Sustainable Tourism & Protected Areas Management: Theories & Applications
CSUS 814
Syllabus – Fall 2023

General Information

Instructor:	Dr. Elizabeth (Bess) Perry
	Department of Community Sustainability, Michigan State University
Pronouns:	she/her/hers
Email:	eeperry@msu.edu
Course Resources:	https://d2l.msu.edu
Office Hours:	Tuesdays 12:00-2:00 p.m., or by appointment
	Natural Resources Building, Room 318; via Zoom by email request
Meeting Times:	Thursday, 10:20 a.m. – 1:10 p.m.
Meeting Location:	Natural Resources Building, Room 320
Final Exam Period:	Thursday, December 14th, 2023, 10:00 a.m. – 12:00 p.m.
	No final exam. All assignments due by the end of the final exam period.
Course Description:	Historical antecedents and current concepts of leisure, travel, and tourism Tourism theory and applications.

Textbooks

Abbrev.:	Theory	SOR	Ignite	Tourism
Title:	*Social science theory for environmental sustainability: A practical guide*	*Studies in outdoor recreation: Search and research for satisfaction*	*Igniting research for outdoor recreation: Linking science, policy, and action*	*A research agenda for sustainable tourism*
Author:	Marc Stern	Robert Manning et al.	Steven Selin et al.	Stephen McCool & Keith Bosak
Publisher:	Oxford Univ. Press	Oregon State Univ. Press	USDA Forest Service	Edward Elgar Publishing
Year:	2018	2022	2020	2019
ISBN:	978-0198793199	9780197625033	PNW-GTR-987	9781788117098
Library:	Hard copy available; MSU ebook (downloadable) ordered	MSU ebook (downloadable)	USDA Forest Service (downloadable)	MSU ebook (downloadable)

Note that you will also need to select a book (does not have to be a textbook) for an individual reading. Additional readings and engagement assignments will be placed on the course website on D2L: https://d2l.msu.edu. These will typically consist of links to management reports, peer-reviewed journal articles, and national/international protocols. Advanced preparation will be required for each class session, which will typically involve reading book chapters, examining reports and popular press, and interacting with websites and multimedia. We will refer to materials placed on D2L during class sessions.

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 both in-person and via Zoom. For Zoom, video is optional but encouraged. During both types of classes, you will be asked to simultaneously access other applications (e.g., Google Drive features, MSU Library, external websites, PDFs).

Learning Goals

Course Description

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 other students seeking a MS or Ph.D. having strong or light interest in the tourism industry and/or parks and protected areas. Coursework integrates protected area and tourism concepts and literature with sustainability. It exposes students to journal articles featuring empirical testing, journalistic writing on travel and tourism, and contemporary scholars. There is also a heavy emphasis on managerial reports and frameworks and status reports derived from practitioners.

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 (journal articles, books, news articles, management guidebooks, trends reports, and others) across parks/protected areas management and the tourism system.

Class periods are primarily interactive (rather than simply lectures). Content for discussions comes from 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. Balance will be modified based on our class composition and student needs from the course.

Guest speakers and field trips are included in the course to provide first-hand experiences with destination communities and park/protected areas. we will interact with community stakeholders (businesses, tourism organizations, protected area managers, NGOs, etc.) about their efforts in developing tourism and park experiences for visitors.

Ph.D. students are given options of modified assignments to provide them opportunities to either think about teaching tourism studies or protected area management, or to write a literature review about some concept or theory in tourism or protected areas management.

Course Learning Goals

I am motivated and inspired by the material in this course, and I believe that it will be worth your efforts and useful in your future endeavors. By the end of the course, I would expect that you will be able to:

As a result of course participation, students will be able to:

1. explain the terms "sustainability," "tourism," and "protected areas" and the interrelationships among them, and describe specific planning and management frameworks that incorporate sustainability principles into tourism and protected areas;

2. describe tourism – as a system, as an operational concept, and as having two entrees (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 broadly 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), and be familiar with the Interagency Visitor Use Management Council's Management Framework, Visitor Capacity Guidebook, and Monitoring Guidebook;

10. understand and apply community-based planning, development and management strategies;

11. understand and apply various communication strategies for enhancing collaboration, guiding appropriate visitor behavior, promoting PA/tourism sites, and meeting other relevant PA/tourism goals;

12. understand and incorporate strategies for increasing diversity of visitors as well as facilitating and promoting inclusive recreation and tourism opportunities/experiences through universal design and programming;

13. read a book and assess it for underlying protected area or tourism concepts (e.g., motives, benefits, community impacts);

14. participate in field discussions and trips to observe and informally assess the use of protected areas and other community assets as components of the broader tourism system – including use of partnerships, sustainability practices, community engagement, economic impacts – and to be able to describe positive and negative impacts of tourism and protected areas in the respective community.

Expectations

You can expect me to be approachable, willing to listen, respectful of your ideas, and open to suggestions. In turn, I have the following expectations of you:

Class participation: I expect you to be "active" in our class every session. Attendance is required. Class attendance is considered to be an important part of your educational experience. Please arrive on time for every class meeting. Please see Participation section below for more detailed guidelines.

Classroom and online behavior: I expect all of you to operate from a position of respect for your fellow students, for the instructor, and for the course material. To create a positive atmosphere for open discussion, you should feel confident that you can express your views and perspectives freely without penalty, and that your comments will not be attributed to you outside the classroom. Please show consideration for all of us by honoring the expressions of others. Disagreement is natural, and vigorous discussion and debate are welcome, but trust and respect should permeate this class.

Any comment that contains derogatory or inflammatory language, or constitutes a personal attack against a student or the instructor, will be addressed and the commenter will receive no credit for that participation. Any student who persists in making these types of comments despite a warning may fail the course or be otherwise disciplined.

The following behaviors are disrespectful to our class, and therefore not acceptable: excessive and/or loud talking with other students, disruptive arrivals and exits, answering cell phone calls, using text/instant messaging, using e-mail/Internet, and other distracting behaviors. Please turn off or silence your mobile phone during class. If you are expecting a call in an emergency situation, please inform the instructor before class.

Quality of written work: I expect high quality writing in all your assignments, and I hope that you will take pride in your written work. Your written assignments should be well planned and coherent, following standard, written English language and grammar, with proper citations of all references. This applies to any orally delivered written work as well (e.g., final project). Submitting assignments online is no excuse for using "text-speak" or overly casual language.

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, including lectures. 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 collaborative and solo exercises and assignments. <u>This course is reading-intensive and students should plan their time accordingly.</u>

Evaluation/Grading

Assignment	Points
Participation, preparation, and discussion (13 x 20 points)	260
Guest speaker / fieldtrip questions (6 x 20 points)	120
Guest speaker / fieldtrip reflective memos (5 x 50 points; [5 of 6 opportunities])	250
Tourism, PPA, and/or Framework highlight (2 x 80 points)	160
Group seminar presentation	100
Book review	110
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)

Participation, preparation, and discussion: 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. We have 13 sessions of content in this course that we will be discussing, exploring, and extending synchronously. Any missed classes must be discussed with the instructor to avoid penalty.

The framework of the course is based on the assumption that learning takes place best in a reflective, interactive, and critical atmosphere. Accordingly, the course relies heavily on your participation. You are expected to be present and prepared, and to actively participate in discussions. You are expected to read assignments by the class due, be prepared to describe the main themes of the readings, and present your own discussion questions. Failure to be prepared for class will be readily apparent to all of us, and will be reflected in your course grade.

Your participation grade will consist of participation in the discussions each week, by responding thoughtfully to the questions posed about the readings, lectures, and videos, AND by thoughtfully responding to what your classmates have to say. I expect you to participate in the discussion EVERY week with HIGH QUALITY participation.

The following criteria will be used for evaluating the quality of student participation:

- Noting connections among what others are saying, showing how the comments are similar or different, so as to carry the discussion forward
- Stating agreement or disagreement politely and respectfully, and supporting your stance with facts and examples
- Offering clear and creative comments and questions about the material and/or points raised by classmates
- Citing passages from the text (as evidence) to support your comment or question
- Completing group and solo in-class exercises with careful thought
- Using complete sentences and coherent logic
- Demonstrating improvement in all the above over the semester

Guest speaker / fieldtrip questions: In advance of each guest speaker's time with us (via zoom, in the classroom, or in the field), you will read contextual information about that speaker's position, potential frameworks, and main concerns. You will submit on D2L 3-5 thoughtful and thought-provoking questions. Though these may be repeated throughout the semester, they need to be couched within the specifics of the specific speaker.

Guest speaker / fieldtrip reflective memos: After interacting with each speaker, you will consider what they discussed (or not) and relationships to theories, applications, and other contexts. You are encouraged to be creative and expansive in your inquiry for these memos – this is an opportunity to "flex your question muscle." You will submit on D2L a memo (1000-1500 words, or 2-3 full pages single-spaced) that introduces the speaker/context and summarizes the conversation (250-500 words) [note that these two sections overlap and may be presented separately or together]; connects elements of the conversation to tourism and/or protected area theories, concepts, and contexts (500 words); and contains a self-reflection on your interaction, questions/challenges/corroborations, and potentially connections to your research areas (250-500 words). This should incorporate references as-needed (does not need to be exhaustive) as a separate list. Due to the dynamic nature of the speakers, field trips, and your connections to them, it is expected that some memos will be shorter than others and that perhaps only a subset will reach the maximum page/word count. However, I understand that lengths are subjective amongst our community of diverse scholars and encourage you to use these memos as a tool for reflecting in the moment and as a permanent record for later reference, regardless of your writing style or verbosity. Five of the six opportunities are necessary, and are due regularly, with a final deadline of Thanksgiving Break.

Tourism, protected areas, and framework highlights: You will each lead the class **two** times during the semester: on a tourism, protected areas, and/or framework context of your choosing. You will do two of these, any two, and they may be interrelated. These engagements will each be 45-60 minutes and are expected to weave required readings, lectures, discussion, and activities. For each of these, an effective means of highlighting the concept may be to provide foundational material and then examine a case (or compare two cases) that exemplifies the concept. You will need to prepare in advance to provide the instructor and students with the required readings at least one week before your session.

Group seminar presentation: In the final week of class, you will team present on a subject of mutual choice related to the content and/or experience of CSUS 814. This presentation will be for the Department of Community Sustainability, in the seminar series. More details on this will be decided as a team, but it is expected that each person takes an active role in the planning and presentation of the seminar.

Book review: Early in the semester, you will decide on a book to supplant the other materials in CSUS 814. This book should be a substantial read, meaning that it is of adequate length and content depth. Beyond this, the book is primarily up to you (I will guide you with sideboards and suggestions if needed). We will regularly report in during class time about our progress through our books, passages of interest, connections to current events, etc. By the end of the final exam period, you will submit a review of this book. For inspiration on how to craft such a review, we will examine book reviews in tourism and protected areas journals and other guidance. In addition to the formal book review areas, you will also reflect on the book personally/professionally and what you learned, how you will apply it, etc. I expect this review to contain links between class content and your research interest areas. The length and specific content of these reviews will be collaboratively defined.

PhD students: You may choose to expand your knowledge by adding an additional assignment (e.g., a set of lesson plans), but this is optional and should be developed with the instructor.

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 310. 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 students 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 refund and no grade reported is **September 21**. Please refer to the Michigan State University schedule (https://reg.msu.edu/roinfo/calendar/academic.aspx) 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.

Generative Artificial Intelligence (AI) Policy

Generative AI can play a supportive role in the learning and feedback process, but it can also interfere with this process when used inappropriately. We will discuss the use of AI over the semester, and its appropriate use or misuse on an assignment-by-assignment basis. I am learning through this process and expect that we will adjust policies over the course. In general, I want you to know how to use AI to further your productivity and curiosity, but I also want you to be aware of its shortcomings in stifling authentic productivity (i.e., your own work) and curiosity (i.e., your own thoughts). AI is here and will change the way we communicate and function professionally. Thus, if/when it is permitted or required to use AI on an assignment in this course, you will need to disclose such use and the extent/nature of the use and provide a link to your AI sessions with the chatbot. AI is also not an appropriate citation and any materials referenced in your work will still need to be accompanied by their primary citation in-text and in a references list. Not all information generated by AI is correct and you will need to use critical thinking and tracing back to primary sources to carefully evaluate the validity and appropriateness of any AI-generated content. Failure to follow these disclosures and steps to ascertain quality of content puts you at risk for committing plagiarism and academic dishonesty.

E-learning Policies

This course is delivered synchronously. 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 and should be in the format described for each assignment (e.g., .docx, .pdf, .jpg). Any materials submitted electronically 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 http://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.

Journals you may find useful - *Feel free to add to this list; share with the rest of the class*

SUSTAINABILITY

- 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

Class Outline and Schedule

Week	Content (generally includes a primary concept/theory/focus, a highlighted PPA system, and a related management framework or suite of frameworks)	Due
1: 8/31	Introductions, syllabus design, sustainability & you	
2: 9/7	Field visit: Beal Gardens **(meet in gardens);** Education director and ethnobotanist, Maeve Bassett Intro to theories, cultural landscapes, history of gardens & gardens tourism as a niche tourism; & National Register of Historic Places	Interview questions [Highlights defined and scheduled]
3: 9/14	Overview of social science theories, deeper look at place attachment & place connections (Bess) Types of tourism, with focus on nature-based and ecotourism (Bess) Marine protected areas & reserves (Bess) Global Biodiversity Framework (30x30), IUCN PPA Categories, & World Travel & Tourism Council (Bess)	
4: 9/21	Telecoupling & Metacoupling (**Michele**) Overview of theories on why we do what we do (Stern chpt 4) (Bess) Impacts and impacts-based frameworks, motivations and benefits, outcomes-based management, Cultural ecosystem services (Bess)	[Book selected for review]
5: 9/28	Field visit: Lansing Parks and Recreation Department **Leave MSU 10:00am, return 1:30pm (NR parking lot)** Director Brett Kaschinske, potential visits of Rotary or Frances Park and new riverfront accessible playground Relevance & DEIJA, SCORPs, outdoor recreation frameworks from SOR	Interview questions
6: 10/5	Institutional and organizational theories; tourism cycle (selections of Stern 5 & 7) (Bess) **Zoom class:** https://msu.zoom.us/j/3742353296 p: **parks** [end 12:00 with professor (conducting research travel); 12:00-1:10 group definition of seminar topic]	
7: 10/12	Guest speaker: Donny Leadbetter, NPS Tourism Office **Zoom class:** https://msu.zoom.us/j/3742353296 p: **parks** "gateway communities", marketing, concessionaires, and public-private partnerships [end 12:30, or switch Zooms if interested; Metroparks Board meeting, adoption of Climate Action Plan]	Interview questions
8: 10/19	National Parks overall & deep dive for France (**Zoe**) TBD – maybe methods (**Zoe**) National Heritage Areas & UNESCO Cultural Tourism / World Heritage Sites (Bess)	
9: 10/26	Field visit: Ziibiwing Center, Mt Pleasant Leave MSU 8am, return 1:30pm (NR parking lot) Land Back, militarized conservation; interpretation, engagement, & communications theories (Stern 6) (Bess)	Interview questions
10: 11/2	National Park Service or National Wildlife Refuge System or state lands (**Lydia**) Interagency Visitor Use Management Framework (**Lydia**) Recreation Opportunity Spectrum and W/wilderness (**Bess**)	

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 changes may be 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

11: 11/9	Field visit: Greater Lansing Convention & Visitors Bureau, and conversation 11am-1pm with President & CEO Julie Pingston **Leave MSU 10:20am, return 1:20pm (NR parking lot)**	Interview questions
12: 11/16	Guest speaker: Guest speaker – Brad Garmon, Michigan Outdoor Recreation Industry Office Systems dynamics, resilience, intersections with sustainability & SDGs (Stern 8) Displacement (**Erin**)	Interview questions
13: 11/23	No class: Thanksgiving	Memos final due date
14: 11/30	TBD (**Erin**) Last chance tourism (**Michele**) Bringing it all together – Settings, Frameworks, and Theories (Bess)	
15: 12/7	CSUS seminar series presentation Title TBD Seminar 11:00am-12:00pm (prep & debrief around)	Seminar (11 AM; NR 320)
F: 12/14	(Class lunch / lingering topics of interest if desired)	Book review