2021). Field trip “time” will be traded with one Tuesday evening class (i.e., we will not meet on Nov 30). Students will be responsible for their own meals. Instructor will provide the van for transportation (round trip plus to multiple sites in Holland).

ASSIGNMENTS / WRITTEN PAPERS

Participation and Mini-sharing Assignments. (60% -- 5% each sharing paper + 15% overall participation)

This component includes your attendance, sharing current events, and participation in discussions and in-class activities/projects during class; your active participation in field trips (both during the field trips and during post-trip class discussion). It includes your written and oral reports for Mini-assignments (“Sharing Papers”): For some topics/class days, each student will be assigned a different issue, program example, reading or case study as related to the session’s topic. Each student will read relevant materials, then summarize and provide critical analysis in a short written report, and present orally in class. Additionally, there may be occasional “writing for learning” in-class activities whereby students are asked to respond to student-developed questions related to readings and/or course content covered in discussions.

Mini-sharing Assmt 1: Personal Introductions: NON-protected area tourism experience (due 9/14)

Mini-sharing Assmt 2: Continuing the Definitions: Tourism, Sustainability, Protected Areas (due 9/21)

Mini-sharing Assmt 3: “Demystifying Theories in Tourism Research” (due 9/28)

Mini-sharing Assmt 4: Trends in Travel and Tourism (due 10/5)

Mini-sharing Assmt 5: “Overbooked” summaries/discussions of cases (due 10/12)

Mini-sharing Assmt 6: Tourism Growth Management and case studies (Bosselman) (due 10/19)

Mini-sharing Assmt 7: Inclusive recreation/tourism and universal design (due 11/9)

Mini-sharing Assmt 8: “Indigenous and Traditional Peoples and Protected Areas” (due 11/16)

Mini-sharing Assmt 9: “Sustainable Tourism/Millennium Development Goals” chapters (due 12/7)

Major Assmt 1. (15%)

Due Nov 23

Travel/Protected Area Experience Literature (Book) Report: Each student will select and read one travel book (from a list provided in the assignment page). This will permit each of you to read a (hopefully) “fun” book, and link literature to scholarship. See assignment sheet for details. Choose by Sept. 21. Have in possession by Sept. 28.

You will submit a written report, orally present/share this report with the class, and lead a related discussion linking book observations with course concepts/content.

Major Assmt 2 CAPSTONE (15%)

Due Dec 14

Personal Case Study Report: During the semester, choose either a protected area or a tourism destination case study site (your choice), and do some background reading on the site to understand the place, the experiences offered, and current challenges. Describe the case, then (based on course content) write your recommendations for: incorporating SDGs (sustainable development goals). Oral and written reports included. See Assignment description for details.

Assmt 3 (10%)

oral in class discussion after field trip; trip Oct 8, disc Oct 12

Field Trip Participation: You will take notes during each field trip (using questions/guidelines provided for each), and participate actively in post-field trip debriefing orally. Then, be prepared to discuss in class how things we heard/observed link to other concepts covered in the course this semester. Because the field trip is early this year, we will have an additional follow-up discussion later during the course so we can better integrate all course concepts.

Extra Credit.

Varied: Throughout the semester, the instructor will provide opportunities for you to participate in additional experiences relevant to course content. Some of these may require spending of personal funds, but instructor will cover transportation to events she is attending already. If you have ideas for other relevant experiences (e.g., attending a MI House Tourism and Outdoor Recreation Standing Committee meeting downtown, participating in a relevant conference, attending a relevant webinar or training session), just let the instructor know. Students will be asked to share their experiences with the rest of the class.

Other Policies

Attendance:

Attendance (classes and field trips) and active participation are required, because much of the learning occurs through discussion and engagement among class members. This is particularly important with such a small class. If one person misses, we will lose 20% of the class. Also, we will host guest speakers periodically, and it is professional courtesy to engage with them when they visit the class. If you find you must miss a class (illness or unexpected major conflict, or a pre-approved conference or other commitment), contact the instructor ahead of time. Absence from class does not excuse or change due dates for projects or in-class presentations.

Protecting Yourself:

It is a good idea to keep a digital or photocopy of all assignments you turn in – just in case of loss or miscommunication. This helps protect you and your work. (Be sure to make back-up copies of your computer files in case a disk/hard drive/other memory medium crashes or becomes infected with a virus.) Also, keep a personal listing and copy of all current event items that you submit. D2L submission can help, but personal files are useful.

Communication:

We are continually evaluating and revising this course, particularly within the context of the CSUS department and in response to this year's group of course participants (and your comments related to "helping design the course"). Please provide feedback throughout the course so that we can improve it and best meet your needs. Let me know how we can all make the experience more positive and meaningful to you. Before finalizing the schedule, we will discuss all the input previously provided, as related to your particular interests and academic goals. (Already I know there is no way to cover everything all of you want in the short time we have . . . we'll do our best! If you know of additional resources or possible speakers for the class, please share them.)

Written Work and Oral Presentations:

All papers and projects must be professionally written and presented. The standards are quality, excellence, and professionalism! Papers should be organized, clearly and logically presented, and comments should be well supported. Proofread for proper structure, grammar, spelling, and punctuation. Use graphics to support any ideas or concepts that can be enhanced or clarified by their use – both in your papers and to support your oral presentations. Please consider taking advantage of services offered through the MSU Writing Center. Be sure to properly cite all references (see APA style guide, 6th or 7th printing). If you use PowerPoint as a presentation aid, appropriate attention should be paid to design and effective use of PowerPoint images.

Academic and Research Integrity:

Expectations related to academic integrity can be found in the following documents (see CSUS Grad Handbook):

- **MSU Policies, Regulations, and Ordinances Regarding Academic Honesty and Integrity** (<https://ombud.msu.edu/resources-self-help/academic-integrity>).
Topics include: a) integrity of scholarship and grades; b) general regulations; c) examinations; d) academic freedom; e) student rights and responsibilities; f) integrity in research and creative activities; g) use of *Turnitin*
- **Graduate Student Rights and Responsibilities** (<http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities>)
See especially Article 2, which focuses on academic rights and responsibilities for graduate students.
- **Research and Scholarly Integrity** (<https://grad.msu.edu/sites/default/files/content/researchintegrity/guidelines.pdf>)
Key principles upon which integrity in academic practices is based include:
 - a) honesty in proposing, performing and reporting research;
 - b) recognition of prior work;
 - c) confidentiality in peer review;
 - d) disclosure of potential conflicts of interest;

- e) compliance with institutional and sponsor requirements;
- f) protection of human subjects and humane care of animals in the conduct of research;
- g) collegiality in scholarly interactions and sharing of resources; and
- h) adherence to fair and open relationships between senior scholars and their coworkers.

Cell Phones/Smart Phones:

Cell phones should be turned off while in class unless being used to supplement the content under discussion, or find additional info relevant to a specific discussion (if that is the device you are using). If you have a specific “emergency” circumstance that requires you be “on alert,” with a cell phone turned on, please talk with the instructor ahead of time (see smart phone exceptions under laptop computers/iPad section). If you need to use language translators or other special tools, please let me know.

Recording Devices:

If you have a special request to use a recording device, please discuss ahead of time with the instructor. We want to assist those with language or hearing challenges, but also respect the rights of other students to discuss freely within the class.

Laptop Computers or iPads:

Either may be used in class, but only for taking notes or looking up material specifically relevant to a topic or issue at hand, or working on class-based projects. (Same as for smart phones). They should not be used to check email, do other work, play games, check Facebook or other social media, surf the web, or engage in any other activity not relevant to the course. Active participation in discussion by everyone is critical to the course’s success, especially with such a small class.

Deadlines and “Make-ups”:

You are expected to be prepared for each class, to participate actively, and to have assignments turned in on time. Occasionally, unexpected circumstances arise that legitimately impact on a student’s ability to meet a specific timeline. In such cases, talk with the instructor as far ahead of the due date as possible to make alternative arrangements. In most cases (other than unexpected emergencies), students will be asked to complete, present, or turn in assignments ahead of the original due date.

Final Exam Date:

Tuesday, December 14, 2021 scheduled 5:45 – 7:45 p.m. (if this conflicts with another class exam, let me know ASAP) (potential to meet at my home for final session and presentations IF pandemic allows and everyone feels comfortable with this; if we do this, the time frame generally is longer b/c we also have a potluck meal, or desserts, or whatever the class decides)

Selected Resources for CSUS 814

(NOTE: Readings/viewings from some of these may be required; others may be optional for you, depending on your personal interests. Some of them could be relevant choices for your book report, also. You will receive a supplemental list of potential books for ASSMT 1 (you may also find your own relevant book, to be pre-approved; submit complete citation, abstract, and a rationale for how/why it is relevant). Texts are listed separately.

Tourism Videos:

History of Tourism: <https://www.youtube.com/watch?v=rQPqGTj1abo>

Accessible Tourism (view prior to INDU field trip on Oct 25):

<https://www.youtube.com/watch?v=5w5zL5Wn1O8> (< 3 minutes, conceptual)

<https://www.youtube.com/watch?v=3DgomKUDhqY> (8 minutes; more specifics)

<https://www.nrpa.org/blog/how-accessibility-is-impacting-fitness-trends-episode-040/> (how accessibility is affecting fitness)

<https://www.nrpa.org/search?query=accessible%20recreation> (multiple articles from here, NRPA)

IVUMC Parks and Protected Area Management/Monitoring Frameworks

IVUMC (Interagency Visitor Use Management Council). 2016. *Visitor Use Management Framework: A Guide to Providing Sustainable Outdoor Recreation*. Lakewood, CO.

https://visitorusemanagement.nps.gov/Content/documents/lowres_VUM%20Framework_Edition%201_IVUMC.pdf

IVUMC (Interagency Visitor Use Management Council). 2019. *Visitor Capacity Guidebook: Managing the Amounts and Types of Visitor Use to Achieve Desired Conditions*. Lakewood, CO.

https://visitorusemanagement.nps.gov/Content/documents/lowres_Visitor%20Capacity%20Guidebook_Edition%201_IVUMC.pdf

IVUMC (Interagency Visitor Use Management Council). 2019. *Monitoring Guidebook: Evaluating Effectiveness of Visitor Use Management*. Denver, CO.

https://visitorusemanagement.nps.gov/Content/documents/508_final_Monitoring_Guidebook_Edition_One_IVUMC.pdf

MDNR Trails

https://www.michigan.gov/dnr/0,4570,7-350-79133_79206---,00.html

Field Trip Sites

City of Holland: <http://www.cityofholland.com>

Holland, MI Tourism: <https://www.holland.org>

Indiana Dunes National Park: <https://www.nps.gov/indu/index.htm>

(you might want to also look at other travel websites to see how they present INDU)

Other:

Brand/Trends: USA Brand <https://www.visittheusa.com> (multiple links from here)

Economic benefits of tourism/protected area (downtown urban): <http://www.nrpa.org/parks-recreation-magazine/2017/september/the-economic-benefit-of-downtown-parks/>

JOURNALS:

SUSTAINABILITY

On Sustainability Journal Collection:

The International Journal of Environmental, Cultural, Economic, and Social Sustainability: Annual Review

The International Journal of Environmental Sustainability

The International Journal of Sustainability Education

The International Journal of Environmental Sustainability

The International Journal of Sustainability in Economic, Social, and Cultural Context

The International Journal of Sustainability Policy and Practice

Sustainability

Environment

Energy, Sustainability and Society

Sustainable Environment Research

Journal of Sustainable Development

Ecology and Society

TOURISM

Journal of Travel Research

Tourism Management

Annals of Tourism Research

Journal of Sustainable Tourism

Journal of Hospitality and Tourism Research

Current Issues in Tourism

Journal of Travel and Tourism Marketing

International Journal of Tourism Research

Tourism Geographies

Tourism Management Perspectives

Tourist Studies

Asia Pacific Journal of Tourism Research

Tourism Economics

Journal of Tourism and Cultural Change

Journal of Ecotourism

. . . . and lots more on hospitality and other related fields

PARKS, PROTECTED AREA MANAGEMENT, CONSERVATION

International Journal of Protected Areas and Conservation (IUCN)

Journal of Park and Recreation Administration

Journal of Outdoor Recreation and Tourism

Sustainability: Special Issue: Sustainable Development in Natural Protected Areas”

Journal of Leisure Research

Journal of Cultural Heritage

International Journal of Heritage Studies

CRM: The Journal of Heritage Stewardship

Studies in Conservation

Heritage and Society

Conservation and Management of Archaeological Sites

Feel free to add to this list; share with the rest of the class.

CSUS 814 -- Safety in the Classroom (room 306)

1. All students, faculty, staff, and presenters are required to wear masks – not including neck gaiters – (and wear them appropriately, covering both nose and mouth, and fitting snugly across the nose) in all MSU buildings at all times (unless you have an approved exemption).
2. If you have a need for other accommodation, let instructor know ASAP, especially if concerned about personal health and safety. It is important that all of us be respectful of others' health concerns, and to minimize opportunities for COVID-19 spread.
3. University custodial staff will clean and disinfect building touchpoints, including hand rails, elevator buttons and door handles in occupied buildings, with a virucidal disinfectant to help fight the spread of COVID-19. An anti-microbial cleaning product that is effective throughout the day is used to maintain floors, tech carts and computer lab stations, IM locker rooms and other public spaces. Classrooms are cleaned daily with a heavy focus on touchpoints, such as chair backs, hand rails and door handles, as well as tabletops and other surfaces. Floors are spot vacuumed and mopped daily. Chalkboards and whiteboards are cleaned daily.
4. Wipes are available at the front of Room 19 so you can wipe down your personal space at the start of each class. (This is a student responsibility.)
5. You are encouraged to keep your personal items (e.g., cell phones, other electronics) to yourself and clean. (In other words, do not share them.)
6. You are encouraged to use disinfectant wipes to wipe down shared desks, lab equipment, and other shared objects and surfaces between uses and dispose of the cleaning materials in the nearest trash bin.
7. Please bring your own closed-top water container to minimize use of water fountains.
8. The closest restrooms are next to the elevators, accessible from about the middle section of the main hallway.
9. The closest hand sanitizer stations are near the building's external doors. Find one along your route into the building, and down to Room 19.

If you have to miss class entirely (at the time offered, by participating either in person or via Zoom), contact the instructor for special time-limited access to a recording of the class session and to make arrangements for assignment submission.

If you become ill [COVID or otherwise], test positive for COVID and must quarantine in a place with no Zoom access, or other unexpected emergency, contact the instructor ASAP. It is always best to contact the instructor PRIOR to the class session to be missed, if that is possible. If you find yourself in a **special circumstance that impacts your class participation**, contact the instructor immediately to work out appropriate accommodations and to stay engaged with the rest of the class.

IPF Custodial Services: 517-355-1855 (to request additional cleaning supplies).
Environmental Health and Safety: 517-355-0153 (assistance with disinfection procedures)

CSUS 814 Weekly Schedule (note: specific readings, field trip details (Oct 8), individual assignments provided separately)

CSUS 814 (Fall 2021)

	TOPIC/ACTIVITY	READINGS (to have read by this date)	ASSIGNMENT DUE
Sept 7 (week 1)	Didactic interviews & Introductions; Overview of course and of syllabus (get input); discuss field trips and dates; Assign Mini-assmt 1 (for week 2) and Mini-Assmt 2 (for week 3) and prioritize knowledge level of each (by student)	XXXX	XXXX
Sept 14 (week 2)	<i>REPRISE introductions (new student)</i> <i>REPRISE (explain) Mini-activity from Week 1: Personal Protected Area experience.</i> <i>Cont. input/discussion: class priorities</i> Present Mini-Assmt 1: Non-PA Personal tourism experience reports (ID main concepts touched on); "Terms" in-class activity; Review Mini-Assmt 2: Terms (due Sept 21). Assign Mini-Assmt 3 Demystifying Tourism Theories (due Sept 28) Assign Major ASSMT 1 (travel literature/novel report/book choices (choice due Sept 21; reports/papers due Nov 23).	XXXX	Due: Personal Protected Area experience (oral only); Mini-assmt 1: Personal tourism experience written & oral reports
Sept 21 (week 3)	Present Mini-Assmt 2 "Terms" presentations; Review history of tourism; Overview of tourism system (GVS PPT); discuss major concepts of the system. Assign Mini-Assmt 4 travel trends -- also will look at pandemic impacts (reduced tourism, increased outdoor recreation (due Oct 5).	View "History of Tourism" video https://www.youtube.com/watch?v=rQPqGTj1abo ; Readings, as needed, for "terms" reports (Mini-Assmt 2)	ASSMT 1 novel selection; DUE: Mini-Assmt 2: "3 terms" written and oral reports

CSUS 814 Weekly Schedule (note: specific readings, field trip details (Oct 8), individual assignments provided separately)

<p>Sept 28 (week 4)</p>	<p>Present Mini-Assmt 3: Overview of tourism theories (how do they relate to "tourism system" considerations?) Assign Mini-Assmt 5 Overbooked (due Oct 12) Assign CAPSTONE MAJOR ASSMT 2(planning & managing PA and tourism sites) -- will embed recommendations related to increased outdoor recreation,SDGs, use of communications, other course concepts) (due December 14) Intro to parks/protected areas: GVS PPTs 1/2/3</p>	<p>Readings associated with "Demystifying Tourism Theories" (Bricker & Donohoe) for Mini-Assmt 3</p>	<p>DUE: Mini-assmt 3: Demystifying Tourism Theories: written and oral reports</p>
<p>Oct 5 (week 5)</p>	<p>Present Mini-Assmt 4 Travel Trends: reports on readings and analysis. Assign Mini-Assmt 6 Growth Strategies (due 10/19) Cont P&PAs: History & State of the Great Outdoors: ROS, BBM, LAC, CC (GVS PPTs 4/5)</p>	<p>Readings associated with Travel/Tourism Trends (see D2L) for Mini-Assmt 4.</p> <p>Skim readings from Worboys (Ch 12, 13 -- Natural and Cultural Heritage Management); Start review of IVUMC Visitor Use Management Framework & Visitor Capacity Guidebook AND Visitor Monitoring Guidebook (web links in syllabus)</p>	<p>DUE: Mini-Assmt 4: Travel Trends written and oral reports</p>
<p>FRI OCT 8</p>	<p>Holland field trip (long all-day); details later (still trying to work out a plan)</p>	<p>Peruse website for Holland (Official city government site plus tourism site)</p>	
<p>Oct 12 (week 6)</p>	<p>Present Mini-Assmt 5 "Overbooked" Assign Mini-Assmt 7 (Indigenous PAs; due 10/26)</p> <p>Cont. P&PAs: rest of last week? + VERP GVS PPT rest of 5/6 -- links between P&PA mgmt strategies and growth management strategies.</p> <p>Debrief field trip (evidence of tourism, PA mgmt, sustainability -- integration)</p>	<p>Readings from "Overbooked" (Becker) for Mini-Assmt 5.</p> <p>Readings on Pandemic Impacts on outdoor spaces and outdoor recreation (see D2L)</p> <p>Read Worboys (Ch 14--Threats to Protected Areas); Review the three IVUMC manuals (don't have to read every word, but be familiar with concepts)</p>	<p>DUE: Mini-Assmt 5: "Overbooked" chapters written and oral reports</p> <p>Bring field trip notes; be prepared for discussion</p>

CSUS 814 Weekly Schedule (note: specific readings, field trip details (Oct 8), individual assignments provided separately)

<p>Oct 19 (week 7)</p>	<p>Present Mini-Assmt 6 Growth Strategies: reports on readings and analysis. Indicators & Standards (GVS PPT 6.5) Discuss linkages (growth strategies, P&PA Mgmt strategies (Review of "approaches" [VERP, ROS, BBM, LAC, CC -- and new IVUM]) Assign Mini-Assmt 7: articles on inclusive recreation (Nov 9) Assign Mini-Assmt 8: Indig PAs Mgmt case studies (due Nov 16)</p>	<p>Readings associated with "Managing Tourism Growth" (Bosselman et al.), ALL: Ch 1-3; then 2 case studies pp for Mini-Assmt 6.</p> <p>Review Worboys (Ch 14--Threats to Protected Areas); Review the three IVUMC manuals (don't have to read every word, but be familiar with concepts)</p> <p>Think about impacts of tourism growth on protected areas plus communication plans</p>	<p>DUE: Mini-Assmt 6: Growth Strategies written and oral reports</p>
<p>Oct 26 (week 8) (Fall Break)</p>	<p>XXXX</p>	<p>XXXX</p>	<p>XXXX</p>
<p>Nov 2 (week 9)</p>	<p>Cont. parks, protected areas management: TRAILS as part of PA Guest presenter: Dakota Hewlett</p> <p>Work on P&PA planning and management in-class activity(ies) Picture Perfect Park;</p>	<p>Review MI DNR trails website: https://www.michigan.gov/dnr/0,4570,7-350-79133_79206--,00.html</p> <p>Read Worboys (Ch 10 -- Sustainability Management)</p>	<p>XXXX</p>
<p>Nov 9 (week 10)</p>	<p>Start COMMUNICATION -- as way to address Conflict and other issues; Public Participation (GVS PPT 7/8); Present summaries of Mini-Assmt 7: articles on inclusive recreation Accessibility and adaptive/inclusive recreation; Topher's wheelchair trail slides</p>	<p>Readings on Communication (to be identified later)</p> <p>View "adaptive rec" videos</p> <p>Readings (links) associated with inclusive/ adaptive offerings for Mini-Assmt 7 (on D2L).</p> <p>Read Ramlan's long abstract</p>	<p>DUE: Mini-Assmt 7: Inclusive recreation written and oral reports</p>
<p>Nov 16 (week 11)</p>	<p>Community-based planning, development, management: Intro plus guest presenter (Astri Biliyanti, Penglipuran, Bali) Present Mini-Assmt 8 Indigenous PAs</p>	<p>Readings for CBT (to be IDed later), on D2L</p> <p>Readings associated with "Indigenous & Traditional Peoples & PAs" (Betran & Phillips) for Mini-Assmt 8</p>	<p>DUE: Mini-Assmt 8: Indig PA written and oral reports</p>

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<p>Nov 23 (week 12)</p>	<p>Present ASSMT 1 Book reports (this should be a FUN day, and one that links travel literature with theory -- which theories, elements, models, motivations might be alluded to in your book? Assign Mini-Assmt 9 Sust Tourism Millenium Development Goals. Think about (for preparing CAPSTONE Assmt) "Tying it all together" (tourism, parks/ protected areas, sustainability); incorporating concept of "sustainability;" landscape concepts (heritage/natural/cultural landscapes);</p>	<p>Complete your Travel Literature book report for Major Assmt 1 Review Worboys Ch 10--Sustainability Management Read Worboys Ch 19--Linking the Landscape</p>	<p>DUE MAJOR ASSMT 1: Book/novel reports: written & oral reports</p>
<p>Nov 30 (week 13) Field Trip exchange day off / NAI</p>	<p>Day off: work on catching up on readings (or getting ahead), and work on CAPSTONE Major Assmt 2 (should be making notes/working toward this assignment all semester)</p>	<p>Can be reading Bricker et. al. "Sustainable Tourism Millennium Goals"(different chapters each student);</p>	<p>XXXX</p>
<p>Dec 7 (week 14)</p>	<p>Present Mini-Assmt 9; Bricker chapter discussions (millenium development goals) "Tying it all together" (via discussion of chapters/cases in Sustainable Development goals.</p>	<p>Readings associated with "Sustainable Tourism Millennium Development Goals" (Bricker et. al.) (ALL read Ch 1 & 2, 11, 12, 13); plus your selected chapters for Mini-Assmt 9</p>	<p>DUE: Mini-Assmt 9 (millenial devel goals): Come with summary + one key discussion question for EACH of the 3 chapters; use to lead discussion.</p>
<p>Dec 14 (exam, week 15) Conflicts with CSUS 800; push back to 6:30?</p>	<p>Final Exam: if allowed -- presentations at GVS's home; potluck dinner (either normal class time, or adjusted if students have other exam conflicts) Presentation/discussion of your individual CAPSTONE Major Assignment 2 (based on "tying it all together:)</p>	<p>Any readings associated with preparing for your Major Capstone Assignment 2</p>	<p>DUE: MAJOR CAPSTONE Assignment 2</p>