

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

Fall 2017

Tuesdays 6:00-7:50 p.m. (+ 1 hour arranged): official  
1 Natural Resources Building

***Syllabus – Fall 2017***

**Class Meets:** Most Tuesdays 5:30 – 8:20; some off days for 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

**Office:** 136 Natural Resources Bldg.

**Telephone:** 517-432-0266

**E-Mail:** vanders1@msu.edu

**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 address is official U communication system; D2L will pull your MSU address for use; check your email regularly)

**Course Descriptions:**

*Catalog:* Historical antecedents and current concepts of leisure, travel, and tourism. Tourism theory and applications.

*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 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 literature with sustainability. It exposes students to journal articles featuring empirical testing, journalistic writing on travel and tourism, historical readings 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 in areas of: the tourist system, tourist motivations and behavior, rural tourism and recreation amenity areas, and domestic/international destinations that include parks and other protected areas. The course 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 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 exposed to extra or different assignments to provide them opportunities to think about teaching tourism studies or protected areas management, and to write a literature review about some concept or theory in tourism or protected areas management.

This course uses a multi-disciplinary approach to explore: concepts of “culture” and “cultural landscapes;” the varied uses of terms such as culture, heritage and ecotourism; the roles of cultural institutions within communities – as economic development generators, and as part of the tourism system in international and domestic contexts; the relationship between the natural environment and human cultural expression. Additionally it challenges students to assess both positive impacts (e.g., ecosystems preservation, cultural maintenance and celebration, economic development, local quality of life) and negative impacts (e.g., social, cultural, environmental and community change) of tourism.

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### **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. 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, learn about experiences of former students (in this course and graduate students studying in this general area), and be involved with current “real” projects.

### **Books**

#### ***Required by All***

- Bosselman, Fred P., Craig A. Peterson, and Claire McCarthy (1999). *Managing Tourism Growth: Issues and Applications*. Washington DC: Island Press.  
Amazon Price w/ Shipping (\$13.33)
- Becker, Elizabeth. (2013). *Overbooked: The Exploding Business of Travel and Tourism*. New York: Simon & Schuster.  
Amazon Price w/ Shipping (\$10.42)

#### ***Required by Some (readings required by all)***

- Worboys, Graeme L. (2005) *Protected Area Management: Principles and Practice*  
Amazon Price w/ Shipping (\$28.99)  
*(Strongly recommended for Protected Area Management Students)*  
*(I will make readings available to you, so you don't have to purchase)*

#### ***Readings Required, but purchase is not***

- Bricker, Kelly, Rosemary Black, and Stuart Cottrell (2013). *Sustainable Tourism & The Millennium Development Goals: Effecting Positive Change*. Burlington MA: Jones & Bartlett Learning.  
Amazon Price w/ Shipping (\$76.46) (Paperback)  
*(I will make readings available to you, so you don't have to purchase)*

#### ***Other Readings, as assigned and/or selected by you***

Including journal articles, personal selection of “travel novel,” and others

### **Course Purpose/Objectives/Outcomes:**

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

**Objectives/Learning Outcomes** – as a result of course participation, students will be able to:

1. explain the terms “sustainability,” “tourism,” and “protected areas,” as well as the interrelationships among them, and to describe some specific planning and management activities that begin to introduce ideas of sustainability into T and PA;
  2. describe tourism – as a system, as an operational concept, as a 2-sided system (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);
  10. read a novel and assess it for underlying 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;
- PhD. develop an annotated bibliography of theories relevant to sustainable tourism (to use journal articles not previously read/annotated) that can contribute to your comprehensive exam preparation;
- MS develop a planning or management project relevant to your particular applied area of interest (supported by the literature and a planning/management/programming model or tool).

### **Extra Credit Opportunities**

*Independent Experiential Assignment:* You may select one 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; or
4. take advantage of an instructor-provided opportunity (e.g., FIT community meeting in Marlette, MI)

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

## **Required Field Trips**

Field trips are required, for a total of at least two days (probably Fridays, based on student schedule forms). Field trip “time” will be traded with some of the Tuesday evening class times (i.e., we will not meet during some Tuesday evenings). Students will share expenses of transportation and will be responsible for their own meals.

## **Other Policies**

### ***Attendance:***

Attendance (both classes and field trips) and active participation are required, because much of the learning occurs through discussion and engagement among class members. Also, we will host guest speakers periodically, and it is professional courtesy to engage with them when they visit the class. If you find you must miss a class (illness or unexpected major conflict, or a pre-approved conference), 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 help make the experience more positive and meaningful to you. Before finalizing the schedule, instructor will get input from each of you about particular interests and academic goals. If you know of additional resources or possible speakers for the future, 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:***

Cell phones should be turned off while in class. 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)

***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 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 12, 2017      5:45 – 7:45 p.m. (potential to meet at my home for final session and presentations)

## **ASSIGNMENTS / WRITTEN PAPERS**

### **Participation and Mini-assignments. (25%)**

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-Assmt 1: Personal Introductions: NON-protected area tourism experience (due 9/12)

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

Mini-Assmt 3: "Overbooked" 2 chapters summary/discussion (due 11/28)

#### **Assmt 1. (15%)**

**Due Nov 21**

*Travel 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, and you will orally present/share this report with the class, as well as lead a related discussion.

#### **Assmt 2. (10%)**

**Due Sept 26**

*Travel Trends Report:* After reading some common "trends" articles and blogs, each student will select additional trends articles/reports (selected from provided assignment readings so that students have different topics on which to report), read, summarize, and lead a class discussion about the impacts/implications of selected "trends." Oral and written. See Assignment description for details.

#### **Assmt 3. (10%)**

**Due Oct 10**

*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 4. (10%)**

**Due Oct 31**

*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 5. (10%)**

**Due Oct 31**

*Staging a Sustainable Destination (T or PPA):* Each student will select tourism destination or a park/protected area. For this site, you will briefly describe what exists, and then make recommendations (based on texts and other readings) for moving the destination of PA toward increased sustainability practices. Oral and written. See Assignment description for details.

#### **Assmt 6. (20%)**

**Due Dec 12**

*Literature Synthesis:* This assignment allows each student to select a topic (research or project-based, depending on whether you are PhD or MS-B student), do additional literature searches and reading, and then write a literature synthesis about the topic. It *can* be an early draft of a literature review for your dissertation or MS-B project. Oral and written. See Assignment description for details.

**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 4 (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>

**History of Accessible Tourism:**

<https://www.youtube.com/watch?v=5w5zL5Wn1O8> (< 3 minutes, conceptual),  
<https://www.youtube.com/watch?v=3DgomKUDhqY> (8 minutes; more specifics)

**Other:**

Brand/Trends: USA Brand <http://www.thebrandusa.com/about/directors>

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)

CSUS 814 (Fall TOPIC/ACTIVITY)		READINGS (to have read by this date)	ASSIGNMENT DUE
Sept 5	Intros; Overview of course and of syllabus; personal protected area experience; Assign Mini-assmt 1	XXXX	XXXX
Sept 12	Personal tourism experience reports (ID main concepts touched on); Assign mini-assmt 2; Assign regular Assmt 1 (travel literature/novel report)	XXXX	Due: mini-assmt 1: Personal tourism experience written & oral reports
Sept 19	"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: mni-assmt 2:"3 terms" written and oral reports
Sept 26	Travel Trends: reports on readings and analysis. Assign Tourism Growth Case Study paper (Assmt 3).	Begin reading Bosselman et al. "Managing Tourism Growth, Ch 1-3; Select 2 case studies (first come, first served) for Assmt 3	Assmt 2 due: Travel Trends papers and oral reports
Oct 3	No class (GVS at Interpret Europe conference); be reading, preparing for presentations next week.		

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

Oct 10	Tourism literature: motives, marketing/segments.	Finish reading Bosselman et. al. "Managing Tourism Growth," Ch 1-3; each have 2 case studies; prepare report for case study(ies)	Assmt 3: Tourism Growth Case Study reports
Oct 17	Overview of parks, protected areas management (GVS PPT); Assign Assmt 4	Worboys (Ch 12, 13 -- Natural and Cultural Heritage Management)	XXX
Oct 24	Cont. parks, protected areas management; Work on P&PA planning and management in-class activity(ies)	Worboys (Ch 14--Threats to Protected Areas)	Assmt 6: Submit draft idea for Literature Synthesis project
Oct 31	Discussion based on the letters. Begin "tying it all together" (tourism, parks/protected areas, sustainability); adding concepts of "sustainability" and "place" in a more focused way.	Bricker et. al. "Sustainable Tourism Millennium Goals" (pp. xxx); Worboys (Ch 10 -- Sustainability Management: Ch 16--Tourism and Recreation)	Assmt 4: Letter to selected audience re: park & protected area issue
Nov 7	Cont. "tying it all together" (tourism, parks/protected areas, sustainability); adding concepts of "sustainability" and "place" in a more focused way; landscape concepts (heritage/natural/cultural landscapes)	Bricker et. al. "Sustainable Tourism Millennium Goals" (pp. xxx); Worboys (Ch 19--Linking the Landscape)	Assmt 6: Due: spreadsheet listing articles /pubs selected

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

Nov 14	No class (GVS at national NAI conference); Work on book reports	Finish reading your Travel Literature book. Get ahead on other readings, especially the readings for your Assmt 5 "Literature Synthesis"	Assmt 5: Due Tues Nov 14. Assmt 6: Due Fri Nov 17: Completed spreadsheet of article summaries
Nov 21	Book reports presented (this should be a FUN day, but one that links travel literature with theory -- what theories, elements, models, motivations might be alluded to in your book?	Finish reading your Travel Literature book. Continue reading your Assmt 5 "Literature Synthesis" articles.	Due: Assmt 1: Book reports: written & oral
Nov 28	Cont. "Tying it all together" (via discussion of chapters/cases in "Overbooked"	Read "Overbooked": ALL read Ch 1; each choose 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).	Due: mini-assmt 3: 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. Dec 1: draft of Assmt 5 paper.
Dec 5	Catch-up, as needed		
Dec 12 (exam)	Final Exam: presentations at GVS's home; potluck dinner (either normal class time, or bumped back a bit if students have other exam conflicts)	Readings associated with your literature synthesis (should be reading all along; can incorporate some of our course readings)	Assmt 6: Literature synthesis on topic of your choice