

**FOR 6665:
Landscape Planning for Ecotourism
Fall, 2024**



**Tuesday Periods 8-9 (3:00 – 4:55) Newins-Ziegler Hall 219
Thursday Periods 9 (4:05 – 4:55) Newins-Ziegler Hall 219**

Online Course Website: <https://elearning.ufl.edu/>

**Instructor: Taylor Stein
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Office Hours: Mondays 1:00 to 2:00 and by appointment**

Course Objectives: This class is designed to introduce to graduate students the concepts of ecotourism and sustainable outdoor recreation management and how they fit into natural resource management. The course is taught simultaneously to undergraduates since it introduces a wealth of different concepts.

Specifically, this course will take an approach that natural resource managers control the recreation opportunities available on the lands they manage. As a result, they can actively plan and execute the individual, social, economic, and environmental benefits associated with recreation and ecotourism. The course will take a practical approach to ecotourism and recreation management 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 situation and status of ecotourism areas; and
3. Identifying management strategies and tactics to transform a natural place into the desired condition using ecotourism and recreation.

To achieve these goals, the course will provide students with the ability to:

- Describe ecotourism and recreation and their relationship to natural resource management;
- apply planning and management frameworks for developing recreation opportunities on a site, community, and landscape level;
- plan for sustainable recreation facilities and services that result in positive outcomes for visitors, local communities, economies, and the environment;
- identify how recreation activities impact natural areas; and
- use 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.”

Grading

There are 100 points possible in this course. Students are responsible for all materials in reading assignments, podcasts, videos, and lectures. Final grades will be based on:

Projects/Exams	Percent	Final Percent	Grade
Course Participation	7.5	96.7 – 100	A+
Readings and Discussion	7.5	93.4 – 96.6	A
Planning Assignments		86.7 – 89.9	B+
1. Area and Topic Description	15	83.4 – 86.6	B
2. Zoning for Opportunities	15	80.0 – 83.3	B-
3. Interpretive Program	15		
4. Managing for Impacts	15	76.7 – 79.9	C+
Final Plan	25	73.4 – 76.6	C
Total	100	70.0 – 73.3	C-
		66.7 – 69.9	D+
		63.4 – 66.6	D
		60.0 – 63.3	D-
		Less than 60%	E (Fail)

Discussion of Grading

Course 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: It is expected you will attend all classroom sessions.
2. Field trip attendance. It is expected you will attend at least one field trip. If you cannot participate, don't hesitate to contact the instructor at least a week before the trip so other arrangements can be made. If you cannot attend scheduled trips, you will be expected to visit a park or greenspace independently and document your visit by completing the trip worksheet.
3. Class conduct. You will be expected to attend class on time and contribute to class discussions.
4. Small group discussions. You will be placed into groups throughout the semester to discuss class questions, concepts, and problems. The instructor will monitor these discussions, and we expect to hear or see everybody contribute.

Planning Assignments

The three planning assignments all relate to essential components of an ecotourism management plan. You will need to make two big decisions that will make these assignments valuable and fun.

First, **choose an area to study**. To bring the concepts, frameworks, and strategies discussed in class into context, you will apply the course subjects to an area of your choosing. It is suggested you choose an area that works to conserve and protect natural/cultural resources while hosting recreation visitors and tourists.

Second, **choose a subject or concept you would like to focus on.** This should be a broad topic like community-based planning, ecological restoration, economic sustainability, landscape design, etc. Although these might not appear to be ecotourism-related, almost any concept that is related to protected areas IS also related to ecotourism and sustainable recreation. Before deciding on a topic, you might want to see what exists in the literature related to your topic of interest and ecotourism, so you know you can start off strong.

Be aware that these assignments are integrated with the undergraduate plan components but focus more on helping you write a document incorporating higher-level concepts. (Undergraduate students complete five assignments – graduate students complete three.) Please work with the instructor and TA if you have questions on how they relate to course content.

Plan Component 1: Site and Topic Description. You will write a paper on a natural area of your choosing. As graduate students, I plan to allow you to choose any area you like for your most beneficial purposes. Please talk to me before finalizing your choice. When I approve, write up a short description of your area, addressing the following issues to the best of your ability.

- the organization or agency that manages the property,
- the mission or vision statement of that organization or agency, goals or objectives of the specific area,
- the ecological character of the area, and
- a detailed description of existing recreation opportunities in the area.

For your topic, briefly describe the topic or concept you hope to cover. Also tell me how it relates to ecotourism. Use relevant literature to explain the topic and its relationship to ecotourism. This does not have to be long. One page or two, would suffice. **Due September 17**

Plan Component 2: Zoning for Recreation Opportunities. Using maps and any other spatial information you can acquire for your study areas, make two maps showing the area's opportunity zones. The first should be existing opportunities, given the settings 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. **Due October 8**

*****You will not have to complete Plan Component 3*****

Plan Component 4: Interpretive Program. Interpreting natural and cultural resources is a fundamental skill for most ecotourism providers. For this component, you will use concepts from lecture and reading to develop an interpretive program on some aspect of your area. **Due November 12**

Plan Component 5: 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, you will identify social and ecological impacts that result from recreation access to the study area. You must clearly describe at least one social and one ecological implication, which you will then focus on to identify management tactics for those impacts. In your paper, you will define your thinking, including indicators, thresholds (i.e., standards), and management tactics. **Due December 3**

Final Paper

Although it is expected that you use current scientific literature to write this paper, you should use this paper as a practical framework that managers could use to address the complexity of the issue and potential options to address the issue. You will be expected to apply class concepts, but you must also include relevant literature about the area you are examining, and the topic you chose for that area. I will provide a more detailed instruction sheet on what this paper should look like in October.

Due December 9

Readings and Discussion

Since this course is taught concurrently with FOR 4664, you will have the same readings as the undergraduate section, with additional readings assigned to graduate students. Therefore, you will NOT be required to take the quizzes. Instead, it will be assumed that you will read the assigned readings without being quizzed. Also, we will discuss these readings in the graduate section, which will be arranged separately. If you are not keeping up with the readings during these discussions, you will lose points.

Extra Credit

Several extra credit opportunities will be available throughout the semester. In all cases, 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. Thanksgiving must complete extra credit unless you receive permission to complete it at a later date.

- Visit the UF Bat Houses with Dr. Stein and complete the short survey you receive while visiting. This extra credit work can only be done on the night of September 30. (2 points)
- Write a summary and reflection paper of an approved reading. Please ensure you get approval from Dr. Stein before working on it. (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 a recreation experience you have during the semester. (2.5 points, maximum of 1 time)
 - The instructor must approve the experience.
 - 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?)

Special Notes

1. Class participation is expected. The instructor will consistently monitor all class and small group discussions to ensure you are participating.
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. However, if you blow my class off, 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 (websites, newspaper articles, or anything) is plagiarism and is not tolerated. This includes copying papers from other members of the class. Although discussion is encouraged, plagiarizing from fellow students is forbidden.

Important Course Information

Academic Honesty

As a student at the University of Florida, you have committed yourself to upholding the Honor Code, which includes the following pledge:

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

You are expected to exhibit behavior consistent with this commitment to the UF academic community. Therefore, on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission to collaborate on course tasks (e.g., assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to the appropriate personnel.

Your individual responsibility is to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

Use of AI and Chat GPT

Students shall

1. Give credit to AI tools whenever used, even if only to generate ideas rather than usable text or illustrations.
2. When using AI tools on assignments, add an appendix showing (a) the entire exchange, highlighting the most relevant sections; (b) a description of precisely which AI tools were used (e.g. ChatGPT private subscription version or DALL-E free version), (c) an explanation of how the AI tools were used (e.g. to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of conceptual territory, illustrations of key

concepts, etc.); (d) an account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.).

3. Not use AI tools during in-class examinations, or assignments, unless explicitly permitted and instructed.
4. Employ AI detection tools and originality checks prior to submission, ensuring that their submitted work is not mistakenly flagged.
5. Use AI tools wisely and intelligently, aiming to deepen understanding of subject matter and to support learning.

Instructors shall

1. Seek to understand how AI tools work, including their strengths and weaknesses, to optimize their value for student learning.
2. Treat work by students who declare no use of AI tools as the baseline for grading.
3. Use a lower baseline for students who declare use of AI tools, depending on how extensive the usage, while rewarding creativity, critical nuance, and the correction of inaccuracies or superficial interpretations in response to suggestions made by AI tools.
4. Employ AI detection tools to evaluate the degree to which AI tools have likely been employed.
5. Impose a significant penalty for low-energy or unreflective reuse of material generated by AI tools and assigning zero points for merely reproducing the output from AI tools.

This policy recognizes that this policy depends on goodwill, a sense of fairness, and honorable character.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services for currently enrolled students at no cost. In addition, resources are available on campus for students having personal problems or lacking straightforward career or academic goals, which interfere with their academic performance.

Health and Wellness

- U Matter, We Care: If you or a friend is in distress, don't hesitate to contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <http://www.counseling.ufl.edu>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies
- Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.
- University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Academic Resources

- E-learning technical support, 352-392-4357 (select option 2) or e-mail Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling <http://www.crc.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance concerning using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

- <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
- Online Students Complaints: <http://www.distance.ufl.edu/student-complaintprocess>

Diversity and Inclusion

As we work to recognize the opportunities and limits of privilege and change the outcomes of systemic injustice in the United States, we must create a safe environment in this class to explore sensitive topics and help each other grow in our ability to respect all people and help them thrive. We can begin by using inclusive and preferred language, acknowledging assumptions, considering the consequences and limitations of research findings, and seeking research that challenges the status quo.

Grades and Grade Points

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>. In addition, attendance and Make-Up Work Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Online Course Evaluation Process

Student assessment of instruction is an essential part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. In addition, students are expected to provide professional and respectful feedback on the quality of education in this course by completing course evaluations online via GatorEvals. Guidance on how to give input professionally and respectfully is available at: <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the e-mail they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>.

Outdoor Ethics

When visiting natural areas, we are guests of the land manager/owner and visitors to the site. Therefore, 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.

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services, and mediating faculty-student disability-related issues. 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 the instructor when requesting accommodation.

0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu/>.

Software Use

All faculty, staff, and university students must obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and criminal penalties for the individual violator. In addition, disciplinary action will be taken as appropriate because such violations are also against university policies and rules.

Hitchcock Field & Fork Pantry

The Hitchcock Field & Fork Pantry is a free resource to support UF undergraduate and graduate students, faculty, and staff experiencing any level of food insecurity. Experiencing food insecurity may mean you have faced challenges in meeting your needs in quantity and nutritional quality of food. For example, food insecurity may look like eating ramen because you can't afford foods you consider healthy, nutritious, or appropriate for yourself, to outright skipping meals or eating smaller meals.

If you're unsure whether you fit the criteria, come anyway! You only need to bring your UFID; you do not need to prove that you are in need. In addition, the Pantry does not discriminate based on income, class, race, ethnicity, gender, out-of-state or international student status, housing status, or ability.

The Pantry doesn't just offer canned food! The Pantry offers fresh, seasonal produce, frozen meat, milk, eggs, vegan options, menstrual products, and select toiletries. They are happy to accommodate requests if you can't find what you need first.

The Pantry assures guests, potential and current, that accessing emergency services like the Pantry is not a reflector of one's self-worth, nor are they taking resources from someone "more deserving" or "more in need" than themselves.

You can visit the Pantry website (pantry.fieldandfork.ufl.edu) for more information, including current hours. The Pantry is located between Marston Science Library and McCarty Hall, behind the HUB, on the University of Florida Gainesville campus.

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Fall 2024

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Thursday Periods 9 (4:05 – 4:55) Newins-Ziegler Hall 219

A separate graduate student discussion will be organized based on available times.

All readings are in Canvas or are linked below

(Some topics and dates are subject to change)

Week	Day	Topic	Reading Due	Assignments Due
Module 1 – Recreation? What is it good for?				
1	August 22	Understand the course and topic Course introduction Understand terms and concept		Watch video Complete questions on Canvas
2	27	Providing quality recreation opportunities AFM, EFM, and OFM Introduce Planning Component 1 – Site Description	Managing to Optimize the Beneficial Outcomes of Recreation What is Outcomes-Focused Management? (In Canvas)	
	29	Recreation Planning Goals Outcomes focused management Extra Credit: Visit the UF Bat house at Sunset		Submit Bat House Worksheet Extra Credit that evening
Module 2 – Supply and Demand				
3	Sept. 3	Demand – What do people want, and how do they want to get it (recreation trends)? Inequity and recreation participation Field Trip: Sweetwater Wetlands Park Sweetwater Preserve 4:00 to 6:30	Outdoor Foundation Report 2018 Outdoor Recreation Economy Florida State Comprehensive Recreation Plan 2018 - Executive Summary (pages 2-4)	

Week	Day	Topic	Reading Due	Assignments Due
	5	Recreation demand/non-traditional users	How Does Your City Interpret Equity? Black Birders Call Out Racism	
4	10	Supply – public land management agencies and private	America’s Public Lands Explained All Agency Websites (In E-Learning Website, Suppliers of Ecotourism Folder)	
	12	Public agencies continued		
5	17	Private and NGO providers	Ecotourism Development Manual Vol 1, Chapters 5-6	Plan Component 1 Due
	19	Private recreation providers continued		
Module 3 – Planning				
6	24	Recreation Opportunity Spectrum Class activity – zoning maps Introduce Planning Component 3 – Zones and Opportunity Descriptions	Extending the ROS to Nonfederal lands (In Library Automatic Reserve (areas)) Visitor Use Management Framework Go to: http://visitorusemanagement.nps.gov/ and download pdf.	
	26	ROS Zoning Exercise		
	Sat. Sept. 28	Paynes Prairie Field Trip		
7	October 1	Zoning continued Review for Exam 1		
	3	Exam 1		
Module 4 – Recreation Facilities and Services				
8	8	Planning for Facilities – Needs assessments and budgeting. Introduce Planning Component 4 – Facilities and Services	Outdoor Recreation Business Plan Guidebook Ecotourism Development Manual Vol 2, Part 1 Chapters 2-3	Plan Component 2 Due
	10	Planning facilities and services continued		
	Sat. Oct. 12	Ocala National Forest Field Trip		
9	15	Trails		
	17	Campgrounds		

Week	Day	Topic	Reading Due	Assignments Due
10	22	Hunting and game management	.	
	24	Hunting and wildlife-based recreation facilities and service	Decline in Hunters Threatens How the U.S. Pays for Conservation	
11	29	Interpreting the Environment: The many forms of interpretation and basics of the profession.	A Crash Course on Interpretation	
	31	Thematic Interpretation		Bring in interpretive panel
12	Nov. 5	Recreation Impacts – ecological and social Introduce Plan Component 5	Chapter 14: Negative Impacts of Recreation Use, from Introduction to Outdoor Recreation: Providing and Managing Natural Resource Based Opportunities (In Canvas)	
	7	Complete recreation impacts/Monitoring		
Module 5 – Recreation Impacts and Management				
13	12	Introduction to Management Strategies and Tactics	Chapter 16: Influencing and Managing Visitor Behavior Introduction to Outdoor Recreation: Providing and Managing Natural Resource Based Opportunities (In Canvas)	Plan Component 4 Due
	14	Limits of Acceptable Change		
14	19	Management strategies and tactics		
	21	Bringing it all together Discuss Final Plan Course review	Listen to the podcast: Mountain Bikers Fighting New Trails	
15	26	Thanksgiving Break – No Class		
	28	Thanksgiving Break – No Class		
	Thanksgiving			
16	Dec. 3	Exam 2		Plan Component 5 Due
Monday, December 9			Final Paper Due	