Fall 2017
Forest & Natural Resource Management (FNRM) 3101/5101:
Park & Protected Area Tourism
11:15-12:30 pm Tuesdays & online
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 - 1:15 pm & by appt

Teaching Assistant
Ami Choi, M.A
choi667@umn.edu

319 Green Hall, St. Paul Campus
Wed 1-2 pm

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. 3 credits.

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.
Readings and materials for most assignments are listed on the course page, usually as a pdf file or link. 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 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 for info.

**METHOD OF PRESENTATION:**
This course is offered partially online. We will meet in person Tuesdays. You are expected to read materials, view presentations and complete online assignments. Course topics will be addressed through a variety of mediums: readings, discussions, written assignments, site visits, and online assignments. This blend of learning approaches seeks to incorporate the variety of ways you will address and evaluate information in your professional life. We may have field trips to project sites that would require transportation/car-pooling.

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](#), 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 [Moodle home page](#) 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.

Thanks to Explore Minnesota for educational use of their photos!

**COURSE REQUIREMENTS & GRADING:**

595 possible points are distributed as follows:

<table>
<thead>
<tr>
<th>Grading component</th>
<th># points</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>120</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><strong>Final project</strong></td>
<td>300</td>
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<tr>
<td>- Check points</td>
<td>30</td>
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<tr>
<td>- Paper</td>
<td>140</td>
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<tr>
<td>- Presentation</td>
<td>100</td>
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<tr>
<td>- Team assessment</td>
<td>30</td>
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Grading will be based upon the total points earned for the semester (595):

- 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. An assignment is late if submitted after the date & time due.

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.

1. **Class participation (120 points total)** We depend on each other to make the class interesting. Please come to class prepared and ready to discuss materials, ensure your online assignments are completed on time and your responses to other students are meaningful and constructive. 

*Active participation* will be assessed via completion and performance on various assignments. These include, but are not limited to:

a) syllabus quiz (5 points)
b) site visit evaluation (10 points) & informal oral presentation (5 points)
c) tourism visitor market report assessment (15 points) & group discussion (5 points)
d) state & country tourism assessments (2 @ 10 points each) & responses to other students (2 @ 5 points)
e) tourism plan review & evaluation (15 points) & response to other student (5 points)
f) journal article memo sharing & response to other student (3 @ 5 points each social, economic, environmental)
g) economic assessment review (1 @ 5 points each)
h) peer reviews (impact assessment & final project presentation (2 @ 5 points each)

2. **Analysis (175 points total)**

*Memos focused on journal article analysis* (3 @ 25 points each for 75 points total): In this assignment, you will analyze three separate refereed journal articles and create a memo for each. The memo will summarize and analyze the implications 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. Clear, concise and objective evaluations are part of many environmental positions, including those in park and protected area management.

First, find 3 refereed journal articles published since 2012 on tourism impacts related to park and protected area tourism. You may want to consider impacts related to your final project/area. One article should focus in each area: social, economic or environmental impacts. For refereed journals, consider the library web page on tourism for resources and direct links to the *Journal of Sustainable Tourism, Journal of Ecotourism, Tourism Management, and Annals of Tourism Research*. These are just example journals: other refereed ones exist for tourism.

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 includes single spaced, left justified; heading includes to, from, date & subject. 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, results, implications (answer the ‘so what’?) for park and protected area tourism & the organization you are ‘working for’, questions/concerns you have about the paper or using the results; citation. Points allotted for completion, thoroughness, and professional and concise writing.

Third, prepare and upload an informal 2-3 minute Flipgrid presentation for the class to summarize your analysis with emphasis on the purpose, results and implications. Class participation points awarded (accounted for in ‘class participation points’).

Due: Memos & oral presentations due weeks 7-9

*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. 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 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.

Due: You will get the impact assessment week 9 and return it week 11;

3. **Final project (300 points total):** *Response to call for proposals for park/protected area tourism projects* (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 the 8 or 15th (depending on scheduling).

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. You will find details of these possible projects on the class web site in the final project information 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 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](#)
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, d) who will carry out activities and e) in what time frame (6 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)

Include attachments of

6) Project budget (see final page of MN Common Grant Application)

7) References using a consistent formatting style, preferably APA

8) Figures, maps, and other supplementary material to support understanding of the project: 5 page maximum

9) Project resumes (1 page resume per team member; see CFANS career center [resume page] to refresh your resume and check it’s in good shape)

Questions? Contact I. Schneider at the Schneider Foundation (ingridss@umn.edu).

Presentation (100 points): You will prepare a formal presentation of your project using a visualization tool like PowerPoint, Length TBD depending on number of projects: between 5 and 7 minutes; +/- 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 allotted 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);

2) develop project outlines/drafts (10 points each);

  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).

You may seek assistance with written assignments from the instructor or from the following writing assistance web sites: Plain Language writing or UMN Center for writing.

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.
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! Note you are automatically subscribed to ‘ask questions here’ forum in the class website (you may unsubscribe from the forum). I strive to create an environment in which everyone feels safe, valued and acknowledged. Students are expected to contribute to this positive environment.

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<tr>
<th>Course Policies</th>
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<tr>
<td><strong>Attendance policy</strong></td>
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<tr>
<td>If you <em>miss class</em>, 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.</td>
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<tr>
<td><strong>Late assignments</strong></td>
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<tr>
<td><em>Late written assignments</em> will be penalized 10% of their point value per calendar day. I will not accept assignments more than one (1) class period late. An assignment is considered late if not submitted on the date/time due.</td>
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<td><strong>Resubmission of work</strong></td>
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<td>In the event you are interested in improving a grade on a written assignment, you may redraft the assignment for re-grading <em>one time and within one week</em> 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.</td>
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<td><strong>Excused absences</strong></td>
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<td>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.</td>
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<tr>
<td><strong>Extra credit</strong></td>
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<td>No extra credit.</td>
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<td><strong>Academic Integrity</strong></td>
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<td>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.”</td>
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<td>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.</td>
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<tr>
<td>Within this course, a student responsible for scholastic dishonesty can be assigned a</td>
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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.

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<th>Resources</th>
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<td><strong>Disability accommodations</strong></td>
<td>Students with a documented disability condition please alert me. Also, contact campus <a href="mailto:drc@umn.edu">Disability Resource Center</a> if you haven’t already done so: 612. 624.3316 or <a href="mailto:drc@umn.edu">drc@umn.edu</a>.</td>
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<tr>
<td><strong>Nutrition resources</strong></td>
<td>Any student who has difficulty affording groceries or accessing sufficient food to eat every day is urged to connect with the <a href="http://www.nutritiousu.umn.edu">Nutritious U pantry</a> which will run out of Coffman Union. Other food resources can be found at this <a href="http://www.nutritiousu.umn.edu">site</a>. Furthermore, please notify the professor if you are comfortable in doing so. This will enable him/her to provide any resources that he/she may possess.</td>
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| **Writing assistance** | • Plain Language writing  
• UMN Center for writing |
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Tuesday</th>
<th>Thursdays</th>
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<td>Assignments due before class starts (unless otherwise noted)</td>
<td>Assignments due by 10 pm CST (unless otherwise noted)</td>
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<tr>
<td>1</td>
<td>Welcome; exploring park &amp; protected area tourism</td>
<td><strong>Read:</strong> UNWTO World Tourism Organization, 2016 (16 pg); USTA Travel Answer Sheet (1 pg); MN Tourism &amp; the economy brochure (1 pg); IUCN Guidelines (pg 1-23); <strong>Do:</strong> In-class syllabus review, read</td>
<td>View presentation on tourism &amp; protected areas; Online information sheet about you; Video introduction via Flipgrid; <a href="#">syllabus quiz</a></td>
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</table>
| 2    | Tourism types & opportunities | **Read:** Center for Responsible Travel Traveller statistics & trends (15 pg); Ioannides & Dallen, Ch 5 (20 Pg); Butler & Waldbrook, Tourism Opp Spectrum (11 pg); **Do:** Site visit | **Upload site evaluation** Share site visit info on Flipgrid  
*By Friday 12 pm, respond in Flipgrid to at least 1 other student presentation on their site visit* |
| 3    | The park & protected area tourist market | **Read:** Tourism investment Ch 3: Market analysis; Dallen, Ch 2;  
**View:** Understanding your customer (30 min)  
**Do:** View final project option presentations & submit choices online | **Read & evaluate** 1 of the reports online (Forest Service, Fish & Wildlife, Cultural heritage market, Global Report on Adventure Travel, State Park), submit memo to Moodle; share sub-set of responses on Moodle discussion forum for the report you read  
*By Friday 12 pm, post* in online group discussion based on report you read |
| 4    | Positioning park & protected area tourism: Domestic examples | **Read:** MN Travel Green Report Exec Summary (19 pg), Travel Green WI guidelines, National Geographic Geotourism charter (1 pg); National Park Service Strategic Plan for Tourism (2 pg)  
**Do:** Prepare questions for NPS guest speaker J. Moore | **State Tourism Assessment:** Research a state other than MN or WI & complete online evaluation form.  
*Post in forum* on your state (per questions in Moodle)  
**View domestic case study presentation:** tale of 2 states’  
*By Friday 12 pm, Respond* online to other student’s state information (use your readings to inform your response) |
| 5    | International examples | **Read:** Tourism & Sustainable Development goals (2 pg); TBD by guest speakers 1) Dr. Stephan Carlson (New Zealand); 2) Ami Choi (South Korea)  
**View:** Presentations by Dr. Stephan Carlson & Ami Choi; [Sustainable Tourism in New Zealand](#) | **Country Tourism Assessment:** Research a country that is not covered by a guest speaker & complete online evaluation form;  
*Post in forum* on your country (per |
| 6 | Planning | **Zeland** (8:14)  
**Do:** Bring state evaluation to class for small group sharing & synthesis; Meet project team in class, identify group norms, and **develop initial schedule** (Possible NPS project presentation/discussion 1145 to 1230)  
**Possible site visit for Paddleshare Thursday**  
**By Friday 12 pm, Respond in the forums to 1) at least 1 guest speaker presentation (Carlson or Choi) & 2) another student’s report on their country** | **Read:** Tourism investment workbook (37 pg)  
Global sustainable tourism council indicators for destinations (9 pgs);  
**Do:** Bring country evaluation to class for small group sharing & synthesis; Review & evaluate 1 of the examples: Lower MISS plan or NorthWoods/Waters (each about 58 pg)  
**Upload Tourism plan review & evaluation**  
View How to write a business plan video (45 min)  
Possible site visit for Paddleshare (rainout date)  
**By Friday 12 pm, Respond in Moodle discussion forum** to at least one other student who reviewed the same report |  
**View:** Videos on economic impact (5 min total)  
**Do:** **Answer questions for economic assessment review:** upload and bring to class for discussion |  
**Upload economic impact journal article analysis memo;**  
Record oral summary in Flipgrid of economic impact journal article analysis;  
**By Friday 12 pm, Review & respond** to at least one other economic impact oral summary presentation |  
**8** | Environmental impacts & management strategies | **Read:** Buckley article (19 pg)  
**Do:** In-class assessment of environmental impact; practice session in preparation for impact analysis | **Upload** environmental impact journal article analysis memo  
**Record oral summary via FlipGrid**  
**By Friday 12 pm, review & respond** to at least one other environmental impact student presentation |  
**9** | Social impacts & management strategies | **Read:** Timothy, Ch 20, Indigineous culture (18 pg), *Reading compilation TBD*; Guest conversation with Brian Horrigan, *MnHistorical Society*  
**Do:** Prepare to get impact analysis assignment; | **Upload** social impact journal article  
Record analysis oral summary;  
1st project outline/draft  
**By Friday 12 pm, respond** to at least one other student’s presentation |
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<th>Day</th>
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<th>Reading Assignment</th>
<th>Homework</th>
<th>Notes</th>
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| 10  | 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:** Impact analysis | Review impact presentation | |
| 11  | Sustainable business planning | **Read:** Research found for your impact assignment; Financing park & protected areas (27 pg); California Sustainable Tourism Workbook (30 pg); 2 case studies (10 pg total)  
**Do:** Upload impact analysis assignment; In class discuss/evaluation; In-class case studies | Peer review of impact assignments | |
| 12  | Project opportunities & challenges | Tuesday: Project work  
**Do:** 2nd project draft | Upload draft project | |
| 13  | Issues in park & protected area tourism | **Read:** Yeoman Ch 23, Banned tourism in 2030 (11 pg); Alvis, marketing 2030 tourist (2 pg)  
**Do:** Work on proposals, presentations; Peer review presentations | Upload draft presentation (revised from peer review) | |
| 14  | Your presentations! ☻ | **Do:** In class presentations for project/client  
Upload final presentations | Upload team assessment | |
| 15  | Your presentations ☻ (no final exam) | **Do:** In class presentations for project/client | Class evaluation | |