

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

Fall 2019
Tuesdays 5:00-7:50 p.m.
19 Natural Resources Building

Syllabus – Fall 2019

Class Meets: Most Tuesdays 5:00 – 7:50; some off days in exchange for 2 all-day field trips (see weekly schedule)

Class Location: Natural Resources Bldg. 19

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

Instructor: Gail A. Vander Stoep

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Office Hours: by appointment (weekly calendar posted on office door; sign in open slot at least 24 hours before appointment and/or e-mail a “heads up” message 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 hospitality 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 decade. 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 theory and 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. Field trips are included in the course and provide first-hand experiences with destination communities and park/protected areas. 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.

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 (\$10.42) (2019: \$9.86 PB)
- Bosselman, Fred P., Craig A. Peterson, and Claire McCarthy (1999). *Managing Tourism Growth: Issues and Applications*. Washington DC: Island Press.
Amazon Price (2 years ago was \$13.33) (2019: \$41.42, PB) I will photocopy sections for you.
- Bricker, Kelly, Black, R. and Cottrell, S. (2013). *Sustainable Tourism & The Millennium Development Goals: Effecting Positive Change*. Burlington MA: Jones & Bartlett Learning.
Amazon Price (\$32.52 to rent) (Paperback)
(I will make readings available to you, so you don't have to purchase)
- Bricker, Kelly and Donohoe, Holly (eds.) (2015). *Demystifying Theories in Tourism Research*. Boston, MA: CABI International.

PROTECTED AREAS MANAGEMENT

- Worboys, Graeme L. (2005). *Protected Area Management: Principles and Practice*. New York, NY: Oxford University Press. Amazon Price (\$28.99) (2019: \$69.99 PB) Another big price jump . . .
(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. Amazon Price (2019: \$27-30 PB)
- 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 might be incorporated into the tourism system (planning, operations, management, communications, and tourism experience) and protected area management.

Objectives/Learning Outcomes – 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 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. read a novel and assess it for underlying protected area or tourism concepts (motives, benefits, community impacts, etc.);
11. participate in Michigan-based field trips to observe and informally assess the use of protected areas and other community assets as components of the broader tourism system, and to be able to describe positive and negative impacts of tourism and protected areas in those communities as well as infer similar benefits/costs in other national and international contexts;

Extra Credit Opportunities

Independent Experiential Assignment: You may select any of the following options (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 [e.g., Sustainable Tourism Advisory Committee meeting, Sept 18, 10:30-1:30 w/ GVS]; or 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 (e.g., FIT community meeting in St. Clair [Sept 19, 5:30-8:00, need to leave 2-3 hours earlier], FIT community meeting in Laingsburg [Nov 25, 5:30-8:00]; Great Lakes Fisheries Heritage meetings [Oct 16-17, Bay City]; others as we become aware of them)

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

CLASS PREPARATION & PARTICIPATION (50%)

- 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 7.) 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 TRIPS (additional grade weighting embedded in other assignments)

Participation in Course Field Trips. Students are expected to participate in class field trips (see assignments X and X for information about how they contribute to course content). Field trip sites will be Holland, MI (October 11) and Indiana Dunes National Park (October 25-26). Field trip “time” will be traded with two Tuesday evening class times (i.e., we will not meet during some Tuesday evenings). Students will be responsible for their own meals. GVS will drive 4 classmates from Lansing; DM will meet us at the sites.

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. Also, we may 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), 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.

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. 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 printing, version 2). 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://www.msu.edu/unit/ombud/academic-integrity/index.html>).

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 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) Or 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 any other activity not relevant to the course. Active participation in discussion by everyone is critical to the course’s success.

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 10, 2019 *scheduled 5:45 – 7:45 p.m. (however, this is the same as for CSUS 800, so we will move our start time back to 6:30) (potential to meet at my home for final session and presentations)*

ASSIGNMENTS / WRITTEN PAPERS

Participation and Mini-sharing Assignments. (50% -- 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 questions related to readings and/or course content covered in discussions.

Mini-sharing Assmt 1: Personal Introductions: NON-protected area tourism experience (due 9/10)

Mini-sharing Assmt 2: Continuing the Definitions: Tourism, Sustainability, Protected Areas (due 9/17)

Mini-sharing Assmt 3: “Demystifying Theories in Tourism Research” (due 9/24)

Mini-sharing Assmt 4: Trends in Tourism (due 10/1)

Mini-sharing Assmt 5: “Indigenous and Traditional Peoples and Protected Areas” (due 10/22)

Mini-sharing Assmt 6: “Overbooked” 2 chapters summary/discussion (due 12/10)

Mini-sharing Assmt 7: “Sustainable Tourism/Millennium Development Goals” chapters summary/discussion (due 12/3)

Assmt 1. (15%)

Due Nov 19

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.

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.

Assmt 2. (10%)

Due Oct 8

Tourism Growth Case Study Report: After reading some common “managing tourism growth” chapters in Bosselman, et. al., each student will select two (2) case studies from the same book. You will read your case study, summarize it, identify relevant issues and challenges, impacts, and considerations for future tourism and/or parks & protected areas management. Oral and written. See Assignment description for details.

Assmt 3. (10%)

Due Nov 5

Letter re: a Park/Protected Area Issue: Each student will select an issue related to parks and protected areas, and will then write a letter to a selected (and relevant) article, addressing the issue and requesting some sort of action (policy, construction, program, etc.) that is justified in relevant literature. Oral and written. See Assignment description for details.

Assmt 4 (15%)

oral in class after each field trip; final written Due Dec 10

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, as part of the “exam,” you will be writing a summary “debrief paper for both trips” in which you will also link the field trip experiences with course content. (This is not to REHASH “what we did during the field trips” (we were all there), but to link experiences/observations/challenges/innovations with the literature and concepts we’ve read during the semester. So it’s a good idea to be making your own notes throughout the semester relating various concepts/questions to our field-based experiences. We’ll have a final discussion during “exam.”

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), just let the instructor know. Students will be asked to share their experiences with the rest of the class.

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 Weekly Schedule (note: specific readings, field trip dates, individual assignments provided separately)

<p>Oct 1 (week 5)</p>	<p>Mini-Assmt 4 Travel Trends: reports on readings and analysis. Intro to parks/protected areas: GVS PPTs 1/2/3 (Think about how tourism growth case studies impact directly/indirectly parks/PAs. Incorporate into 10/8 presentations)</p>	<p>Begin reading Bosselman et al. "Managing Tourism Growth, Ch 1-3; Select 2 case studies (first come, first served) for Assmt 3</p>	<p>Mini-Assmt 4 due: Travel Trends papers and oral reports</p>
<p>Oct 8 (week 6) (Kali gone)</p>	<p>Present ASSMT 2: tourism growth case study reports (add discussion of impacts on protected areas). Assign Mini-Assmt 5 (Indigenous PAs; due xxx 10/22) Assign ASSMT 4 (field trips): FINAL written due Dec 10. (in-class post-trip debriefs oral based on your notes) Cont P&Pas: History & State of the Great Outdoors: ROS, BBM, LAC, CC (GVS PPTs 4/5)</p>	<p>Finish reading Bosselman et. al. "Managing Tourism Growth," Ch 1-3; each have 2 case studies; prepare report for case study(ies)</p>	<p>ASSMT 2: Tourism Growth Case Study reports</p>
<p>FRI OCT 11</p>	<p>Holland field trip (long all-day); details later</p>	<p>Peruse website for Holland (Official city government site plus tourism site)</p>	
<p>Oct 15 (week 7)</p>	<p>Debrief field trip (evidence of tourism, PA mgmt, sustainability -- integration) Cont. P&PAs: rest of last week? + VERP (GVS PPT rest of 5/6); Assign ASSMT 3 (PPA issue letter, due Oct 29);</p>	<p>Read Worboys (Ch 12, 13 -- Natural and Cultural Heritage Management); Start review of IVUMC Visitor Use Management Framework & Visitor Capacity Guidebook (web link in syllabus)</p>	<p>XXXX</p>

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

<p>Oct 22 (week 8)</p>	<p>Cont. parks, protected areas management: TRAILS as part of PA's, Guest presenter: Dakota Hewlett. Indicators & Standards (GVS PPTs 6.5) Mini-Assmt 5: Present Indig PAs Mgmt case studies. Assign Mini-Assmt 6 (Overbooked, due Dec 10)</p>	<p>Review Worboys (Ch 12, 13 -- Natural and Cultural Heritage Management); Review MI DNR trails website: https://www.michigan.gov/dnr/0,4570,7-350-79133_79206---,00.html Start review of IVUMC Visitor Monitoring Guidebook; Read intro section plus your case studies for Indig PAs;</p>	<p>Mini-Assmt 5: Indig PA papers/oral presentations</p>
<p>FRI OCT 25-26</p>	<p>Field trip to Indiana Dunes National Park (all day/2 days if work out lodging) -- details later</p>	<p>Peruse website for INDU: View "accessible tourism" videos (see syllabus for links)</p>	
<p>Oct 29 (week 9)</p>	<p>Cont. parks, protected areas management -- Debrief INDU field trip; Work on P&PA planning and management in-class activity(ies) Picture Perfect Park; Conflict; Public Participation (GVS PPT 7/8); Review of "approaches" (VERP, ROS, BBM, LAC, CC -- and new IVUM)</p>	<p>Worboys (Ch 14--Threats to Protected Areas); Re-review the three IVUMC manuals (don't have to read every word, but be familiar with concepts)</p>	<p>XXXX</p>
<p>Nov 5 (week 10)</p>	<p>PPA issues, discussion based on the letters. Accessibility and adaptive/inclusive recreation (possible guest presenter Aswad Ramlan); Begin "tying it all together" (tourism, parks/protected areas, sustainability); incorporating concept of "sustainability"; Assign Mini-Assmt 7 (Sust T Millennium Goals; due Dec 3)</p>	<p>ALL read Bricker et. al. "Sustainable Tourism Millennium Goals" (Ch 1 & 2); ALL read Worboys (Ch 10 -- Sustainability Management, Ch 16--Tourism and Recreation); View "adaptive rec" videos</p>	<p>ASSMT 3: Letter to selected audience re: park & protected area issue</p>
<p>Nov 12 (week 11) Field Trip xchg day off</p>	<p>Day off (GVS at NAI national workshop). Work on book reports and get a jump start on all remaining readings/assignments.</p>		

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

<p>Nov 19 (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? "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 (Assmt 1). Bricker et. al. "Sustainable Tourism Millennium Goals"(different chapters each student); Worboys (Ch 19--Linking the Landscape)</p>	<p>ASSMT 1: Book reports: written & oral.</p>
<p>Nov 26 (week 13) Field Trip exchange day off</p>	<p>Tentative day off: work on final sharing papers (Mini-assmts 6 & 7 and ASSMT 4), and work on written field trip debriefs (link experiences/observations to literature and other issues) TENTATIVE b/c GVS WAITING TO HEAR ABOUT FSM PROJECT TRAVEL</p>		
<p>Dec 3 (week 14)</p>	<p>Cont. "Tying it all together" (via discussion of chapters/cases in Sustainable Development goals. Mini-Assmt 7; Bricker chapter discussions (millenium development goals)</p>	<p>Read Bricker et. al. "Sustainable Tourism Millennium Goals"(all read Ch 11, 12, 13); Mini-assmt 7)</p>	<p>Mini-Assmt 7 (millenial devel goals): Come with summary + one key discussion question for EACH of the 3 chapters; use to lead discussion.</p>
<p>Dec 10 (exam, week 15) Conflicts with CSUS 800; push back to 6:30?</p>	<p>Final Exam: presentations at GVS's home; potluck dinner (either normal class time, or bumped back a bit if students have other exam conflicts; we know of direct conflict with CSUS 800) "Tying it all together" via discussion of chapters/cases in "Overbooked" (Mini-Assmt 6) and in-depth field trip debriefs (ASSMT 4)</p>	<p>Finish reading "Overbooked": ALL re-read Ch 1; each chose 1 cultural tourism CH OR 1 nature tourism CH (1 person per ch) plus one of CH 5, 6, 10, 11, 12 -- 1 person per ch) to report/write on.</p>	<p>Mini-Assmt 6: write (and be ready to share orally) summary of your 2 chapters, plus ID of 3 T or PPA issues plus Qs to lead discussion (no written). ASSMT 4 (field trip reprise/linking): written & oral</p>

CSUS 814

(Fall 2019)

TOPIC/ACTIVITY	READINGS (to have read by this date)	ASSIGNMENT DUE
Sept 3 (week 1) Intros; Overview of course and discuss draft syllabus; personal protected area experience; Assign Mini-assmt 1 (for week 2) and Mini-assmt 2 (for week 3)	XXXX	XXXX
Sept 10 (week 2) Mini-assmt 1: Personal tourism experience reports (ID main concepts touched on); "Terms" in-class activity; review mini assmt 2 Assign regular Assmt 1 (travel literature/novel report)	XXXX	Due: mini-assmt 1: Personal tourism experience written & oral reports
Sept 17 (week 3) Mini-assmt 2: "Terms" presentations; Review history of tourism; Overview of tourism system (GVS PPT); discuss major concepts of the system	View "History of Tourism" video; Readings, as needed, for "terms" reports	Assmt 1 novel selection; Due: mini-assmt 2: "3 terms" written and oral reports
Sept 24 (week 4) Overview of tourism theories (how do they relate to "tourism system" considerations?)	Readings associated with Demystifying tourism theories.	Mini-assmt 3: Tourism Theories reports & presentations
FRI OCT 11	Field trip to Holland (all day) -- details later	
FRI OCT 25	Field trip to Indiana Dunes National Park (all day) -- details later	
Nov 12	No class (GVS at national NAI conference); Work on book reports	
Dec 10 (exam) Conflicts with CSUS 800; push back to 6:30	Final Exam: presentations at GVS's home; potluck dinner (either normal class time, or bumped back a bit if students have other exam conflicts; we know of direct conflict with CSUS 800)	Readings associated with your T or P/PA staging, or literature synthesis. Assmt 5: oral presentation