

**CSUS814 Sustainable Tourism and Protected Area Management:
Theories and Applications
Department of Community Sustainability MSU
Spring, 2015**

3 CR HRS

Mondays from 12:40 pm to 3:30 pm Akers Hall Room 140

Instructor of past:

Christine A. Vogt, Ph.D.
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Office Hours:

Monday or Tuesday (in Akers before or after class or my office). Any other time you want to talk to me, just let me know so I am in my office for you. If you miss class, please contact me as soon as possible, view any web-based classroom materials, and get with someone who was in class.

I am always willing to read drafts or papers before they are due. So if this would benefit you, please take me up on my offer. Documents can be handed to me, e-mailed or faxed.

Required Text (in order of use):

Becker, Elizabeth. (2013). *Overbooked: The Exploding Business of Travel and Tourism*. Simon & Schuster: NY.

Bricker, Kelly, Rosemary Black, and Stuart Cottrell (2013). *Sustainable Tourism & The Millennium Development Goals: Effecting Positive Change*. Jones & Barlett Learning: Burlington MA.

Other Readings:

Bosselman, Fred P., Craig A. Peterson, and Claire McCarthy (1999). *Managing Tourism Growth: Issues and Applications*. Island Press: Washington DC.

Worboys, Graeme L., Michael Lockwood and Terry De Lacy (2005). *Protected Area Management: Principles and Practice (2nd edition)*. Oxford Press.

Other Course Tools:

Supplemental book chapters
Supplemental journal articles
Travel novel which you can find in a library, borrow from a friend, or purchase
Your own travel experiences and insights into places and protected areas
Current event articles and stories to share
Use of the course's webpage.
The webpage is found at URL: <http://angel.msu.edu/>
Use your own msu username and password to log on

Grading Policy:

Final grades will be based upon paper grades and quiz scores. I am not going to assign points for in class effort, but it will be expected from all. All assignments must be turned in during class. In the event a paper is late there will be a five percent penalty for each day it is late.

Class Attendance:

Coming to class is expected and strongly encouraged. I will take note of who attends class. Outside class instruction (on my part) will only occur in extreme and understandable circumstances.

ACR814 Overview and Course Objectives:

This course is the foundation course for the Sustainable Tourism and Protected Area Management graduate major, as well as a popular choice for CS and hospitality students seeking a MS or Ph.D. with strong or light interest in the tourism industry and parks and protected areas. Urban Planning and Geography students have also taken this course in the past decade. This course integrates protected area and tourism literature with sustainability. It exposes students to journal articles featuring empirical testing, journalistic writing on travel and tourism, to historical readings and contemporary scholars. Parks and protected areas that offer “nature or eco-tourism” are a popular place context for sustainable tourism practices and travelers seeking an authentic, sustainable travel experience. The course features readings of several popular topics including tourist behavior, rural tourism and recreation amenity areas, and the development of domestic and international destinations and protected areas. The course currently offers a mix of community development, natural resource management, destination marketing, consumer behavior, and historical accounts of the birth and growth of the tourism industry.

Class periods are interactive with theory and scholar readings blended with current examples of communities and protected areas from both the Internet and newspaper articles. The class will culminate into a field trip (previously visited the Detroit River International Wildlife Refuge; Travel Michigan in Lansing, Saginaw-Frankenmuth area including Shiawassee National Wildlife Refuge; Holland area) where students see first hand the destination and park/protected area concept and efforts by nonprofits, government agencies and businesses developing tourism and park experiences. The course typically has several guest speakers (e.g. Ellen Creager, editor of the Detroit Free Press travel section).

Ph.D. students are exposed to extra or different assignments where they think about teaching tourism studies or protected areas management, as well as develop a tourism or protected areas management concept or theory into a literature review. Students are provided a packet of tourism models and protected areas management approaches, which helps Ph.D. students prepare for comprehensive exams.

Topics

- become familiar with travel and tourism and protected areas literature and how this line of study is related to recreation and leisure, natural resources management, social sciences, urban planning and development, hospitality business, and communication studies, as well as other foci in the College of Agriculture and Natural Resources
- review macro and micro travel and tourism and protected area management models
- learn about sustainable tourism and protected areas developments and impacts in Michigan, U.S. and the world
- learn how the study and education of sustainable tourism and protected areas management fits with other disciplines and is an interdisciplinary area of study
- understand how a sustainable tourism experience or a visit to a protected area is similar and different than other human or consumer behaviors/experiences
- learn about global initiatives with case studies and national policies to meet sustainable millennium development goals

Skills

1. improved writing skills to be applied to other graduate courses and thesis or dissertation
2. improved oral skills in terms of defending one's own knowledge and causing others to think about their knowledge and beliefs
3. improved technical skills in computer, Internet and library system
4. expanded creativity in applying management and development concepts
5. improved research methods and statistical knowledge
6. be able to identify researchable topics or gaps in the literature
7. work towards selecting topics of interest to the student
8. gain an understanding of the effort and product of a thesis or dissertation

Assignments and weight placed on grade:

Paper #1 – Letter to a government official, industry leader or special interest group on some current topic	10%
Paper #2– Staging a Sustainable Destination and/or Protected Area in a Place Context	15%
Paper #3 – Role of a Traveler (based on self-narrative and novel)	20%
Paper #4 – Advancing the Planning, Management or Marketing of Sustainable Tourism and/or Protected Areas Management; OR Literature Review for thesis or dissertation	25%
Quiz #1 – readings from first 8 weeks	15%
Quiz #2 – readings from last 8 weeks	15%

Grading Scale:

Each assignment will be assigned a grade between “100” for excellent to “0” for failure. Then each assignment is weighted according to the above percent. The multiplication of your score and the weight is then divided by the sum of the weights of the completed assignments to calculate your composite class points.

<u>MSU grade points</u>	<u>Composite class points</u>
4.0	93.0 - 100.0
3.5	88.0 - 92.9
3.0	80.0 - 87.9
2.5	75.0 - 79.9
2.0	68.0 - 74.9

Week by Week - ACR 814 Spring, 2015

2015 Week	Topic	Reading to be completed for class period ST-Sustainable Tourism O-Overbooked	Assignment for that class period
1 1/12	Introduction to course and getting to know classmates		During next two weeks read the intro and last chapter of both books. Assign paper #1
2 1/19	No Class – Martin Luther King Observance		
3 1/26	Tourism, Travel, and the Condition of the “World”	ST-Chs 1& 2; Case 1 Select one paper to review from Ch 2 and prepare to share with class	Select travel novel- Paper #3 Draft of Paper #1
4 2/2	Planning for and Policy on Tourism – incl. Education, Empowerment, and Community Capacity	ST – Ch 4, Cases 4-6 Select one paper from Ch 4	Paper #1 Due Assign Paper #2
5 2/9	Partnerships	ST – Ch 10, Case 9, one paper from Ch 10 O – Ch 12	
6 2/16	More on Partnerships	ST – Chs 11&12; Case 10, one paper from 11/12	
7 2/23	Consumer Tourism	O-Chs 5&6 Assigned papers	Paper #2 Due Assign Paper #3
8 3/2	Quiz #1 Catch-up; Video on History of Travel Cultural Tourism	Study all chapters above O-Ch 2	Assign Paper #4
9 3/9	Spring break, no class		
10 3/16	Novel “night” book chat More on Cultural Tourism	O-Chs 3&4	
11 3/23	Nature Tourism and Environmental Sustainability	ST-Chs 7&8, Case 7, one paper from 7/8 O-Ch 8	Paper #3 Due
12 3/30	Nature Tourism and Environmental Sustainability	ST – Ch 9, Case 8, one paper from 9 O – Chs 7&9	
13 4/6	Field Trip - TBD	Readings on China O-Ch 10&11	
14 4/13	Christine will miss class for conference. Possible guest speaker or other faculty member to teach.	Catch up on readings	
15 4/20	Achievement of <i>Human</i> Millennium Goals	ST – Chs 3,5,6 Cases 2 & 3	Paper #4 Due
16 4/27	Class Presentations on Paper #4 Quiz #2	Study all chapters from 3/2	Return graded Paper #4 Final grades will be calculated by May 1

Additional Readings/References

Traveler

Floyd, M. and L. Pennington-Gray (2004). Profiling risk perceptions of tourists. *ATR*, 31(4): 1051-1054.

Goldstein, J.J., R.B. Cialdini, and V. Griskevicius (2008). A room with a viewpoint: Using social norms to motivate environmental conservation in hotels. *JCR*, 35(3), 472-482.

Han, H., L.T., Hsu, and C. Sheu (2010). Application of TPB to green hotel choice: Testing the effect of environmental friendly activities. *TM*, 31(3), 325-334.

Tang, L., S. Jang, and A. Morrison (2012). Dual-route communication of destination websites. *TM*, 33(1), 38-49.

The Place – residents, tourism product, nature

Amsden, B.L., R.C. Stedman, and L.E. Kruger (2011). The creation and maintenance of sense of place in a tourism-dependent community. *Leisure Sciences*, 33(1): 32-51. Treeearch.fs.fed.us/pubs/39894

Burns, P.M. (2004). Tourism planning: A third way. *ATR*, 31(1), 24-43.

Jamal, T.B. and D. Getz (1995). Collaboration theory and community tourism planning. *ATR*, 22(1), 86-204.

Paulsen, G.J. and C.G. Flint (2010). Constructing a community-level amenity index. *Society and Natural Resources*. 23: 1253-1258. Treeearch.fs.fed.us/pubs/40101.

Reeder, R.J. and D.M. Brown (2005). Recreation, Tourism and Rural Well-being. USDA, Economic Research Report 7.

Saraniemi, S. and M. Kylanden (2011). Problematizing the concept of tourism destination: An analysis of different theoretical approaches. *JTR*, 50(2), 133-143.

Stronza, A. and J. Gordillo (2008). Community views of ecotourism. *ATR*, 35(2), 448-468.

Okazaki, Etsuko. A community-based tourism model: It's conception and use." *Journal of Sustainable Tourism*, 16(5), 511-529.

Marketing, management, sustainability practices, and research methods

Branding and Marketing

Blain, C., SE Levy, and J.R. Ritchie (2005). Destination branding: Insights and practices from DMOs. *JTR*, 43(4), 328-338.

Fan, Y. (2006). Branding the nation: What is being branded? *JVM*, 12(5), 5-14.

Morgan, H., A. Pritchard, and R. Piggott. (2003). Destination branding and the role of the stakeholders: The case of New Zealand. *JVM*, 9(3), 285-299.

Qu, H., L.H. Kim, and H.H. Im (2011). A model of destination branding: Integrating the concepts of branding and destination image. *TM*, 32(3), 465-476.

Sustainability

- Buckley, R. (2011). Tourism and environment. *Ann. Review of Environment and Resources*, 36(3), 1-20.
- Butler, R.W. (1999). Sustainable tourism: A state-of-the art review. *Tourism Geographies*, 1(1), 7-25.
- Choi, H.C. and E. Sirakaya (2006). Sustainability indicators for managing community tourism. *TM*, 27(6), 1274-1289.
- Clarke, J. (1997). A framework of approaches to sustainable tourism. *JST*, 5(3), 224-233.
- Dinan, C. and A. Sargeant (2000). Social marketing and sustainable tourism – is there a match? *IJTR*, 2, 1-14.
- Hunter, C.J. (1997). Sustainable tourism as an adaptive paradigm. *ATR*, 24(2), 850-867.
- Kline, J. (2001). Tourism and natural resource mgmt: A general overview of research and issues. USDA Forest Service, PNW Research Station – GTR-506.
- Sharpley, R. (2000). Tourism and sustainable development: Exploring the theoretical divide. *JST*, 8(1), 1-19.
- McGehee, N.G. (2002). Alternative tourism and social movements. *ATR*, 29(1), 124-145.

Methods

- Xiao, H. and S. Smith (2006). Case studies in tourism research: A state of the art analysis. *TM*, 27: 738-749.

Education

- Tribe, J. (2001). Research paradigms and the tourism curriculum. *JTR*, 39(4), 442-448.
- Xiao, H. and S. Smith (2006). The making of tourism research: Insights from a social science journal. *ATR*, 33(2), 490-507.

Parks and Protected Areas

- Cerveny, L.K., D.J. Blahna and M.J. Stern (2011). The use of recreation planning tools in U.S. Forest Service NEPA assessments. *Environmental Mgmt*, 48: 644-657. Treearch.fs.fed.us/pubs/39904
- Cerveny, L.K., D.J. Blahna and M.J. Stern (2011). Forest Service interdisciplinary teams: Size, composition and leadership characteristics. *Journal of Forestry*, 109(4): 201-207. Treearch.fs.fed.us/pubs/39937
- Seekamp, E., and L.K. Cerveny (2010). Examining USDA Forest Service recreation partnerships: Institutional and relational interactions. *Journal of Park and Recreation Administration*, 28(4): 1-15. Treearch.fs.fed.us/pubs/40105.