



**FOR 4664:
Sustainable Ecotourism Development
Fall, 2019**



**Tuesday Periods 8-9 (3:00 – 4:55) 219 NZ
Thursday Periods 9 (4:05 – 4:55) 222 NZ**

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Course Objectives: Students will learn how the emerging concept of ecotourism and outdoor recreation fits into natural resource management. Specifically, this course will take an approach that natural resource managers are in control of recreation and can actively plan and manage for the individual, social, economic, and environmental benefits associated with recreation and ecotourism. The course will take a practical approach to ecotourism by revolving around three issues fundamental to planning:

1. Defining the desired future condition of a site, region, and landscape;
2. Inventorying and defining the current condition and status of ecotourism areas; and
3. Identifying management strategies and tactics that can transform a natural area into the desired condition.

To achieve these goals, the course will examine several specific issues:

- what is ecotourism and how does it relate to natural resource management;
- developing sustainable ecotourism facilities and services that result in positive outcomes for visitors, local communities, economies, and the environment;
- planning and management frameworks for developing ecotourism opportunities on a site, community, and landscape level;
- how ecotourism activities impact natural areas and communities; and
- strategies and techniques to manage natural areas for recreation and tourism.

Course Materials:

Readings will be found on the Canvas E-Learning website (<http://lss.at.ufl.edu/>) under “Modules” and the UF Library’s E-Reserve Website (<https://ares.uflib.ufl.edu/>). Please refer to the class schedule to see what and when readings are due.

Grading

There are 300 points possible in this course. Students are responsible for all materials in reading assignments, handouts, and lectures. Final grades will be based on:

Projects/Exams	Points	Percent	Final Percent	Grade
Course Participation	15	5.0%	96.7 – 100	A+
Exam 1	50	16.7%	93.4 – 96.6	A
Exam 2	50	16.7%	90.0 – 93.3	A-
Exam 3	50	16.7%	86.7 – 89.9	B+
Planning Assignments			83.4 – 86.6	B
Developing Goals and Objectives	30	10.0%	80.0 – 83.3	B-
Zoning for Opportunities	30	10.0%	76.7 – 79.9	C+
Managing for Impacts	30	10.0%	73.4 – 76.6	C
Reading Quizzes/Exercises (9)	45	15.0%	70.0 – 73.3	C-
Total	300	100%	66.7 – 69.9	D+
			63.4 – 66.6	D
			60.0 – 63.3	D-
			Less than 60%	E (Fail)

Discussion of Grading

Participation

You must participate in all aspects of this course to get full credit. Specifically, participation will be graded on the following criteria:

1. Class attendance,
2. Class conduct (e.g., arriving on time, contributing to class discussions, and no disruptive behavior),
3. Completion of in-class exercises
4. Observed participation in group project, and
5. Attending one of the class field trips.

Exams

The exams will be composed of questions requiring short-essay answers, definitions, and multiple choice. This course is designed to provide more than just basic facts for you to memorize. It is designed to give you a conceptual understanding of the principles and practices of ecotourism. Course topics are related to each other, so it would benefit you to see and understand the connection between different topics discussed in the course.

Planning Assignments

The three planning assignments all relate to important components of an ecotourism management plan. Each assignment is dependent upon your application of course lectures and readings to a field trip site. Although you are welcome to talk to fellow students and share ideas, each assignment must be done individually, using information you collected on your own. Brief summaries of each assignment are described below. Details will be provided closer to the assignment date.

Developing Goals and Objectives. Develop four to five goals with four to five objectives under each goal that you think would provide for valuable and appropriate ecotourism opportunities for the area you are studying (i.e., your field trip site). Your goals and objectives must articulate clear benefits and opportunities that relate to benefiting visitors, community, economy, and the environment.

Zoning for Ecotourism Opportunities. Using maps and any other spatial information you can acquire for your study areas, make two maps that show the opportunity zones for the area. The first should be existing opportunities given the setting characteristics that currently exist. The second map should be your changes to those zones. At least two zones should change. You will include a detailed write-up of the existing and planned maps.

Managing for Impacts. You will be provided worksheets used by the National Park Service to identify existing and potential problems in your study areas. Using those worksheets identify social and ecological impacts that result from recreation access on to the study area. You must clearly describe at least one social and one ecological impact, which you will then focus on to identify management tactics to manage for those impacts. You will describe your thinking, which will include indicators, thresholds (i.e., standards), and management tactics in your paper.

Reading Quizzes/Exercises

These activities are designed to help you focus in on external media related to course topics. Each reading quiz/exercise will be worth eight points. In seven cases, they will be multiple choice/short answer questions based on the assigned reading (or podcast) and will be completed at the beginning of class on the designated day. The lowest score of the six will be dropped, so the total points for all reading quizzes will be 40 points. Questions will focus on the main ideas and important concepts discussed in the reading. If you do the readings, you should do well on the quizzes.

Reading Exercises 7 and 9 will be different. First, they are mandatory, and cannot be dropped. Second, a week before the designated day, you will have a choice of selected readings. For the reading you choose, you will write a summary and present that summary to other members of a small group. This exercise allows everybody in the class to learn about the readings, but only have to read one of the readings. You will be expected to make three copies of your summaries (two for each member of your group and one for the instructor), and you must present your summary. If you miss that day, you will need to work with the instructor or TA to find an alternative time to present your summary.

Extra Credit

Several extra credit opportunities will be available throughout the semester. In all cases (except for the Bat House), you should tell Dr. Stein you plan to do the extra credit before you take part. More information will be discussed in class, but use the descriptions below to understand what is expected in each activity. Extra credit must be completed by Thanksgiving, unless you receive permission to complete it at a later date.

- Visit the UF Bat House Thursday, August 29 at sunset (around 7:30 pm) (3 points, maximum of 1 time)

- While you are there, you will complete a short questionnaire, which will force you to think about the experience people receive while at the bat house.
- Write a summary and reflection paper of a non-quiz reading. (2.5 points, maximum of 2 times)
 - Your summary should be about three pages long (double-spaced)
 - You should address two issues:
 1. What were the main lessons or points of the reading?
 2. Apply those lessons to a conserved natural area that you are familiar with.
- Write a reflection paper on an ecotourism experience you have during the semester. (5 points, maximum of 1 time)
 - The experience must be approved by the instructor
 - In your write up, you should address the following issues
 1. The paper should be about three pages long (double-spaced)
 2. Describe the area you visited (What's the official name? Who owns/manages it? Why is it interesting? Any other information you think is interesting.
 3. Describe what you did there.
 4. Describe how well the area is managed for the benefits of ecotourism based on what you've learned in class. (What are managers doing and not doing to provide for the benefits of ecotourism?)
- Attend more than one field trip (5 points, maximum 2 times)
 - Participate in all activities on the field trip. No paper necessary.
- Tentative - Serve on a Florida Trail Association Trail Crew. (10 points, maximum of 1 time)
 - Jeff Glenn (jeffg@floridatrail.org) with the Florida Trail Association organizes teams of volunteers to build and maintain trail.
 - Work with Jeff and other students in the class to organize a day to participate in the work day.
 - Jeff will confirm your participation. No paper necessary.

Special Notes

1. Turn off cell phones and only use laptops for taking notes. E-mailing or surfing websites during class is not permitted. I will require all laptops to be closed if students are found misusing laptops during class.
2. I understand that it might not be possible for you to attend every class, and you might miss an assignment. Therefore, as soon as you know you will miss a class TELL ME!!! I will try my best to work with you if I see that you are putting forth the effort to work with me. If you blow my class off, then expect the same consideration from me.
3. Individuals who miss classes are expected to make arrangements with other students in the class to get lecture materials.
4. **Remember, do not plagiarize!** When you use information from a source, tell us where you got that information. Copying information from other documents (whether they are websites, newspaper articles, or anything) is plagiarism and is not tolerated.

Other Information

Academic Honesty

As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

UF Counseling Services

Resources are available on-campus for students having personal problems or lacking clear career and academic goals which interfere with their academic performance. These resources include

- I. University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling;
- II. Student Mental Health, Student Health Career Center, 392-1171, personal counseling;
- III. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual assault counseling; and
- IV. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

UF Computer Software Usage

All faculty, staff and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

Accommodations for Students with Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to an Instructor when requesting accommodation.

Accepting Diversity

All students have the right to free expression and to study in a supportive atmosphere conducive to academic success. Comments or actions that demean a student for different ideas, customs, habits, or other differences (such as ethnicity, age, or gender) are not helpful nor promote open dialogue.

Outdoor Ethics

When visiting natural areas, we are guests of the land manager/owner and visitors to the area. We strive to leave no trace of our visit, which includes removing everything we bring, leaving everything we find, minimizing stress to native wildlife, and being respectful and courteous to other visitors.

Classroom Behavior

Time in class will be used for interaction and learning, not emailing or texting others. It is your responsibility to refrain from disrupting others' learning. Cell phones must be turned off during class. Your instructor may allow you to use a laptop for coursework, but not surfing.

FOR 4664: Sustainable Ecotourism Development Class Schedule Fall 2019

**Tuesday Periods 8-9 (3:00 – 4:55) 219 NZ and
Thursday Periods 9 (4:05 – 4:55) 222 NZ**

Week	Day	Topic	Reading Assignments	Exercise Due and/or Class Activity
1	Aug. 20	Module 1: Understanding the Concept Class Introduction/Into to Ecotourism		
	22	Ecotourism in practice	Ecotourism Development Manual Vol. 1 Part 1 Chapters 1 – 2 (In E-Learning Website in Resources)	
2	27	What is ecotourism?	Principles of Ecotourism (Chapter 1) from Encyclopedia of Ecotourism (In Library Automatic Reserve (ares))	
	29	Managing for sustainability/ Outcomes-focused management	Managing to Optimize the Beneficial Outcomes of Recreation What is Outcomes-Focused Management? (In Library Automatic Reserve (ares))	Reading Quiz 1 Extra Credit – go to Bat House at sunset (around 7:30 pm)
3	Sept. 3	Outcomes-focused Management (contined)/ Writing goals and objectives		Bring laptop/tablet to class to research field trip sites for Assignment 1
	5	Human dimensions concepts	Wildlife and Recreationists: Coexistence through Management and Research Human Dimensions of Wildlife Management: Basic Concepts (In Library Automatic Reserve (ares))	Assignment 1- Goals and Objectives
4	10	Module 2: Suppliers of Ecotourism US Public Land Management Agencies	America’s Public Lands Explained https://www.doi.gov/blog/americas-public-lands-explained All Agency Websites (In E-Learning Website, Suppliers of Ecotourism Folder)	Reading Quiz 2 (Public Lands Explained Website)
	12	Public Agencies continued		
5	17	Partnerships – Getting Things Done Guest Lecture Jeff Glenn, Florida Trail Association Rural Tourism		
	19	Agritourism	Listen to How Stuff Works Agritourism Podcast (In E-Learning Website, Agritourism Lesson)	Reading (Podcast) Exercise 3 Response to agritourism questions
6	24 3:00 to 6:00 pm	Sweetwater Park and Preserve Field Trip No class for students attending the other field trips		
	26	Private business/ Non-government and international organizations	Ecotourism Development Manual Vol. 1 Part 2 Chapter 3 (In E-Learning Website in Resources)	Reading Quiz 4

Week	Day	Topic	Reading Assignments	Exercise Due and/or Class Activity
7	Oct.1	Guest Lecture; Tony Oyenarte, Director, Camp Lochearn for Girls /Field Trip Review/Exam 1 Review		
	3	Exam 1		
8	8	Module 3: Planning and Management Ecological Planning Process Adaptive Co-management	The Living Landscape: An Ecological Approach to Landscape Planning: Chapter 1, Introduction (In Library Automatic Reserve (ares))	Reading Quiz 5
	10	Collaboration and community development	Ecotourism and the empowerment of local communities (In Library Automatic Reserve (ares))	
	Saturday Oct. 12 to Sunday Oct. 13	Suwannee River Camping Trip		
9	15	Management Frameworks : Recreation Opportunity Spectrum (ROS) – Zoning	Extending the ROS to Nonfederal lands (In Library Automatic Reserve (ares)) Visitor Use Management Framework Go to: http://visitorusemanagement.nps.gov/ and download pdf.	Reading Quiz 6 (ROS article only)
	17	ROS continued and Zoning Exercise		
10	22	Sustainable infrastructure design Sustainable trails and campgrounds	Ecotourism Development Manual Vol 2, Part 1 Chapters 2-3 (In E-Learning Website) Environmental Impacts of Ecotourism: Environmentally Sustainable Trail Management OR Planning Parks for People: The Many Campgrounds We Really Have (In Library Automatic Reserve (ares))	Reading Exercise 7 – Trail or Campground Reading Summary
	24	Environmental Interpretation Introduction	Tour Guides and Interpretation (In Library Automatic Reserve (ares))	Assignment 2 – ROS Zoning Exercise
11	29	Environmental Interpretation Continued Review for Exam 2		
	31	Exam 2		
12	Nov. 5	Recreation Impacts	Limits of Acceptable Change pp. 1-21 (skim pp. 21 – 43) (In Library Automatic Reserve (ares)) Rapid Estimation Procedure (In E-Learning Website)	
	7	Limits of Acceptable Change (LAC) Indicators and Standards	Introduction to Outdoor Recreation: Providing and Managing Natural Resource Based Opportunities Chapter 16: Influencing and Managing Visitor Behavior (In Library Automatic Reserve (ares))	Reading Quiz 8
13	12	Management strategies and tactics		
	14	Management strategies and tactics (continued) Management worksheets.		

Week	Day	Topic	Reading Assignments	Exercise Due and/or Class Activity
14	19	Monitoring Exercise		Assignment 3 – Management and Monitoring Worksheets
	21	No Class - Thanksgiving		
15	26	Module 5: Wildlife Tourism Intro to Wildlife Recreation	Pick up wildlife recreation readings	
	28	Wildlife Recreation Case Study Exercise (Jigsaw Reading)/ Review for Exam 3		Reading Exercise 9 – Wildlife Recreation Reading Summary
16	Dec.3	Exam 3		