Fall 2015
Forest & Natural Resource Management (FNRM) 3101/5101: Park & Protected Area Tourism
11:15-12:30 pm Tuesdays & Thursdays
Green Hall 203

INSTRUCTOR
Ingrid E. Schneider, Ph.D., Professor
612-624-2250; ingridss@umn.edu

OFFICE & HOURS
301b Green Hall, St. Paul Campus
Tu/Th 12:45 - 1:30 pm & by appt

COURSE DESCRIPTION

Tourism is a significant industry locally, nationally and internationally. Park and protected area attractions are among the most visited but also the most vulnerable attractions. This course is designed to familiarize you with the basic concept of park and protected area tourism, including cultural and ecotourism, and then develop your expertise to plan and evaluate sustainable tourism development and operations. Accordingly, you will complete assignments that apply the knowledge gained to planning and evaluation activities.

COURSE OBJECTIVES

By the end of the class you will be able to:
1. Differentiate and appreciate the complexities involved with defining and developing nature, eco, heritage, geo-, park and protected, cultural & ‘sustainable tourism.’
2. Identify specific social, economic, and environmental impacts associated with park and protected area tourism, how to measure them and methods to minimize the negative and maximize the positive impacts.
3. Analyze domestic and international case studies of park and protected area tourism.
4. Critically evaluate park and protected area tourism services and effective management and planning.
5. Create elements of a business plan for park and protected area tourism operations that emphasize sustainability.

These objectives relate to the UMN Student learning outcomes ensuring you can identify, define, and solve problems (as they relate to park and protected area tourism); locate and critically evaluate information (journal articles, government documents), as well as communicate effectively (written and oral presentations).

TEXT & RESOURCES:

Required: Readings will be on the Moodle site or handed out in class.

Other readings and materials for most assignments are listed on the course page, usually as a pdf file. If you would like a hard copy of these additional readings placed on reserve in the Natural Resources Library, Hodson Hall, let me know.


The International Ecotourism Society http://www.ecotourism.org/ offers information, education, employment and networking opportunities in sustainable tourism. You may be interested in a student membership ($35). The U of MN is one of several institutions that offers the ‘International Ecotourism Certificate.’ See instructor and/or this site for info http://www.ecotourism.org/university-consortium-certificate.
METHOD OF PRESENTATION:
Course materials will be addressed through a variety of mediums: readings, discussions, written assignments, site visits, and online assignments. This blend of learning seeks to incorporate the variety of ways you will address and evaluate information in your professional life.

Please use Moodle to access the class site and many materials. There are two ways to access Moodle sites:

1) Via myU portal:
Go to myU Portal page at http://myu.umn.edu, login with your Internet ID, and click on My Courses tab, to see the links to Moodle sites to which you **already have access**.

2) Via Moodle server:
Go to http://moodle.umn.edu and login there with either your Internet or Guest ID. Once logged in, you will be able to see the links to your own sites, and you will also be able to browse and self-enroll into other sites, open for public access.

COURSE REQUIREMENTS & GRADING:
575 possible points are distributed as follows:

<table>
<thead>
<tr>
<th>Grading component</th>
<th># points</th>
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<tbody>
<tr>
<td>Active class participation</td>
<td>100</td>
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<tr>
<td>Analysis</td>
<td>175</td>
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<tr>
<td>• Memos analyzing journal articles (3 @ 25 pts)</td>
<td>75</td>
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<tr>
<td>• Impact evaluation</td>
<td>100</td>
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<tr>
<td>Final project</td>
<td>300</td>
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<tr>
<td>• Check points</td>
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<td>• Paper</td>
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<td>• Presentation</td>
<td>100</td>
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<td>• Team assessment</td>
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Grading will be based upon the **total** points earned for the semester (575):

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- E = 59% or less

Late written assignments will be penalized 10% of their point value per calendar day. I will not accept assignments more than one (1) class period late.

1. **Class participation (100 points total)** We depend on each other to make the class interesting. Please come to class prepared and ready to discuss materials and related events.

   **Active participation** will be assessed via completion and performance on various in- and out-of-class assignments. These include, but are not limited to, a) site visit evaluation & Flipgrid presentation, b) tourism visitor market report assessment; c) state & country tourism evaluations & Flipgrid presentation; d) tourism plan review; d) journal article memo informal sharing, f) sustainability debate/discussion, g) in-class responses to guest speakers, & h) peer review of final project elements.
2. **Analysis (175 points total)**

   **Memo focused on journal article analysis** (3 @ 25 points each for 75 points total): In this assignment, you will analyze three refereed journal articles and create a memo summarizing and analyzing the implications of this work for the organization you think you’ll work for. This assignment creates an awareness and enriched understanding of research literature as well as an opportunity to apply and enhance your understanding of protected area tourism impacts,

   First, find 3 **refereed** journal articles published since 2010 on tourism impacts related to park and protected area tourism. One article should focus in each area: social, economic and environmental impacts. For refereed journals, consider the library web page on tourism (http://www.lib.umn.edu/subjects/rqs/331) for resources and direct links to the *Journal of Sustainable Tourism*, *Journal of Ecotourism*, *Tourism Management*, *Annals of Tourism Research*, and *Travel & Tourism Research Association* research website (www.ttra.com/Research/).

   Second, briefly summarize and then critically evaluate the journal articles in a memo format. For each article, prepare a 1-2 page memo addressed to your future boss (memo formatting information here: [https://owl.english.purdue.edu/owl/owlprint/590/](https://owl.english.purdue.edu/owl/owlprint/590/)). In the body, include subheadings of: article purpose, study location, the specific impact(s) assessed & how they assessed it/them, including if and how the indicator relates to the Global Sustainable Tourism Council criteria (https://www.gstcouncil.org/en/gstc-criteria/sustainable-tourism-gstc-criteria.html), results, implications (so what?) for park and protected area tourism & the organization, questions/concerns you have about the paper or using the results; citation. Points allotted for completion, thoroughness, and professional & concise writing.

   Third, prepare an informal 2-4 minute oral presentation for the class to summarize your analysis with emphasis on the purpose, results and implications. Class participation points awarded.

   Due: Memos due by **Thursday October 22**. You may be randomly selected for an informal in-class presentation the week your analysis applies (for example, you might be asked to summarize your social impact journal article the week we focus on social impacts).

**Impact analysis (100 points)** To enhance your understanding and ability to comprehensively and critically evaluate impacts of a particular tourism business case and/or destination, you will be provided with information on a proposed destination and/or attraction and asked to assess the type and level of social, economic and environmental impacts related to this attraction. You will have two weeks to conduct the analysis. **You may complete this response alone or with a small group (only 1 graduate student per group). All group members get the same grade.**

   A successful project will: **describe** the tourism in about 1-2 paragraphs and categorize it among the variety of tourism categories with justification from the readings, **detail** the social, economic and environmental impacts of the tourism through all phases specific to the local community, local environment and local economy; **compare** the proposed development to the Global Sustainable Council criteria; **provide** statistics, references and other support material to justify your assessment of the impacts –this means getting as much information as possible from local, state, national, and international resources about this case or related cases from which the information can be clearly transferred to this specific case; **be clear**, concise and use professional styles and formatting. Specifics will be provided when the assignment is handed out.

   Due: **Thursday, November 19**
Final project: Response to call for proposals for park/protected area tourism projects (300 points total: paper, 140; presentation 100; Check points 30; team assessment 30)

Successful responses to requests for proposals (RFPs) are a common way public and non-profit organizations get funding. Similarly, private organizations need to create business plans for their investors. You will have the opportunity to respond to a call for proposals with business plan elements related to park and protected area tourism. This project provides you practical experience regardless of your future employment. The response includes a written document and oral presentation. Written documents due December 8th and presentations due December 8 or 10 (depending on scheduling; will be finalized on or about December 1).

You will respond to the request for proposals with information on a project of your choosing (with instructor permission) or select from the following predetermined projects with community partners: 1) Millennials: Find your park (National Park Service), 2) Promoting park tourism in Victoria & beyond (City of Victoria), and 3) River Confluence Shuttle Rider Engagement (National Park Service & partners). You will find details of these 3 possible projects on the Moodle site in the general course resource tab. If you have a project you are personally interested in, discuss and clear it with the instructor.

You may work on this alone or with a team of up to 4 people (only 1 graduate student per team). If you work on a team, you will be asked to confidentially grade your team members on effort and accomplishment, with justification. Points are awarded to team members based on their individual efforts and accomplishments. Team members are responsible for knowing what is expected of them and sticking with the scheduled timeline.

THE REQUEST FOR PROPOSALS
THE SCHNEIDER FOUNDATION REQUEST FOR PROPOSALS (RFP): Up to $50,000 is available per team/individual for the creation or furtherance of a nature and/or heritage tourism site/attraction. Possible projects for funding include: market research and material development/printing, interpretive program development and marketing, tour creation or expansion, etc. Funding is NOT available for land acquisition or facility development.

WHO MAY APPLY? Individuals or teams of up to 4 people (1 graduate student per team)

REQUIREMENTS:
1) Completed cover sheet from the MN Common Grant Application form (http://scrfmn.org/mn_common_grantapp.pdf)
2) Introductory letter to the Schneider Foundation Board of Directors indicating your interest in and experience with nature-based and/or heritage tourism and why this project should be funded (1 page max)
3) Select parts of the MN Common Grant Application: Part ii b, 1) a. Describe the opportunity, challenges, issues or need and the community/area that your proposal addresses 2) a. Explain the overall goal(s) regarding the situation described above. b. Objectives or ways in which you will meet the goal(s). c. Explain and justify specific activities for which you seek funding (5 pg max)
4) Market and marketing information: Describe and justify your target market & how to reach them (2 pages max)
5) Illustrate how the project meets 3 areas of sustainability (social, economic, environmental; 5 page max)
6) Describe and justify your management plan: partners & staffing (2 page max)

Include attachments of
7) Project Budget (see final page of MN Common Grant Application)
8) References using a consistent formatting style, preferably APA
9) Figures, maps, and other supplementary material to support understanding of the project: 5 page maximum
10) Project resumes (1 page resume per team member)

Questions? Contact I. Schneider at the Schneider Foundation (ingridss@umn.edu).
Presentation (100 points): You will prepare a 10-12 minute formal presentation of your project using a visualization tool like PowerPoint (+/- 1 minute is acceptable; more than a one-minute deviation will result in lost points). The presentation should, at a minimum, include: 1) an overview of your presentation, 2) slides for critical topic areas (select from RFP sections from above), 3) why this project should be funded, 4) opportunity for questions from the audience (questions can extend beyond the 12 minutes). Your presentation should be in the CFANS template, found on the class Moodle site under general course tab, final project information.

Check points (30 points) To keep you on track, I will ‘check in’ with you throughout the semester and ask that you
1) identify a team lead, complete group information sheet (2 points; Oct 22);
2) develop project outlines/drafts (10 points each; Nov 5 & Nov 24);
   a. 1st draft must include drafts of requirements 1 to 3 and at least draft ideas for part 5
   b. 2nd draft includes revision memo responding to if/how comments from draft 1 were incorporated as well as draft elements of all requirements
3) develop a draft presentation in CFANS template (8 points; Dec 1).

As you likely know, effective communication skills are important for at least two reasons: 1) employers consistently seek employees who can effectively communicate and 2) those who clearly communicate get their ideas accepted and implemented more quickly than those who do not. The writing assignments in this class expand and build on your writing and analytical skills through real-world assignments which you can take with you in your writing portfolio. Clear, concise and objective project evaluations are part of many environmental positions, including those in park and protected area tourism.

You may seek assistance with written assignments from the instructor or from the following writing assistance web sites:

- Plain Language writing information: www.plainlanguagenetwork.org/plaintrain/index.html
- UMN Center for writing: writing.umn.edu/sws/

Expectations:
You are expected to participate fully in class: please critically read materials and complete assignments on time and in a professional manner. I hope we are able to respect each other, proceed with integrity through our course, critically assess ideas and others in a constructive manner, and be enthusiastic about each other’s ideas.

All written assignments (including drafts of assignments) are to be submitted as MS WORD documents. Choose an 11 point font. Use 1.5 inch line spacing, unless identified otherwise. Save the file with your last name, first name and then the assignment name or a fairly clear abbreviation for the assignment. So, for example, my social impact journal evaluation could be saved as: SchneiderIngridsocja.

In terms of workload, for undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average (C) grade in the course. As you juggle multiple assignments and classes, consider using the assignment calculator at http://www.lib.umn.edu/help/calculator/.

CLASS POLICY:
Learning should be an enjoyable process. Therefore, if you have questions-ask; if you’re confused-let me know; if you’re concerned about your grade or project-let me know! I strive to create an environment in which everyone feels safe, valued and acknowledged. Students are expected to contribute to this positive environment.

If you miss class, it is your responsibility to obtain notes and assignments from a fellow student. The instructor’s notes are not available to the student. No make-up exams or in-class assignments. You may take them early, if necessary.
Late written assignments will be penalized 10% of their point value per calendar day. I will not accept assignments more than one (1) class period late.

In the event you are interested in improving a grade on a written assignment, you may redraft the assignment for re-grading one time and within one week of its return date (with the exception of the final paper and impact assessment). I will review assignments, as possible, prior to them being turned in. I strive for, but cannot guarantee, a 24 hour turnaround. You must turn your assignments in at least 48 hours for review.

Advise the instructor EARLY in the semester about religious holidays, etc. Students shall not be penalized for absence due to unavoidable or legitimate circumstances. Such circumstances include, but are not limited to, verified illness, participation in intercollegiate athletic events or other group activities sponsored by the University, subpoenas, jury duty, military service, and religious observances. Students are responsible for providing documentation to the instructor to verify the reason for the absence. It is the responsibility of the student to notify faculty members in writing of such circumstances as far in advance as possible.

Students with a documented disability condition please alert me. Also, contact campus Disability Services if you haven’t already done so: 612. 624.3316.

The following is the University’s statement on scholastic dishonesty. “Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own, can result in disciplinary action.”

The University Student Conduct Code defines scholastic dishonesty as follows: submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. Anyone cheating on an exam/assignment in this class will receive a grade of ‘0’ for that exam/assignment. If you have any questions regarding the expectations for a specific assignment or exam, ask. Cooperating on the content of examinations, homework, projects, or reports is prohibited unless explicitly required as part of the assignment. Cooperation and assistance among students in preparing team reports is required.

The honor system is most accurately defined as a student self-government system for conducting examinations. Under the honor system, students accept responsibility for the supervision of student conduct during examinations. It operates on the assumption that students are honest and enjoy working in a situation where their honesty and the honesty of others are not in question. It operates to respect honesty and to prevent cheating, as well as to punish those who cheat. The honor system contributes to the development and expression of ethical standards desirable for all professionals in whom the public places confidence.
This outline provides a general guide to the major topics we will cover in this course. Guest lectures will also occur from time to time. Unless otherwise noted, all assignments are due on the **Tuesday** of the week indicated.

<table>
<thead>
<tr>
<th>Date, (week #)</th>
<th>What to read/do</th>
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| September 8-10, (Week 1) | Topic: Welcome; exploring park & protected area tourism  
Read: UNWTO World Tourism Organization, 2015; (15 pg); USTA Travel Answer Sheet (1pg); MN Tourism & the economy brochure (1 pg); IUCN Guidelines (pg 1-23)  
Do: In class information sheet about you  
Thursday: In class group syllabus review |
| September 15-17, (Week 2) | Topic: Tourism types & opportunities  
Read: Dawson, Ch 3, nature/eco tourism (13 pg); Timothy Ch 1, cultural heritage tourism (11 pg);  
Do: Thursday, submit site evaluation online  
Thursday, record site evaluation findings via FlipGrid & respond to at least 1 other student (90 second max; password FNRM3101)  
Note: No in-class session Thursday, Sept 17 (make up time for site visit) |
| September 22-24, (Week 3) | Topic: The park & protected area tourist market  
Read: Center for Responsible Travel Traveller statistics & trends; Review/peruse Ontario Tourism workbook, feasibility  
Choose 1 of the reports below to read & report back on, per questions in Moodle: USDA Forest Service National visitor use monitoring results; US FWS Wildlife viewing report; Timothy Ch 2, Consumption of culture: Cultural heritage market (34 pg); MN State park visitor study  
Do: In-class report jigsaw  
Thursday: Consider final project options |
| September 29-Oct 1, (Week 4) | Topic: Positioning park & protected area tourism: Domestic examples  
Read: MN Travel Green Report, Travel Green WI guidelines, National Geographic Geotourism charter; National Park Service Strategic Plan for Tourism;  
Do: Research a state other than MN or WI & complete evaluation form, bring to class for discussion Tuesday  
Thursday: Prepare questions for guest speakers Christopher Stein & Jonathan Moore, National Park Service |
| October 6-8, (Week 5) | Topic: International examples: Morocco & New Zealand  
Read: TBD by guest speakers Drs. Sair Aziz & Stephan Carlson  
Do: Research a country that is not Morocco or New Zealand & complete evaluation form, Present country evaluation findings via FlipGrid & respond to at least 1 other student  
Prepare questions for guest speakers Drs. Sair Aziz & Stephan Carlson |
| October 13-15, (Week 6) | Topic: Planning: Community & organizational levels  
Read: CA Tourism Workbook; Canadian cultural heritage guide; Global sustainable tourism council indicators for destinations; Gunn Chap 8 (15 pg)  
Review 1 of the examples: Lower MISS plan or NorthWoods/Waters  
Do: Thursday, Express project preferences for final project; |
October 20-22, (Week 7)  
Topic: Impacts overview & economic emphasis  
Read: Kreag reading impacts (20 pg); Review tourism practices guide, section 3 (53 pg: 81-134)  
Thursday: Leone ‘community economic impacts’;  
Thursday: Choose 1 to read & answer questions listed in Moodle: World Heritage Site economic gain or National Park Visitor Spending Impacts  
Do: Thursday: Meet team, identify lead, group preferences, and initial schedule  
Thursday, Turn in journal article analysis memos (3)  
Thursday, prepare to give oral summary of economic impact journal article analysis

October 27-29, (Week 8)  
Topic: Environmental impacts & management strategies  
Read: Buckley article (19 pg), Review tourism practices guide, section 1 (65 pg: 2-67)  
Do: Prepare to give oral summary of your environmental journal article analysis

Nov 3-5, (Week 9)  
Topic: Social impacts & management strategies  
Read: Review tourism practices guide, section 2 (12 pg: 68-80)  
Timothy, Ch 20, Indigineous culture (18 pg); Sharpley, Host impacts review (12 pg),  
Fact sheet supporting local communities (3 pg)  
Do: Prepare to give oral summary of social journal article analysis;  
Thursday, Hand in 1st project outline/draft;  
Get impact analysis assignment-due November 19

November 10-12, (Week 10)  
Topic: Quality control  
Read: Black, Ch 11, Partnerships in practice (30 pg); Web page, how the GSTC criteria were developed, Indicators for destinations (9 pg), Indicators for hotels (11 pg);  
Blog critical of GSTC (2 pg)  
Do: Thursday Prepare for debate/discussion: adopt GSTC criteria  
Impact analysis outside of class

November 17-19, (Week 11)  
Topic: Sustainable business planning  
Read: California Sustainable Tourism handbook (30 pg); 2 case studies (10 pg total)  
Do: Thursday, turn in impact analysis assignment, bring hard copy to class to discuss

November 24-26, (Week 12)  
(Thanksgiving)  
Topic: Project opportunities & challenges  
Do: Hand in 2nd project outline/draft  
Note: No in class session Thursday-enjoy some Turkey or tofu!

December 1-3, (Week 13)  
Topic: Issues in park & protected area tourism (TBD by class interests & graduate student papers)  
Read: Yeoman Ch 23, Banned tourism in 2030 (11 pg); Alvis, marketing 2030 tourist (2 pg)  
Do: Work on proposals, presentations;  
Tuesday: Hand in draft presentation & conduct peer review

December 8-10 (Week 14)  
Topic: Your presentations! 😊  
Do: Hand in final paper  
Hand in team assessment  
Final presentations