

Advanced Topics in Tourism Management (CSUS 474) Syllabus – Spring 2021 (online)

General Information

Spring 2021 Welcome

I am personally glad to have each of you in our class! I look forward to hearing your perspectives and providing opportunities for your growth. This is a difficult time, with the challenges we face individually and collectively. I have made adjustments in the course to recognize the need for flexibility in approach and the concurrent demands on your/our time. I aim to foster an inclusive and kind learning community among us and hope that you will also build this community. Please reach out via email and/or my office hours with any questions or ideas on how I can better support your/our class' success. – *Dr. Perry / Professor Perry / Bess* (your preference)

Instructor:	Dr. Elizabeth (Bess) Perry Department of Community Sustainability Michigan State University
Pronouns:	she/her/hers
Email:	eepperry@msu.edu
Office Hours:	Mondays 10:20 – 11:40 a.m. or by appointment
Meeting Times:	Monday & Wednesday, 10:20 – 11:40 a.m. Mondays independently, Wednesdays collectively
Meeting Location:	Zoom: https://msu.zoom.us/j/98052761047 (ID: 980 5276 1047) Passcode: tourism
Final Exam Period:	Thursday, April 29 th , 2021, 7:45 – 9:45 a.m. Zoom: https://msu.zoom.us/j/92411312200 (ID: 924 1131 2200) Passcode: tourism
Course Description:	Tourism as a form of economic and community development. Tourism planning, marketing and management. Tourism and sustainability. An examination of applied research in the tourism field.

Textbooks

There are no required textbooks for this course. Advanced preparation will be required for each class session, which will typically involve examining tourism websites, professional reports, popular press, peer-reviewed journal articles, and multimedia. We will use [the World Bank's e-book on Nature-based Tourism](#) for a selection of our managerial reports and case studies readings. Materials to examine independently and during our collective class sessions will be posted on the course website (D2L).

Technology

Students must have Internet connectivity to access course materials, familiarity with D2L to engage with the online portions of the course and their peers, and a willingness to explore additional common platforms such as the Google Suite. More than one application (e.g., web browser, Microsoft Word, Excel) may be needed for a given assignment or in-class activity. Our interactions will be over Zoom. Video is optional but encouraged. During our Zoom classes, you will be asked to simultaneously access other applications (e.g., Google Drive features, MSU Library, external websites, PDFs).

Learning Goals

Course Learning Goals

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

Throughout the course, students will:

1. Develop an understanding of the intricacies of the tourism system, and the complexities inherent in the inter-relationships between its entities using nature-based tourism as a broad context.
2. Develop a critical awareness of the concept of sustainability, and the manner and extent to which nature-based tourism is or can be a sustainable activity and industry.
3. Develop an in-depth knowledge of the positive and negative ways in which economy, society/culture and environment both impact, and are impacted by, nature-based tourism and its tourists.
4. Develop a more critical approach to the understanding of nature-based tourism as a force for development and change.
5. Develop research and communication skills to professionally convey key questions, contexts, and approaches to pressing, unresolved, or disputed issues in nature-based tourism

In addition, each student will learn how to conceptualize and implement a real-world nature-based tourism planning/marketing/management project, including the development of a purpose statement; framing of research objectives, questions and/or hypotheses; inclusion of a local perspective; design of an appropriate data collection method (e.g., surveys, interviews); proposed analysis of those data; presentation of the proposal in text, tabular, and/or graphical form; development of possible finding, implications, and recommendations; delivery of a final report in written and poster presentation form; and a researcher self-reflection.

Students are encouraged to bring their views and experiences with tourism and nature-based tourism to the class community, as well as reflect on different and underrepresented views and experiences. In examining personal and applied, real-world examples of nature-based tourism concepts, we will critically reflect on assumptions, values, and priorities.

Michigan State University Learning Goals

Analytical Thinking: You will learn to critically analyze complex information and problems through courses and experiences at MSU and by applying what you learn both in and out of class.

Cultural Understanding: You will learn to deepen your understanding of global and cultural diversity by interacting with others in and outside our diverse campus community and reflecting on your own culture and that of others.

Effective Citizenship: You will learn to be an effective citizen by engaging in opportunities for involvement both inside and outside the classroom.

Effective Communication: Spartans communicate to diverse audiences using speech, writing, debate, art, music, and other media. You will learn how to communicate effectively through your interactions with peers, faculty, staff, and community members at MSU, your coursework, and your reflection on how you've changed as you progress toward graduation.

Integrated Reasoning: You will learn to make decisions through integrated reasoning by observing the example set by your fellow Spartans—faculty, professional staff, your peers and student leaders, and our 500,000 Spartan alumni—who are advancing knowledge and transforming lives in innumerable ways. MSU provides you with the space and support to make decisions learn from them and use them to inform your values.

Course Format

This course contains asynchronous and synchronous components. There will be some traditional lectures delivered both ways. Other than these, the course will consist primarily of student-led discussion based on both the assigned readings and other materials that you might independently identify, review and present, as well as student-focused learning activities applied to a research project.

The basic format for the course is as follows, though there may be some modifications week-to-week. The course schedule provides further details on the weekly and daily structure.

Mondays

- Class time: Generally, we will not meet as a class on Mondays. This space is dedicated as your time to work on the week's content and meet with your small group as a common meeting time. I will be available in our Zoom classroom from 10:20 – 11:40 AM for any questions you/your group has about the material or otherwise.
- By midnight (Monday turning to Tuesday): Submit on D2L your individual “Comprehend and Consider” reflections and any other individual material requested for that particular week. These will be short assignments that can be done during/after the time you spend with the class material for the week. They will also prepare you for class discussion on Wednesdays.

Wednesdays

- Class time: Generally, we will meet as a class on Wednesdays. Class time will be spent summarizing and applying the content that you examined earlier in the week, learning and practicing a research skill, and discussing related topics (e.g., current events, classic examples, your group project context).
- By midnight (Wednesday turning to Thursday): Submit in your group's Google Drive folder your research portfolio components and any other group material requested for that particular week. These will be draft portions of your final portfolio, so that you will be creating and refining your work over the semester. Group materials will regularly be peer-reviewed during the following week as part of individual and in-class work.

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To summarize: On Mondays, your individual work is due on D2L. We will not meet as a class, though the time is designated for you to work with your group and ask me questions. On Wednesdays, your group work is due in your Google Drive folder. We will meet as a class. Dr. Perry aims to provide you with evaluations/feedback, individually and as groups, on Tuesdays for anything submitted in the previous week.

Assignment Format

Evaluation/Grading

Assignment	Points
Individual	500
Comprehend and Consider reflections (8 x 25 points each)	200
Peer Reviews (2 x 50 points each)	100
Draft Self-Reflection	50
Final Self-Reflection	100
Participation	50
Group	500
Group formed	5
Group agreement signed	5
Topic area and draft research questions	20
Interview questions and contact(s)	20
Annotated bibliography	20
Market study	20
Draft research plan	80
Draft visuals	20
Interview summary	30
Draft poster	40
Research presentation	40
Final research portfolio	200
Total	1000

Grading Scale

Grade	Points
4.0	1000 – 920
3.5	919 – 860
3.0	859 – 820
2.5	819 – 750
2.0	749 – 700
1.5	699 – 650
1.0	649 – 600
0.0	< 600

Assignments (see Class Outline and Schedule on last page for due dates)

Individual Assignments- Submitted through D2L

Comprehend and Consider reflections (8 x 25 points each)

These reflections will center on the weekly content you will interact with asynchronously, to assess your understanding of the material and your ability to analyze and apply concepts from it to other contexts. You may be asked to seek and interact with additional content to complete these reflections. The format will be short and medium-length open answer questions in untimed activities that you can complete during and/or after the readings and videos.

Peer reviews (2 x 50 points each)

You will individually review group-created materials twice during the semester. For one assignment, you will review two draft research plans. For the other, you will review two draft posters. Your reviews will be consolidated and shared (anonymously) back with the groups, for them to improve their draft materials. (Your group, in turn, will receive individual reviews for improvement.) We will practice peer review in class before you do them individually, with a rubric and guiding questions to frame your reviews. You will have the opportunity to complete an additional research plan and/or additional poster review for bonus points.

Self-reflection (150 points total)

Critical self-reflection is an important component of research, to examine where a researcher's views, frameworks, and potential biases may originate. It is also a strong means to assess your own learning and growth. You will craft a draft (50 points) and then final (100 points) self-reflection. This will be guided through in-class examples and prompts, as well as your responses to questions and activities throughout the semester.

Participation (50 points)

Your active participation in class is expected and includes having completed individual and group assignments by the due date and being prepared to engage in activities and class discussion.

Group Assignments – Submitted through Google Drive

As we learn the course content, you will be applying your knowledge to a research plan within a small group. Drafts of many of the plan's components will be due throughout the semester and receive feedback from Dr. Perry and your colleagues (informally or formally). Conclusion of this project will include a final written report and a final project poster presentation.

Groups formed and group agreement signed (2 x 5 points each)

Early in the semester, you will form your group around a self-selected nature-based tourism topic area of mutual interest. Groups must be at least 3 students and no more than 5 students. You will then access a Google Drive folder structure in which your group will work. Dr. Perry will add templates, rubrics, and other example material to each group's structure as the semester advances and more components are due. You will all sign an agreement of common understandings and behavioral expectations, including a meeting schedule and location for submitted materials. While you may choose any time to meet, the Monday class time has been reserved for your group work, as well as some additional days through the semester.

Topic area and draft research questions (20 points)

You will describe in written form the nature-based tourism topic area that your group will research, as well as your specific research questions. Dr. Perry and your colleagues will provide feedback on the appropriateness of both, so as ensure your research framing has a solid basis.

Interview questions and contact(s) (20 points)

You will provide in written form five or more interview questions that you will ask someone knowledgeable about your research context, three or more contacts to whom you plan to ask these questions, and the email text that will accompany your request to these contacts. You will receive feedback on all three components before proceeding.

Annotated bibliography (20 points)

Your group will complete an annotated bibliography of reputable and related sources for your research context. These sources must all be in addition to those assigned in class. You will need to review many sources before choosing those best suited for this work. The bibliography will contain 10 sources, with citations in APA format: 5 peer-reviewed journal articles, 1 management report, and 4 context websites. Each annotation will be at least four sentences, encompassing at least the main idea of the work, the applicability to your project, and the connections to nature-based tourism concepts. You will have the opportunity to complete an additional annotated bibliography for bonus points.

Market study (20 points)

You will complete a short written assignment on the market for your research topic. This will be started in class and will examine certification, marketing, promotion, and potentially local and/or participant perspectives. A rubric will guide this activity. Your colleagues will peer review your market study to provide insight on strengthening it.

Draft research plan (80 points)

You will submit a full draft of your research plan in Week 10. Dr. Perry and your colleagues will provide feedback through assessment and peer review for strengthening your final research plan. A rubric will be provided with the specific components and lengths and points afforded to each. At a minimum, these components will be: Title, Abstract, Introduction with literature review, Research Questions, Methods, Statement of Research Importance, Statement of Managerial Importance, and References (APA format). Excluding the title page and References list, this draft plan will be 5-7 pages or 2,000-2,500 words (one-and-a-half spaced lines, 12 point font, 1" margins).

Draft visuals (20 points)

Your final research portfolio will include two or more visuals beyond any images you choose to include. One of these will be a figure and the other will be a map. The specifics will be discussed in class and as pertains to your particular research topic. You will submit drafts of these visuals for feedback before incorporating them into your final portfolio.

Interview summary (30 points)

You will summarize your interview in one full page (one-and-a-half spaced lines, 12 point font, 1" margins), with an appendix of your notes. This interview must be completed over a video or audio call during this semester with at least two of your group members present. A rubric will be

provided with details on how to summarize an interview and what important contextual information should be included. You will have the opportunity to complete an additional summary with an additional interviewee for bonus points. Please note that because potential interviewees may not be available, you will need to have a list of prioritized alternate interviewees (see “interview questions and contacts”).

Draft poster (40 points)

You will be presenting a poster of your research project to our class during the final exam period. To prepare for this, you will submit your draft poster in advance, for Dr. Perry and your colleagues to provide assessment and peer review. These posters will be relatively simple format and a template will be provided. We will follow the #betterposter general layout, to focus on your key messages. The challenge will be for you to choose the most important elements of your research plan to depict with enough detail to engage an audience but not so much that they spend their time reading instead of engaging with you about your work.

Research presentation (40 points)

You will present your poster via Zoom for our class. This presentation will consist of a 10 minute presentation on your topic, 5 minutes on the process of completing the research plan and responding to peer review, and 5 minutes fielding questions. Your poster will be the only visual while you orally present, to retain focus on your communication of ideas. All group members must be present.

Final research portfolio (200 points total)

By midnight of Thursday, April 29th, you will submit your final research portfolio. This will include your research plan (180 points) and poster (20 points). A rubric will be provided with the specific components and lengths and points afforded to each. At a minimum, the research plan components will be: Title, Abstract, Introduction with literature review and interview summary(ies), Market Study, Research Questions, Methods, Statement of Research Importance, Statement of Managerial Importance, Response to Reviewers, 2 or more visuals beyond images, and References (APA format; 15 or more sources). Excluding the title page and References list, this draft plan will be 8-10 pages or 3,000-4,000 words (one-and-a-half spaced, 12 point font, 1” margins). The poster components will be the same as the draft poster. Though in sum these components are many, all of them will have been discussed and worked on in class and many will have been previously due in draft format.

Bonus Assignments

There are four opportunities (two individual and two group) to earn bonus points for additional peer reviews, annotated bibliographies, and interview summaries. These are collectively worth up to 100 points, which is a substantial proportion of the total points available for this course. These will be the only opportunities for additional credit and the due dates are firm.

Late Assignments

Assignments are due at the time and on the date stated in the class outline and in the assignment guidelines. 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. Because this class is structured as a collaborative community, the success of each group and each individual relies on the timely submission of all work.

Policies

Academic Misconduct

Article 2.III.B.2 of the [Academic Freedom Report](#) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Department of Community Sustainability adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](#) and/or the MSU Web site: www.msu.edu.)

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 CSUS 474. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also <http://www.msu.edu/unit/ombud/dishonestyFAQ.html>). **There will be no warnings – the maximum sanction allowed under University policy will occur on the first offense.** Turnitin.com will be used for all written assignments.

Accommodations

Michigan State University 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 on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("VISA") form. Please email this form to Dr. Perry at the start of the semester and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

Bereavement

Students seeking a grief absence should be directed to the Grief Absence Request Form found on the RO home page (<https://reg.msu.edu/>) under 'Student Services – Grief Absence Request Form' OR to StuInfo (<https://stuinfo.msu.edu/>) under 'Academics - Enrollment Information and Services – Grief Absence Request Form.' Per policy, graduate students who should see their major professor and notify course instructors are directed to do so when they access the form.

Inclusion and Diversity

Inclusion and diversity are core values of MSU and the College of Agriculture and Natural Resources. As Spartans, we are dedicated to respecting people of all backgrounds, beliefs, identity status, and political beliefs. The college is committed to creating a safe, supportive, and welcoming environment where all students, faculty, and staff can pursue academic and professional success. **All members of the MSU community deserve each other's respect, support, recognition, and protection.** It is essential that we all work together to foster an inclusive community where Spartans of all backgrounds can study, work, and thrive.

Commercialized Lecture Notes

Commercialization of lecture notes and university-provided course materials is not permitted in this course.

Social Media

As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students are the copyrighted property of the course instructor. Students may not post course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the course instructor and, if applicable, any student's voice or image included in materials or recordings of course sessions. Any student violating the conditions described above may face academic disciplinary sanctions.

Attendance

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. This course follows the General University Attendance Policy. If you miss a class due to a Special Consideration Absence as defined by University Policy, your class participation grade for those excused absences days will be the average of your earned participation grades.

Drops and Adds

The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is **February 12**. Please refer to the Michigan State University schedule for the last day to drop this course with no refund and no grade reported. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

Disruptive Behavior

Article 2.III.B.4 of the [Academic Freedom Report](#) (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the [AFR](#) states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." [General Student Regulation 5.02](#) states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

Campus Emergencies

In the event of an emergency arising within the class, the Professor will notify you of what actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation, "shelter-in-place," and "secure-in-place" guidelines posted in each facility and to act in a safe manner. You are allowed to maintain cellular devices in a silent mode during this course, to receive emergency SMS text, phone or email messages distributed by the university. When anyone receives such a notification or observes an emergency situation, they should immediately bring it to the attention of the Professor in a way that causes the least

disruption. If an evacuation is ordered, please ensure that you do it in a safe manner and facilitate those around you that may not otherwise be able to safely leave. When these orders are given, you do have the right as a member of this community to follow that order. Also, if a shelter-in-place or secure-in-place is ordered, please seek areas of refuge that are safe depending on the emergency encountered and provide assistance if it is advisable to do so.

E-learning Policies

This course is delivered online in spring 2022. Information technologies such as Zoom, D2L, Google Suite, and email are widely used in this class. As a result, there are some additional policies that need to be understood.

- Students should visit the course's D2L site on a regular basis.
- Students should check their email frequently (all class email is sent to the student's official MSU email account).
- All assignments will be submitted electronically via D2L or Google Drive and should be in the format described for each assignment (e.g., .docx, .pdf, .jpg). Any materials submitted electronically through these systems or via email should be free of any viruses and/or worms. Any infected file or media that is submitted will receive a zero (0) for that assignment. It is the student's responsibility to verify that the correct, complete, and uncorrupted file has been submitted for each assignment.
- This course recognizes the students' right to privacy and adheres to the Family Educational Rights and Privacy Act (FERPA).
- Students need to review the university policy "Acceptable Use of Computing Systems, Software, and the University Digital Network" at <http://lct.msu.edu/guidelines-policies/aup/>.
- Excessive emails make an unreasonable time demands on both sender and recipient. Please ensure you have a legitimate need before you write.
- Dr. Perry will make every effort to answer email received on a given day no later than close of work on the next workday (Monday – Friday). Weekend emails will be addressed on Monday.
- The web site tech.msu.edu provides a number of information technology resources for students.
- You are responsible for the operation of any personally owned computers you use on or off campus. A malfunctioning computer system is **NOT** a valid excuse for submitting late work.
- **Students are expected to have a high degree of self-motivation and self-direction** in this class and develop the needed technology skills to excel in this class and in life.

Syllabus Disclaimer

All syllabi are subject to minor changes to meet the needs of the instructor, school, or class. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes through the course site announcements. Please remember to check your MSU email and the course site announcements often.

Class Outline and Schedule

Abbreviations: NBT = nature-based tourism; I = individual; G = group; B = bonus

Week	Day	Main Topic	Due by midnight	Points
1 Jan 11/13	Mon. Wed.	Welcome – Reading week	I: Travel List reflection; I: Preview syllabus	(optional)
2 Jan 18/20	Mon. Wed.	<i>No class – MLK Jr Day</i>		
		Introductions, format, and questions	I: Sign up for a 20 minute meeting with Bess	
3 Jan 25/27	Mon. Wed.	What is NBT?	I: Comprehend and consider	25
		What makes a good research question? Pt 1	G: Groups formed and folders accessed (in-class)	5
4 Feb 1/3	Mon. Wed.	What are impacts of NBT?	I: Comprehend and consider	25
		What makes a good research question? Pt 2	G: Group agreement signed	5
5 Feb 8/10	Mon. Wed.	How does NBT affect social systems?	I: Comprehend and consider	25
		How to make local connections in research?	G: Topic area and research question(s) draft	20
6 Feb 15/17	Mon. Wed.	How are NBT impacts monitored and managed?	I: Comprehend and consider	25
		What is the value of annotated bibliographies?	G: Interview questions and contact(s)	20
7 Feb 22/24	Mon. Wed.	What methods guide NBT research?	I: Comprehend and consider	25
		How to craft a research plan?	G: Annotated bibliography	20
8 Mar 1/3	Mon. Wed.	Project work day		
		<i>No class – break</i>		
9 Mar 8/10	Mon. Wed.	How is NBT certified and marketed?	I: Comprehend and consider	25
		How to examine a NBT market?	G: Market study with comparisons (in-class)	20
10 Mar 15/17	Mon. Wed.	How is NBT equitable and inclusive?	I: Comprehend and consider	25
		How to conduct an effective peer review?	G: Research plan draft; B: additional anno. bibliography	80; B: ≤ 20
11 Mar 22/24	Mon. Wed.	How to strengthen research plans?	I: Review two research plans; B: additional review	50; B: ≤ 25
		What makes effective research visuals?	G: Portfolio draft visuals (in-class)	20
12 Mar 29/31	Mon. Wed.	What contemporary issues does NBT face?	I: Comprehend and consider	25
		What professions are in NBT?	G: Interview summary; B: additional summary	30; B: ≤ 30
13 Apr 5/7	Mon. Wed.	Project work day		
		Project work day		
14 Apr 12/14	Mon. Wed.	How to critically self-reflect in NBT research?	I: Reflection statement artifacts and outline	50
		Is NBT sustainable?	G: Submit poster for peer review	40
15 Apr 19/21	Mon. Wed.	How to strengthen research presentations?	I: Review two posters; B: additional review	50; B: ≤ 25
		Project work day		
Final Apr 29	Thurs.	What have we examined and what remains?	I: Reflection statement; G: Final portfolio and presentation	I: 100 G: 200 and 40