CSUS 474
Advanced Topics in Tourism Management

Fall 2014
Tuesday, 5:00-7:50 p.m.
19 Natural Resources Building

Description:  Tourism as a form of economic and community development. Tourism planning, marketing and management. Tourism and sustainability. Tourism research.

Instructor:  Sarah Nicholls, Ph.D., Associate Professor
Departments of Community Sustainability and Geography

Office:  Room 331B, Natural Resources Building
Phone:  (517) 432 0319
E-mail:  nicho210@msu.edu (always the quickest and easiest way to reach me)

Mailbox:  Room 151, Natural Resources Building

Office Hours:  Selected Wednesdays 2-4pm (per calendar on D2L)
    Thursdays 2:45-4:15pm (excluding Sept 19, Oct 17, Nov 21)
Before and after class, and by appointment

Course Objectives and Outcomes

This three-credit class is the capstone course for majors in the Natural Resource-Based Recreation and Tourism (NRT)/Sustainable Parks, Recreation and Tourism (SPRT) programs, though it is open to upper-level students from all departments/majors. As such, it is designed to integrate the multiple strands of learning in which NRT/SPRT students have engaged in previous classes here at MSU; for non-NRT/SPRT majors, at least one previous tourism-focused class and/or experience in the tourism industry would be advantageous.

At least one half of our time and effort will be devoted to development and implementation of a semester-long, individual or small group, industry-related project. This year’s potential partners include Holland Area Convention and Visitors Bureau (CVB), South Haven CVB, Marquette County CVB, Mackinac Economic Alliance, Les Cheneaux Chamber/Welcome Center, and Treetops Resort and Spa. We will also tie the class and this project to the 2012-2017 Michigan Tourism Strategic Plan that Sarah developed for Travel Michigan and the Michigan Travel Commission last year and that she is currently facilitating the implementation of.
Given the need to coordinate with these industry partners, evolution of the class will be somewhat dynamic, requiring a certain level of flexibility on your part. Design of the course is predicated on the assumption that learning best takes place in an interactive atmosphere, i.e., your success in the course will depend considerably upon your active participation in and engagement with it and your peers. I expect every student to attend every class and will take attendance and evaluate participation each week. There will be many opportunities for the sharing of and reflection upon one another’s opinions and experiences, and I hope all students will actively engage in those discussions in a thoughtful, considerate and open manner. There will be few right or wrong answers; I am much more interested in your ability to identify and digest relevant information and to use that material to support your thinking on critical tourism topics and in a way that advances the class’s collective understanding of the role of tourism in economic/community development.

At the conclusion of this course each student should have developed a comprehensive understanding of the intricacies of the tourism system, including the variety of individuals, entities and enterprises that constitute this system and the complexities inherent in the inter-relationships between them. Each student will also develop a critical awareness of the concept of sustainability and of the manner and extent to which tourism is or can be a sustainable activity and industry. A key theme around which the course will revolve is the two-way relationship between the economy, society/culture and the environment on one hand, and tourists/tourism on the other; students will therefore develop an in-depth knowledge of the positive and negative ways in which economy, society/culture and environment both impact, and are impacted by, tourists and tourism.

In addition, each student will learn how to conceptualize and implement a real-world tourism planning/marketing/management project, including the development of a purpose statement; framing of research objectives, questions and/or hypotheses; design and administration of an appropriate data collection method; analysis of those data; presentation of findings in text, tabular and/or graphic form; development of appropriate implications and recommendations; and, delivery of a final report in written and oral form. Every project will include interaction with one or more industry partners, on-campus and at their property or site.

This course supports the Department of Community Sustainability undergraduate program competencies of critical and systems thinking, initiative and practical skills. Students can learn more about the Department of Community Sustainability undergraduate program competencies at http://www.csus.msu.edu/undergraduate/sustainability_core.

Course Format

The course will consist primarily of class-led discussion based on both the assigned readings and other materials that you might independently identify and review.
Course Materials

There is no required text. Links to readings will be posted on D2L or hard copies will be provided.

Grading Scale (NO CURVE)

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<th>Percentage</th>
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<td>Under 50.0%</td>
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Distribution of Points

- Book review – written (individual) and oral (small groups) 15
- “The Final Call” case study – in-class presentation, individual 15
- Attendance and participation 20
- Project – small groups 50
- TOTAL 100

Grading and Exam Policies

Late assignments: assignments are due during the class period on the assigned date unless otherwise noted by the instructor. Late assignments will not be accepted other than with prior permission from the instructor or a recognized university excuse. Technical or other creative excuses will not be accepted!

Final exam: “A student absent from a final examination without a satisfactory explanation will receive a grade of 0.0 on the numerical system. Students unable to take a final examination because of illness or other reason over which they have no control should notify the associate deans of their colleges immediately.” Per Academic Programs – General Information, Policies, Procedures and Regulations: http://www.reg.msu.edu/AcademicPrograms/Text.asp?Section=112#s499

Spelling, punctuation, and grammar (SPG): correct spelling, punctuation, and grammar are essential. At least 10% of your grade in each written assignment will be based on SPG. Always use the spell-check option AND proof read your paper. For extra help with writing, contact the MSU Writing Center at 300 Bessey Hall, phone (517) 432 3610, e-mail writing@msu.edu, webpage http://writing.msu.edu.
Assignments

• Personal information sheet – to be completed on September 2.

• Book review – The class will choose 1-3 books to review. Each student will prepare a written review of one of those books (further guidelines will be provided). In addition, we will discuss each book in class, with small groups providing an informal summary of and leading a discussion about each. To be completed individually (written review) and in small groups (discussion in class).

• “The Final Call” case study – Each student will select one chapter from “The Final Call.” Chapters are place- and topic-specific, but have considerable implications for other places and to broader concepts that you have learned about in this or previous courses. Your task is to lead a portion of a class, during which you summarise your chapter but also make those connections to historic or recent developments in other places and to some of the more general tourism-related concepts about which you have learned. To be completed individually.

• Attendance and participation – I will take attendance and evaluate participation every week and will expect every student to attend every class. My assessment of participation will incorporate both your attention in class and to class discussion, quiz scores, and the depth, quality and preparedness of your input. The highest scores will be awarded to students who consistently demonstrate the careful and critical reading of, and substantive reflection on, the readings, as well as the linkage of class discussion to other materials or experiences, e.g., from prior classes, from personal or professional experience, etc.

• Project – As described above, each student will participate in a substantial, semester-long, industry-related project. These projects will be completed in groups of two-three. Once topics and groups have been assigned, the appropriate guidelines will be developed. Projects will be divided into multiple components, each of which will be graded separately. Each group will prepare a written report and make a formal, oral presentation to the class and to invited industry stakeholders at the end of the semester.

• Extra credit – Various opportunities to earn extra credit may be offered throughout the semester. These might include the collection of relevant materials, such as newspaper articles, for use in class; participation in relevant industry events, e.g., the annual Michigan Lodging and Tourism Association Legislative Conference, Travel Commission meetings; or, short, take-home exercises. Other ideas are welcome. Participation in extra credit opportunities is always entirely optional but is highly encouraged.
Books on Reserve at Main Library


Other Resources for Assignments

Please note: Wikipedia and other personal websites are NOT always reliable sources of information for assignments. Please use Wikipedia and personal websites with care; websites ending .gov and .org are typically the most reliable.

On-line databases, e.g., JSTOR: http://er.lib.msu.edu/index.cfm

On-line journals through MSU libraries: http://er.lib.msu.edu/atoz.cfm

Journals to look at: Annals of Tourism Research
Current Issues in Tourism
Journal of Environmental Management
Journal of Leisure Research
Journal of Sustainable Tourism
Journal of Travel Research
Tourism Analysis
Tourism Geographies
Tourism Management

Magazines to look at: Condé Nast Traveler
Travel and Leisure
National Geographic Traveler

Travel and place-related websites:

Lonely Planet - http://www.lonelyplanet.com/
Rough Guides - http://travel.roughguides.com/
US Department of State - http://travel.state.gov/
Academic Integrity

Article 2.III.B.2 of the Academic Freedom Report states: “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the Department of Sustainability adheres to the policies on academic honesty specified in General Student Regulation 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Exams.

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU regulations on Protection of Scholarship and Grades will receive a failing grade in the course or on the assignment.

Faculty are required to report all instances in which a penalty grade is given for academic dishonesty. Students reported for academic dishonesty are required to take an online course about the integrity of scholarship and grades. A hold will be placed on the student's account until such time as the student completes the course. This course is overseen by the Associate Provost for Undergraduate Education.

Detection of any form of cheating or plagiarism on any exam or assignment in this course will result in an automatic score of zero.

To avoid any possible problems of plagiarism in written assignments, be sure to reference all materials referred to in the proper manner. This includes:

- Placing all direct quotes (word-for-word copying of several words, sentences or entire paragraphs) in quotation marks followed by a reference in brackets acknowledging author, year, and page number, e.g., “… quote …” (Nicholls, 2003, p. 1).
- Acknowledging the author and year of any materials you paraphrase or take major ideas from, e.g., (Nicholls, 2003).

Americans with Disabilities Act Accommodations

MSU is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.
CSUS 474 OUTLINE OF TOPICS AND READINGS
FALL 2014

Tues Sept 2\textsuperscript{nd} (3)

\textbf{Introduction:} introduction to course, instructor and classmates; review syllabus; complete student profile; discuss tourism quotes; review key aspects and elements of the global tourism industry and the tourism system. \textit{READINGS} (links or PDFs all posted on D2L): (1) UNWTO Tourism Highlights 2014; (2) UNWTO World Tourism Barometer June 2014; (3) WTTC Travel & Tourism Economic Impact 2014; (4) US Travel Answer Sheet; (5) Travel & Leisure’s Most Important Travel Trends 2014.

Tues Sept 9\textsuperscript{th} (2)

\textbf{Tourism in MI and the 2012-2017 MI Tourism Strategic Plan (MTSP)}
\textit{READINGS:} (i) Michigan Geography and Geology, Chapter 35 Tourism and Recreation (D2L); (ii) A Timeline of Michigan Tourism (D2L); (iii) 2012-2017 Michigan Tourism Strategic Plan Executive Summary (hard copy to be provided); (iv) Michigan Tourism SWOT Analysis (D2L).

Tues Sept 16\textsuperscript{th} (2)

\textbf{Introduction to Projects/Work on Project Proposals}

Tues Sept 23\textsuperscript{rd}

\textbf{NO CLASS TONIGHT}
\textit{RECOMMENDED:} meet with project group to work on proposal
\textit{ASSIGNMENT:} complete IRB Initial Education Requirement and send certificate of completion to Sarah by midnight http://www.humanresearch.msu.edu/requiredtraining.html

Tues Sept 30\textsuperscript{th} (1)

\textbf{Work on Projects}
\textit{READINGS:} to be assigned.

Tues Oct 7\textsuperscript{th} (2)

\textbf{Sustainable Tourism – Or, is Tourism Sustainable?}
\textit{READINGS:} Goodwin – Foreword, Preface, Chapter 1, two of Chapters 5-7 (to be assigned), Chapter 8.

Tues Oct 14\textsuperscript{th} (1)

\textbf{Work on Projects}
\textit{READINGS:} to be assigned.

Note: number in parentheses under each date represents number of attendance/participation points available during that class.
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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tr>
<td>Tues Oct 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>The Final Call: Investigating Who Really Pays for our Holidays</td>
<td><em>READINGS: Hickman – Introduction, The Final Call, selected chapter.</em> &lt;br&gt; <em>ASSIGNMENT: due on one of these three dates, chapter to be assigned.</em></td>
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<td>Tues Oct 28&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Tues Nov 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Work on Projects</td>
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<td>Tues Nov 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Book Reviews</td>
<td><em>READINGS: to be assigned.</em> &lt;br&gt; <em>ASSIGNMENT: written reviews and informal small group presentations/discussions due in class.</em></td>
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<td>Tues Nov 18&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Tues Nov 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>NO CLASS TODAY – HAPPY THANKSGIVING!</td>
<td><em>RECOMMENDED: meet with project group to work on data analysis and to develop implications and recommendations</em></td>
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<td>Tues Dec 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Work on Projects</td>
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<td>Mon Dec 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Project Presentations/Final Exam</td>
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