Course Syllabus & Outline

CRP 3850 / 5850

Sustainable Tourism Planning and Development

Spring, 2016

Department of City and Regional Planning, Cornell University

3 Credits

Instructor: Tom Knipe
CONTENTS

STAFF AND LOGISTICS 3
  1. Instructor 3
  2. Office Hours and Teaching Methods 3
  3. Blackboard 3

GENERAL COURSE INFORMATION 3
  4. Brief Course Description 3
  5. Course Objectives / Learning Outcomes 4
  6. Course Content 4

TEXTBOOKS AND REFERENCES/READINGS 4
  7. Readings 4

COURSE SCHEDULE AND OUTLINE 4
  8. Course Schedule 5

ASSESSMENT DETAILS AND POLICIES 6
  9. Types and Due Dates of Assessment 6
  10. Grading 7
  11. Penalties 9
  12. Academic Integrity 9
  13. Assessment Grades and Percentages 10
STAFF AND LOGISTICS

1. Instructor

<table>
<thead>
<tr>
<th>Name</th>
<th>Tom Knipe</th>
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</thead>
<tbody>
<tr>
<td>Room and Building</td>
<td>Sibley 313</td>
</tr>
<tr>
<td>Phone Number</td>
<td>585-590-0610 (cell)</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:trk44@cornell.edu">trk44@cornell.edu</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>Mondays and Wednesdays 9am – 10 am</td>
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</table>

2. Office Hours and Teaching Methods

Two 75 – minute class sessions per week over a 15 week semester. Combination of class discussions, lectures, guest talks, student presentations and in-class activities.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Day</th>
<th>Time</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>Monday</td>
<td>10:10 AM – 11:25 AM</td>
<td>Sibley B-10</td>
</tr>
<tr>
<td>Class</td>
<td>Wednesday</td>
<td>10:10 AM – 11:25 AM</td>
<td>Sibley B-10</td>
</tr>
</tbody>
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3. Blackboard

Blackboard is used in this course (http://blackboard.cornell.edu). Blackboard is the major communication mechanism for students and staff, including for submitting assignments and required work. You are responsible for regularly accessing this site for additional information related to the course. Required and optional weekly readings will be updated during the course of the semester as needed; please check to make sure that you have the correct set of readings each week.

To login to Blackboard use your net ID and password.

For Blackboard help please visit: https://bbhelp.cit.cornell.edu/

GENERAL COURSE INFORMATION

4. Brief Course Description

This course critically examines tourism planning as a process and as a set of techniques for sustainable tourism development. It focuses on the physical environment of tourism planning, and the social, cultural and political realities of planning and policy making. Public and private sector roles are evaluated, as well as the nature of, and parameters and constraints relating to, tourism development in specific settings. Students will engage with practical planning tools and strategies, outside practitioners, field work, and individual and group projects. Additional aims of the course are to develop an understanding of tourism policy-making processes, and to gain skills in both evaluation and development of tourism plans and policies. Students will also explore tourism as a strategy for urban revitalization, conservation, agriculture, and historic preservation; and the role of tourism in enhancing community character, culture, quality of life and sense of place will also be explored.
5. **Course Objectives / Learning Outcomes**

On the successful completion of this course, it is anticipated that students will have a demonstrated ability to:

1. define and explain key concepts and issues concerning tourism planning, tourism public policy and tourism management;
2. critically evaluate several important tourism planning approaches and models;
3. identify key stakeholders involved in tourism planning and policy-making,
4. understand and assess government and industry roles and responsibilities in tourism planning and policy-making; and
5. critically analyse and evaluate tourism planning and policy issues;

6. **Course Content**

The course comprises three main modules or sections. The first module describes and explains the broader context of tourism planning and policy-making. Attention is given to the institutional arrangements for tourism and the role of the state, the extent and nature of tourism growth and development, and the nature of tourism planning and policy-making. The second module critically examines the strategic planning process as a means of public and private sector tourism organizations investigating, understanding and coping with dynamic, complex planning environments. The third module examines tourism planning and policy-making across a variety of topical areas in natural, rural and urban environments.

**TEXTBOOKS AND REFERENCES/READINGS**

7. **Readings**

The course will draw readings from several texts listed below. Readings will also come from a variety of journal articles, research papers, case studies and policy and planning documents. All readings will be made available via Blackboard, segmented as required weekly reading and supplementary readings. In addition, students are encouraged to find and share additional supplementary readings.

- Weaver, D.; Lawton, L. (2014). *Tourism Management (Fifth Edition).*
Relevant academic journals that are available via the CU library and/or accessible online include:

- Annals of Tourism Research
- Current Issues in Tourism
- Journal of Ecotourism
- Journal of Sustainable Tourism
- Journal of Tourism and Cultural Change
- Journal of Travel Research
- Tourism, Culture and Communication
- Tourism Analysis
- Tourism Geographies
- Tourism in Marine Environments
- Tourism Management
- Tourism Recreation Research
- Tourism Review International
- Tourist Studies

### COURSE SCHEDULE AND OUTLINE

#### 8. Course Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
</table>
| 1 | **1/27/16**
| 2 | **2/1 & 2/3**
| 3 | **2/8 & 2/10**
| 4 | **2/17**
| 5 | **2/22 & 2/24**
| 6 | **2/29 & 3/2**
| 7 | **3/7 & 3/9**
| 8 | **3/14 & 3/16**
| 9 | **3/21 & 3/23**

1. **Course Overview**

2. **Introduction to Tourism Policy and Planning** - Community Based Approach to Tourism Planning & Development

3. **MODULE 1**
   - 2/8 - The Tourism System: Tourism Components of Supply, Measuring & Forecasting Demand
   - 2/10 - Socio-Cultural Impacts of Tourism

4. **Assignment #1 Due 2/10 - Memo Writing**

5. **2/22 – Susan Christopherson guest talk. Threats to Tourism and Measuring Impacts: Natural Gas Storage on Seneca Lake**


7. **2/29 - Regional Tourism Planning**

8. **3/7 Destination / Local Tourism Planning**

9. **3/9 Destination Tourism Planning (continued) and Funding for Tourism Development (in depth look at hotel room occupancy taxes in New York State) Assignment #3 due 3/9 – Tourism Plan Analysis**

10. **3/14 – Tourism Site Planning**

11. **3/16 – Conducting Tourism Research**

12. **3/21 – Tourism Marketing**

13. **3/23 – Arts & Culture and Tourism Planning – Susie Monagan Guest Talk The Double-Edged Sword:**
How do artist-entrepreneurs in the West of Ireland’s creative enterprises make sense of their role and value their remote location?

**SUMMARY**

**SPRING BREAK**

10
4/4 & 4/6

**MODULE 3**
4/4 Heritage Tourism Planning
4/6 Mark Castiglione talk on New York’s Path Through History Project and Hudson Valley National Heritage Area planning

**Assignment #4 Due 4/6 - Tourism Case Problem Response**

11
4/11 & 4/13

4/11 – Conservation, Parks & Outdoor Recreation Tourism Planning
4/13 – Quality of Life Indicators

12
4/18 & 4/20

4/18 – Culinary Tourism & Agritourism Planning
4/20 - Placemaking and Urban Revitalization as a Local Tourism Strategy

13
4/25 & 4/27

4/27 - Tourism in Africa – Lessons for Policy Makers and Planners from Tourism in Emerging Economies

**Assignment #5 Due 4/27 – Public Participation Write Up**

14
5/2 & 5/4

5/2 – Final Project Tutorial
5/4 – Student Final Project Presentations & Discussion

15
5/9 & 5/11

5/9 – Student Final Project Presentations
5/11 – The Future of Tourism Planning

**ASSESSMENT DETAILS AND POLICIES**

**9. Types and Due Dates of Assessment**

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Weighting (%)</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Weekly Responses</td>
<td>25%</td>
<td>Weekly, Sunday night at 8pm, 200 words max.</td>
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<tr>
<td>Final Project</td>
<td>35%</td>
<td>May 20th</td>
</tr>
<tr>
<td>Assignments</td>
<td>30%</td>
<td>2/10, 2/24, 3/9, 4/6, 4/27</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
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10. Grading

Weekly Response Writing (Weighting: 25%)

The weekly response serves two main purposes. First, it serves as a means of demonstrating students’ ability to engage in course readings and critical thinking about tourism planning issues. Second, it prepares students for informed discussion and participation. It also permits students to engage in dialogue with the instructor and classmate about the course material, and provides a structure for students to share outside information relating to the course.

You are required to post a 200-word maximum written response to the week’s readings to Blackboard by 8pm Sunday night during each week of the semester. The maximum word limit is a hard limit. It will require you to distill your response into the most salient points or questions, and to focus on the quality of your writing.

Responses will be viewable by all students in the class and students are encouraged to read others’ responses and to post additional responses to others weekly responses in the discussion board.

Notes on effective weekly responses:

- 200 words max. Shorter is often better. Strong writing will have no passive voice, and will be clear and to the point.
- Highlight an issue raised by the week’s readings that you find to be of particular interest or importance and give your personal response to it.
- Your response should be personal. Go beyond mere summary to synthesize, critique, challenge, and respond to the material.
- Your response can pose a further question for discussion, or a question that you are interested in exploring further.
- Your response can go beyond the assigned readings to share and respond to outside material from newspaper articles, journal articles, books, videos, plans and websites that are related to the course topics. Share the resource with the instructor and your classmates and say something how it relates to the topic of the week.
- You are also encouraged to use one of your weekly responses to undertake and briefly summarize activities that will help you better understand policy and planning processes. For instance, you might attend: a local tourism board meeting; or meeting of a government body where issues related to tourism planning are being discussed; or attend a community meeting about a tourism issue that has been organized in Ithaca or your local or regional area.

Your response could address the following questions

- What were the aims and objectives of the publication/author?
- Was the content informative and arguments justified?
- Did the author/s discuss any particularly interesting or important concepts, theories or models?
- What did you learn from the source?
- Is there other related literature that supports or refutes this?
- What further questions does it raise?
- (Provide full Bibliographic details referencing).

How will the weekly response writing be assessed?

Grading of weekly response writing will be by the check, check minus and check plus system, with those corresponding approximately in the final grade calculation to B, C, and A
grades. Students are expected to post a response for 14 of the 15 weeks. In other words, students are given a pass for missing one week of weekly response writing.

- Weekly response submitted by 8pm Sunday night to Blackboard.
- Evidence of original thought and creativity;
- Quality of presentation – structure; overall content; quality of bibliographic details; written expression.
- Demonstrated willingness to seek and respond to relevant information, including and beyond the set readings;
- A willingness and demonstrated ability to critically engage with sources;
- Demonstrated willingness to participate in relevant fieldwork;
- Knowledge and understanding of tourism issues as demonstrated in sources obtained and critiques of readings.

**Final Project (Weighting: 35%)**

**Due May 20**

The final project deliverable is a paper of 10-20 pages (excluding references). Students will also give a presentation of their initial findings during the last two weeks of the semester. The final project is an opportunity for students to undertake research on a tourism planning and development issue or engage directly in an authentic tourism planning project with a tourism organization or community. The project content is intentionally open to allow students to consider a research topic or a planning project that is of particular interest to the student. Additional guidance on final project topics and format will be provided in the 3rd week of class. Options will include:

- Coordinating directly with a tourism organization or community to conduct a study or planning project on a tourism topic with direct relevance to both the course content and the planning and research needs of a tourism organization or community.
- Conducting a case study of a current tourism planning and development issue that has attracted media attention. Issues might include: a resort development proposal; tourism in a specific national park; the development of trails; special events or festivals; casino development; waterfront development; the roles, functions and structures of a regional tourism organization; the development of a regional tourism plan; etc. Include in your discussion relevant concepts, theories and models addressed in the course in order to help explain what happened and why.

Students will work on the final project independently or in pairs.

Final Project proposals must be submitted to the instructor by Blackboard by 3/16. Students are encouraged to meet with the instructor to discuss the final project proposal. Your proposal must (1) describe the topic to be investigated, (2) explain the aims and objectives of the study, and (3) broadly indicate sources of information (newspaper, journal articles, etc.), including at least 3 relevant journal or book chapter references (The Bibliography is not included in the word count for the proposal, or indeed the assignment itself).

**Assessment of the Final Project:**

The final project will be evaluated using the following criteria. These should be utilized in thinking about the overall format and structure of the paper and presentation.

a. The creativity of the project topic; that is, how compelling is the idea?
b. The structure and organization of the paper, including a strong, well-articulated introduction and conclusion.
c. The methods, evidence, data used in constructing the paper.
e. The level and degree of the analysis. Strong projects will go beyond description to include analysis. Please refer to the Inquiry and Analysis Value Rubric which is posted to Blackboard.

f. Quality and relevance of conclusions and recommendations.

g. The scope of the project. In particular, does the amount of work match the number of people working on it, if done as a pair?

Assignments (Weighting: 30%)

Students will complete five assignments, with most due approximately every two weeks during the first half of the semester (see the course schedule for due dates). Assignments should be submitted to Blackboard the start of class on the due date. In addition to helping students engage with the course topics, assignments are designed to build skills in memo writing, analytical writing, economic research, and public participation in planning.

The instructor will post a full description of assignments to Blackboard in the second week of the semester, and will also provide additional details in class as needed.

Assessment of assignments:
Each of the five assignments will receive a point grade out of 10 which will be translated to a point grade out of 6, towards the 30 point total assignment score for the course.

Participation (Weighting: 10%)

Students are expected to attend class, participate in discussions and activities, engage in dialogue with guests, and to generally enrich the learning experience for their classmates by coming prepared to class and engaging critically with the course material.

Students should attend every class, but sometimes trips or illness happen. Students may miss no more than two classes without penalty.

A note about use of technology:
Use of laptops and mobile devices in class must be limited to note-taking and engaging with course material. Please be respectful of the instructor and fellow students and refrain from other uses of technology during class.

Note that while submission of all assignments is via Blackboard, it is your responsibility to keep a copy of each assessment task that is submitted.

11. Penalties

Late submissions will be docked one letter grade for every 24 hour period that the submission is late. Submissions more than 72 hours late will not be accepted without prior approval. Requests for exceptions for illness, family emergency or other valid excuse must be made via email to the instructor. Decisions regarding acceptance of late work will be made at the discretion of the instructor.

12. Academic Integrity

Student Code of Conduct: "Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work. For this course, collaboration is allowed for group projects." - Academic Integrity, Letter to the
University Faculty, Aug. 20, 2012. For more information, please refer to the Cornell University Code of Academic Integrity, located online at http://cuinfo.cornell.edu/aic.cfm

13. **Assessment Grades and Percentages**

The CU policy that outlines criteria for distinguishing between grades is provided at: http://theuniversityfaculty.cornell.edu/pdfs/CUgrading.pdf

The following grade point scale will be used to convert number grade out of 100 to letter grades: https://courses.cit.cornell.edu/thetr364/grading.html