

Course Name: TRAL 432, Economics of Recreation and Tourism
Time and Location: MW, *Scheduled for 8:30am - 9:50am*
(both synchronous and non-synchronous components, 100% Remote)
Credits: 3
Instructor Name: Dr. Sonia Bruck
Instructor E-mail: sonia.bruck@oregonstate.edu
Office Hours: E-mail M-F and by appointment for Zoom
(will offer extra office hours prior to HW submissions if requested)

Course Description

This course focuses on applications of economic theory, concepts, and methods to outdoor recreation and nature-based tourism resources, projects and plans. Key topics covered in the course include analyses of economic impacts, benefits and costs, demand and supply, and non-market valuation (e.g., revealed, stated, and benefit transfer methods).

Prerequisites

None

Recommended

(AEC 350, ECON 201 or 201H) and (ST 202 or 202H)

Learning Resources

Lectures, readings, assignments, and supplemental information (e.g., datasets) will be available on Canvas. **Monday lecture will be synchronous over zoom, Wednesday will be canvas only.**

Measurable Learning Outcomes

Students completing this course will be able to:

- Interpret economic impact analyses and benefit-cost analyses
- Estimate economic impacts and economic benefits associated with outdoor recreation and nature-based tourism projects and resources
- Apply revealed preference, stated preference, and benefit transfer methods to outdoor recreation and nature-based tourism resources in demand analysis and economic valuation
- Analyze outdoor recreation and nature-based tourism resources, projects, and plans using economic tools and concepts

Evaluation of Student Performance

Grades are assigned as follows:

| | |
|--------------------------------|------|
| Homeworks (2 @ 25 pts each) | 50% |
| Quizzes (5 @ 6 pts each) | 30% |
| Paper Discussion (1 @ 18 pts) | 18% |
| Introduce Yourself (1 @ 2 pts) | 2% |
| <hr/> Total | 100% |

Homework Assignments provide you with practice at using economic tools and interpreting economic concepts. You are encouraged to work together on homework assignments, but you must turn in your own assignment and answer questions in your own words.

Quizzes evaluate your comprehension of economic concepts and methods based on assigned readings and lectures.

Paper Discussion will give you the tools to explain economic thought and concepts in front of your peers and learn about the most contemporary literature.

Grading

Grades are established using the following allocation:

| | | | |
|----|--------|----|--------|
| A | >93% | C | 73-76% |
| A- | 90-92% | C- | 70-72% |
| B+ | 87-89% | D+ | 67-69% |
| B | 83-86% | D | 63-66% |
| B- | 80-82% | D- | 60-62% |
| C+ | 77-79% | F | <60% |

Course Content

| | |
|---------|---|
| Week 1 | Class Introduction and Introduction Lecture |
| Week 2 | Tourism economy – Theory, Concepts, and Applications |
| Week 3 | Demand analysis – What is Demand, Measuring Demand |
| Week 4 | Demand analysis – Demand Functions, Demand Shifts, Price Elasticity |
| Week 5 | Demand analysis – Income Elasticity, Cross Price Elasticity, Types of Goods |
| Week 6 | Supply analysis – Markets, Cost Analysis, Pricing Decisions |
| Week 7 | Economic impact analysis – Methods and Tools |
| Week 8 | Economic impact analysis – Applications |
| Week 9 | Benefit-cost analysis – History, Concepts and Methods |
| Week 10 | International Tourism and the Global Economy – Impacts and Ecotourism |

ASSIGNMENTS

Paper Discussion: Students will work individually to present a contemporary piece of academic literature to the class. All students should read the article. Each student will work to create a presentation that is between 3 – 5 minutes, which includes an introduction/literature review, methods, findings, discussion, and conclusion of the article. The student should heavily focus on how the piece is relevant to the class, **and provide at least one discussion question for the weekly discussion board.** Papers will be assigned Week 1. You should record your presentation using Zoom and Screen Share if you choose to use PowerPoint. Your video should be completed and uploaded by 9:00am PST on Wednesdays to Canvas. Quizzes will not include discussion videos posted that morning. There will be 2 or 3 paper discussion videos to watch each week.

Homework: There will be two required homework assignments during the term. Each homework will require you to conduct a small analysis and include a write-up. See Canvas for full directions on each homework assignment. These assignments are in lieu of a formal mid-term and final.

Homework 1: Assigned Week 6 (Due Week 8)
Homework 2: Assigned Week 8 (Due Week 10)

Quizzes: All quizzes will occur on Wednesday, unless otherwise notified. Quizzes will be timed (30 minutes) on Canvas. The quiz will be available to complete between 8:30 and 9:50am PST (so you should start no later than 9:20am PST). Quizzes will be open note and you may use a calculator. I expect you to not communicate with other class members during or after the quiz about quiz materials – this is considered cheating. Quizzes will be a mix of multiple choice, short answer, and math, and will consist of questions from lecture and readings.

Quiz 1: Week 2
Quiz 2: Week 4
Quiz 3: Week 6
Quiz 4: Week 8
Quiz 5: Week 10

Canvas Discussions: I have set up a weekly discussion board so that the class can collaborate, ask questions about course materials and readings, or even post relevant videos or articles to share. This will be a good place to discuss readings and how they relate to lecture material. The paper discussion questions will be posted on the weekly board. Responses are not part of your grade (EXCEPT WEEK 1 INTRODUCE YOURSELF), but I encourage you to actively participate.

COURSE POLICIES

Course Requirements

- **Active learning is required to make a passing grade in this class.** If you have questions do not wait until the last minute to ask.
- Students may work together on homework, but you should turn in your own individual assignment.
- You are expected to complete the quiz on your own. Quizzes are open note.
- **Late assignments are not accepted. If you contract COVID or have another emergency, please email me early-on so we can find an accommodation.**

Syllabus Changes

The instructor reserves the right to adjust the syllabus in any way to preserve the integrity of the course. Adequate notice will be given before a syllabus change.

Incompletes

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 70% of the points possible. If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away.

Guidelines for a Productive and Effective Classroom

Civility is an essential ingredient for academic discourse. Students are expected to conduct themselves in all communications for this course (e.g., on discussion boards, email) in compliance with the university's regulations regarding civility. Furthermore, all communications for this course should be conducted constructively and respectfully. Differences in beliefs,

opinions, and approaches are to be expected and welcomed. *In all you say and do for this course, be professional.*

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in discussion.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others may challenge your ideas.

Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations. The DAS Statement is posted online at ds.oregonstate.edu/faculty-advisors.

Expectations for Student Conduct link: <http://studentlife.oregonstate.edu/code>

All required and optional readings will be provided on canvas. The textbooks are not necessary for the course. However, if you do want to have them now or future use:

1. Loomis, J. B., & Walsh, R. G. (1997). *Recreation economic decisions; comparing benefits and costs* (No. Ed. 2). Venture Publishing Inc.
2. Tribe, J. (2011). *The economics of recreation, leisure and tourism*. Routledge. Fifth Edition.

Options for Buying Texts

<https://www.amazon.com/Recreation-Economic-Decisions-Comparing-Benefits/dp/0910251894>
<https://www.amazon.com/Economics-Recreation-Leisure-Tourism/dp/1138782319>

READINGS - All readings with () are optional/supplemental**
All readings with slash through are extra readings (in case of increased student enrollment)

Sign up for your presentation week:

https://docs.google.com/spreadsheets/d/1Hc_CkjiLB0WyyavG2GnOAdImk-GQDWxuvCWJIO21L0/edit#gid=0

Week 1 (not required, but you should take a look!):

- ** (OPTIONAL READING) Outdoor Participation Report 2017, Outdoor Industry
- ** (OPTIONAL READING) The Outdoor Recreation Economy 2017, Outdoor Industry
- ** (OPTIONAL READING) PART A and PART B: Rosenberger (2018) Oregon Outdoor Recreation Metrics

Week 2:

1. Rosenberger R., White E., Kline J., Cvitanovich C., (2017) *Recreation Economic Values for Estimating Outdoor Recreation Economic Benefits from the National Forest System*. USDA Forest Service.
2. Loomis, J. and Gonzalescaban, A., 1994. Estimating the Value of Reducing Fire Hazards to Old-Growth Forests in the Pacific-Northwest-a Contingent Valuation Approach. *International Journal of Wildland Fire*, 4(4), pp.209-216.
3. ~~Jakus, P.M., Keith, J.E., Liu, L. and Blahna, D., 2010. The welfare effects of restricting off-highway vehicle access to public lands. *Agricultural and Resource Economics Review*, 39(1203-2016-95405), pp.89-100.~~

Week 3:

1. Kim M., Jakus P., 2019. Wildfire, National Park Visitation, and Changes in Regional Economic Activity. *Journal of Outdoor Recreation and Tourism*.
2. Landry, C. E., Allen, T., Cherry, T., & Whitehead, J. C. 2012. Wind turbines and coastal recreation demand. *Resource and Energy Economics*, 34(1), 93-111.
3. ~~Voltaire, L., Loureiro, M.L., Knudsen, C. and Nunes, P.A., 2017. The impact of offshore wind farms on beach recreation demand: Policy intake from an economic study on the Catalan coast. *Marine Policy*, 81, pp.116-123.~~

Week 4:

1. Richardson, L., Huber, C. and Loomis, J., 2017. Challenges and solutions for applying the travel cost demand model to geographically remote visitor destinations: A case study of bear viewing at Katmai National Park and Preserve. *Human Dimensions of Wildlife*, 22(6), pp.550-563.

- ~~2. Rogers, M., 2020. Measuring the welfare effects of forests: an application of the travel cost model. *Environment and Development Economics*, 25(3), pp.244-266.~~

3. Dr. Jason Beasley – Travel Cost

Week 5:

1. Rosenberger, R. S., & Stanley, T. D. 2009. Publication Selection of Recreation Demand Price Elasticities: A Meta-Analysis.
- ~~2. Boman, M., Fredman, P., Lundmark, L. and Ericsson, G., 2013. Outdoor recreation – a necessity or a luxury? Estimation of Engel curves for Sweden. *Journal of Outdoor Recreation and Tourism*, 3, pp.49-56.~~

3. Ashley Lowe – Instagram Effect

Week 6:

1. (Supply) Rosenfield B., Zmuda M., 2012. Memorandum Recreation and Parks Department Fee Analysis. City and County of San Francisco, Office of the Controller
2. (Supply) Rosenberger, R.S., Sneh, Y., Phipps, T.T. and Gurvitch, R., 2005. A spatial analysis of linkages between health care expenditures, physical inactivity, obesity and recreation supply. *Journal of Leisure Research*, 37(2), pp.216-235.
- ~~3. (NPV) Eilingsfeld, F. and Schaetzler, D., 2000, October. The cost of capital for space tourism ventures. In *Proc. of 51st Int. Astronautical Congress (Rio de Janeiro, Brazil, 26 Oct., 2000)*.~~
4. (NPV) Broder, J.M. and Odronic, B.H., 1990. Economic potential of agroforestry for public recreational parks. *Agroforestry systems*, 10(2), pp.99-112.

Week 7:

1. Highfill, T., & Franks, C. 2019. Measuring the US outdoor recreation economy, 2012–2016. *Journal of Outdoor Recreation and Tourism*, 27, 100233.
2. Crompton, J.L., Lee, S. and Shuster, T.J., 2001. A guide for undertaking economic impact studies: The Springfest example. *Journal of travel research*, 40(1), pp.79-87.

~~3. Dr. Randy Rosenberger Choice~~

Week 8:

1. White, E. M., 2018. Economic Activity from Recreation use of Oregon State Park Properties – System Report. USDA Forest Service Pacific Northwest Research Station.

2. Crompton, J.L., 2006. Economic impact studies: Instruments for political shenanigans?. *Journal of travel research*, 45(1), pp.67-82.

~~3. Dr. Randy Rosenberger Choice~~

Week 9:

1. Rubin, J., Helfand, G., & Loomis, J. 1991. A benefit-cost analysis of the northern spotted owl. *Journal of Forestry*, 89(12), 25-30.
2. ~~Bostedt, G. and Mattsson, L., 2006. A note on benefits and costs of adjusting forestry to meet recreational demands. *Journal of Forest Economics*, 12(1), pp.75-81.~~
3. Diamond, P.A. and Hausman, J.A., 1994. Contingent valuation: is some number better than no number?. *Journal of economic perspectives*, 8(4), pp.45-64.

Week 10:

1. Sabuhoro, E., Wright, B., Munanura, I. E., Nyakabwa, I. N., & Nibigira, C. 2017. The potential of ecotourism opportunities to generate support for mountain gorilla conservation among local communities neighboring Volcanoes National Park in Rwanda. *Journal of Ecotourism*, 1-17.
2. ~~Taylor, J.E., Dyer, G.A., Stewart, M., Yunez-Naude, A. and Ardila, S., 2003. The economics of ecotourism: A Galápagos Islands economy-wide perspective. *Economic Development and Cultural Change*, 51(4), pp.977-997.~~
3. Meleddu, M. and Pulina, M., 2016. Evaluation of individuals' intention to pay a premium price for ecotourism: An exploratory study. *Journal of Behavioral and Experimental Economics*, 65, pp.67-78.