

**TRAL 457 Syllabus**  
**Spring 2022 (TR 10:00-11:50AM)**

**Course name: Sustainable Tourism Planning**

**Course credits:** 4 credits

**Instructor:** Ian Munanura (Office: 301K Richardson Hall, ian.munanura@oregonstate.edu)

**Course Description:** Planning is essential for sustainability and desirable future of nature-based tourism and natural resources management programs. It enables practitioners to avoid inefficiencies and achieve desired tourism goals. Therefore, the Sustainable Tourism Planning course will enable students to understand nature-based tourism planning processes and gain skills in evaluation and development of tourism plans. This course examines tourism planning as a process involving a set of techniques for sustainable tourism development. The course focuses on the ecological, social, cultural, and political dimensions of tourism planning at multiple levels: regional, destination and site. Students will explore tourism planning as a strategy for economic revitalization, environmental conservation, and community empowerment. Students will engage with practical tourism planning tools, local tourism and natural resources management stakeholders and classroom colleagues to produce a sustainable nature-based tourism plan for a designated natural area in Oregon.

**Required Text**

1. Gunn, C. A. (2002). *Tourism Planning: Basics, Concepts, and Cases*. New York, Routledge.

**Course Content:**

Week 1: Introduction to Tourism Planning Theory

Reading: Rahmafritria, F., Pearce, P. L., Oktadiana, H., & Putro, H. P. (2020). Tourism planning and planning theory: Historical roots and contemporary alignment. *Tourism Management Perspectives*, 35, 100703.

Lab activity: Tourism Planning Framework and Processes (site specific). Students will work in a group to conduct sustainable tourism planning exercises throughout the term. In week 1(Thursday), students will be introduced to the group activity expectations.

Week 2: Introduction to Tourism as a System, and Planning Implications

Reading: Chapter 2: Tourism as a System. In, Gunn, G (2002). *Tourism Planning: Basics, Concepts, and Cases*. New York, Routledge.

Lab activity: Strategic Planning Process-Phase 1 exercise on pre-planning analysis and synthesis: Market (user) analysis, and Site analysis (constructed infrastructure, natural resources, perpetual characteristics, offsite elements). Students will work in groups to engage in the phase 1 strategic planning activity for a nature-based tourism site/region/destination of their choice in Oregon.

Reading: A model site design process (page 362—368). In, Gunn, G (2002). *Tourism Planning: Basics, Concepts, and Cases*. New York, Routledge

### Week 3: Introduction to Sustainable Tourism Planning Concepts.

Reading: Chapters 7: Destination Planning Concepts In, Gunn, G (2002). *Tourism Planning: Basics, Concepts, and Cases*. New York, Routledge.

Lab activity: Strategic Planning Process-Phase 2 and 3 planning exercises. In phase 2, students will work in a group to learn and practice a SWOT/AHP analysis to identify Strengths, Weaknesses, Opportunities, and Threats for the selected site, region or destination in Oregon. Phase 3 activities will involve the formulation of strategic goals and objectives from the SWOT/AHP (AWOT hybrid) analysis.

Reading: Kajanus M., Kangas, J. & Kurttila, M (2003) The use of value-focused thinking and the AWOT hybrid method in tourism management. *Tourism Management*, 25(499-506).

### Week 4: Stakeholder Collaboration in Tourism Planning

Reading: Jamal, T. B., & Getz, D. (1995). Collaboration theory and community tourism planning. *Annals of tourism research*, 22(1), 186-204.

Lab activity: Strategic Planning Process-Phase 2 and 3. In Phase 2, students will perform a stakeholder analysis (federal and state government institutions, non-governmental institutions, community-based organizations, local government institutions, and private sector organizations). Identify a stakeholder network and perform a SWOT Analysis to synthesize the constraints and opportunities of collaborative stakeholder engagement.

Reading: Sheehan, L. R., & Ritchie, J. B. (2005). Destination stakeholders exploring identity and salience. *Annals of Tourism Research*, 32(3), 711-734.

### Week 5: Environmental Impact Considerations in Tourism Planning

Reading #1: Cohen (1978). The impact of tourism on the physical environment. *Annals of Tourism Research*. 5(2).

Reading #2: Butler, R, W (1991). Tourism, Environment and Sustainable Development. *Annals of Tourism Research*, 2(2).

Lab activity: Strategic Planning Process-Phase 2 and 3. In phase 2, students will perform an environmental impact analysis. A SWOT Analysis will be performed to synthesize the environmental impacts of tourism for the selected site. Phase 3 activities will involve the formulation of strategic goals and objectives specific to the environmental impact assessment from the SWOT/AHP (AWOT hybrid) analysis.

Reading: Ap, J & Crompton, J (1998). Developing and testing a tourism impact scale. *Journal of Travel Research*. Vol 37(120-130).

### Week 6: Socio-economic Impact Considerations in Tourism Planning

Reading: Marg, D., Leo, J & Liz, F (2005). A framework for the development of social and socioeconomic indicators for sustainable tourism in communities. *Tourism Review International*, 9(1).

Lab activity: Strategic Planning Process-Phase 2 and 3. In phase 2, students will perform the socioeconomic impact analysis. A SWOT Analysis will be performed to synthesize the socioeconomic impacts of tourism for the selected planning scale. Phase 3 activity will involve the formulation of strategic goals and objectives specific to the socioeconomic impact assessment from the SWOT/AHP (AWOT hybrid) analysis.

Reading: Ap, J & Crompton, J (1998). Developing and testing a tourism impact scale. *Journal of Travel Research*. Vol 37(120-130).

### Week 7:

Field Trip (Whiskey Run biking trails in Bandon, Coos County)

### Week 8: Introduction to Tourism Plan Formulation

Reading: A model site design process (page 369—373). In, Gunn, G (2002). *Tourism Planning: Basics, Concepts, and Cases*. New York, Routledge

Lab activity: Strategic Planning Process-Phase 4 planning exercises. In phase 4, students will work in groups to develop actions for each strategic objective developed from the SWOT analysis.

Reading: Virginia State Tourism Plan

### Week 9: Plan Implementation and Monitoring.

Students will be introduced to post-planning tasks - plan implementation and monitoring.

### Week 10: Final Project Presentations.

Students will use this week to present their plan (PowerPoint Presentations)

### **Course Specific Measurable Student Learning Outcomes**

Students completing this course will be able to:

- Explain the foundational steps and core concepts in tourism planning.
- Understand concerns of the sustainable tourism planning, and develop skills required to plan, solve, and manage to address these concerns.
- Describe relationships among tourists, tourism development, and the planning of nature-based tourism attractions and complexities.
- Apply planning processes to the development of attraction site, destination, and regional tourism plans.

- Think critically about tourism planning issues and share informed opinions and experiences with others.

## **Course Format**

### Structure for Lecture Classes:

- The first 20 minutes of the class, students will review the reading materials posted on Canvas. This review will be guided by informal writing approach to facilitate active learning.
- In a 25 minutes lecture, the class will be introduced to the topic of the week. This will be followed by a 20 minutes class discussion, guided by an informal writing exercise.
- The last 15 minutes of the class will be used for reflective journal entries. Guidelines for journal entries will be posted on Canvas.

### Structure for Lab Session:

- Students will conduct weekly planning tasks, using planning tools such as SWOT analysis.

## **Evaluation of Student Performance**

### Points and grades will be assigned as follows:

Reflective Journal Entries	20%	140 pts
Informal Writing Exercise	30%	210 pts
Group Final Project Report	30%	210 pts
End of Term Final Project presentation	15%	105 pts
Participation	<u>5%</u>	<u>35 pts</u>
Total	100%	700 pts

### Informal Writing Exercises:

An informal writing approach will be used for pre and post-lecture class discussions on the topic of the week. Pre-lecture discussions will be focused on the assigned readings, while post-lecture discussions will focus on the lecture content. Each informal writing exercise and discussion will last about 20 minutes. The informal writing exercises will be submitted for grading weekly.

### Weekly Reflective Journal Entries:

At the end of each class, you will have about 10 minutes to make journal entries, which will be graded weekly). Your journal entries will reflect your thoughtful understanding of the weekly topic, through the assigned readings, and classroom discussions. Detailed guidelines for journal entries and grading scale will be provided.

### Weekly Lab Discussions:

Every Thursday of the week, we will have a discussion (approximately 1 hour) on a weekly topic planning task. This discussion will require individuals in a group to deliberate on how to integrate the topic of the week into the final project. With the guidance of the instructor, students

will discuss specific components that need to be reflected in their final report, and the key questions to ask targeted organizations. Further guidance will be provided in class.

### Group Written Report:

This year the class will aim to develop a tourism plan for Whiskey Run biking trails in Bandon Oregon. Each group (3-5 students) will be required to: (a) assess available policy documents and management plans for tourism in Bandon area; (b) interview (phone, email, or Skype / Google Hangout) a representative from a NGO, an agency, and a private company associated with Whiskey Run trails system; and (c) examine newspaper or online documents about tourism in Bandon area. The goal is to use knowledge from the planning class to analyze and document gaps identified in the existing tourism plan and provide strategic guidelines to address gaps. Knowledge used to critically assess an existing tourism plan will be informed by class discussions and reading materials. Each group will collectively write a report of no longer than 15 double-spaced pages detailing their recommendations to address gaps identified in an existing tourism plan.

### Group Oral Presentation:

Students will make a 15-20 minutes group presentation on their final project.

### Recognition of The Unique Situation.

We are all facing uncertainties and significant changes to our lives due to COVID19 situation. Worse, none of us opted for any of this. It is critical that we look out for each other and be sensitive to the strains under which we are all operating. To that end, the format of this class has been adapted to the situation as best as possible with your learning and well-being in mind. This means that the assignments, activities, and how you get information may not be what you are used to or what you were expecting. We all need to be flexible as there may be more changes ahead. If you need help coping, please reach out to me and connect with your classmates via Canvas.

### **Grades are established using the following allocation**

A	>94%	C	74-76%
A-	90-93%	C-	70-73%
B+	87-89%	D+	67-69%
B	84-86%	D	64-66%
B-	80-83%	D-	60-63%
C+	77-79%	F	<60%

### **Learning Resources**

Lecture notes select individual readings, assignments, and supplemental information will be available on Canvas.

### **Statement Regarding Students with Disabilities**

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098

### **Expectations for Student Conduct:**

Student conduct is governed by the university's policies, as explained in the following link regarding [\*\*Statement of Expectations for Student Conduct.\*\*](#)

### **Student Evaluation of Courses:**

The online Student Evaluation of Teaching form will be available in week 9 and close at the end of finals week. The Office of Academic Programs, Assessment, and Accreditation will send students instructions via ONID. Students will log in to "Student Online Services" to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is "signed," which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. "Signed" comments are forwarded to the unit head/supervisor.

### **TRAL 457 Guidelines for Reflective Learning Journal Entry**

#### Purpose

The reflective journal is designed to help you think deeply about your weekly learning experience, especially on issues such as your progress in learning, the difficulties you encountered in the process of learning, the strategies you have taken to get around those difficulties, and your evaluation of your own performance. It is intended to help you bring together theory and practice and get a better understanding of the course material. Specifically, it will help you to; see your strength and weakness as a learner, understand the methods of learning, which suit your own learning style, notice how you can improve your learning in the future.

#### Instructions

What learning experience to reflect on?

Reflect on your process of learning. Record any observations, experience, thoughts, and insights that are significant to you as a person.

Prompt questions for your reference:

The function of prompt questions is to stimulate your reflective thinking.

- What are the most important things you heard in class or read in the posted readings? If you were confused, try to pinpoint the moment when you were confused, and try to see if you can figure out why, and how to address it using readings, class discussions, and lecture.
- What is the concept you feel confident of? Write as much about it as you can (what you know and don't).
- What is the concept or information you don't feel confident of? Write as much about it as you can (what you know and don't). See if you can get it clearer.
- What personal connections can you find between the weekly learned experiences (lecture, readings and class discussions), and your past experiences and feelings?
- What difficulties would you encounter in applying the learned concepts in everyday situations? How will you address them?

Frequency and length expected:

You are required to make one entry per week, each about 300 words or more. You will have 10 minutes of class time to make your journal entry. You are advised to continue adding to your journal entry regularly, outside the classroom. You should aim to broaden your journal entries with information from weekly readings, your personal experiences, and real-life practical experiences. The quality of reflection in your journal entry should be the emphasis of your entries rather than the word count.

Feedback:

A general feedback will be given to the entries in a submission. If there is an entry that has particular significance to you that you want feedback on, you can mark it with an asterisk on the top right corner and special attention will be given to it.

Assessment:

Your reflective learning journal will contribute to 20% of your final grade.