

FOR 4934:
Ecology of Ecotourism
Spring, 2014
Room 106 Rogers Hall
Monday Periods 6-8 (12:50 to 3:50)

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Course Objectives: This course is designed to provide students with an understanding of the management and planning of ecotourism opportunities. Specific learning outcomes include:

- identify and manage for ecological impacts to soil, water, vegetation, and wildlife resulting from recreation and tourism development;
- understand ecological impacts and ecotourism management approaches in a variety of ecosystems under diverse landowners;
- ability to analyze the environmental and social consequences of ecotourism management strategies and decisions; and
- understand management tools to reduce visitor related impacts that occur in ecotourism areas (impacts of outdoor recreation include impacts to soil, vegetation, water, wildlife, air, soundscape, night sky, historical/cultural resources, visitor experiences, and facilities/services).

Course Materials:

Readings will be found on the Sakai E-Learning website (<http://lss.at.ufl.edu/>) under “Resources.” Also, readings will be distributed in class and over email. Please stay in communication with the instructor to ensure you stay up-to-date on readings.

Final grades will be based on:

Projects/Exams	Percent	Final Percent	Grade
Participation	15	90-100	A
Discussion Leader	15	85-89	B+
Discussion Contribution	10	80-84	B
Research Review Paper	25	75-79	C+
Final Project	35	70-74	C
Total	100%	65-69	D+
		60-64	D
		Below 59	E

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. Attending class field trips,
4. Completion of in-class exercises, and
5. Participation in group project.

Assignments

Discussion Leader: Each discussion leader is responsible for preparing an initial analysis of his/her topic and for serving as the focal point in the discussion. Students can choose topics listed on the class schedule, or they are more than welcome to choose their own topic.

The student should organize the discussion around an outline of issues and discussion questions to be handed out in class. In the analysis, the discussion leader can focus on one or more of the assigned readings. He/she may also want to supplement the readings with additional information on the same topic (recent news stories, latest publications, etc.). The analysis should focus on the importance of the article(s), their research methodology, the underlying assumptions of the author(s), the important findings, the relationship of the article(s) to other topics, and the value of the contribution to the planning and management. Particular attention should be given to those concepts and findings which might be controversial, and which would likely foster stimulating discussion.

Discussion leaders are encouraged to develop innovative class activities that would facilitate discussion and interactions. They are also encouraged to coordinate with another discussion leader in the same class to develop complementary activities.

Discussion Contribution: All students are expected to have read all assigned readings for each week and to submit 2-3 questions or comments (Q/C) on the readings for discussion. Bring a hard copy to class for discussion.

Research Review Paper (Individual): Each student is to conduct a written review of peer-reviewed research literature on a specific environment impact topic related to recreation, tourism, or nature-based tourism. Proposed paper topic should be submitted to the instructor by the end of January for approval. More details and guidance will be available in class. Students will be expected to present their paper to the class at the end of the semester.

Final Project (Group): The instructor and students will be working to develop one or more final class projects that involve proposal writing, field data collection, data analysis, presentation, and report writing. Examples of data collection include, but are not limited to, field inspection or observation, physical site measurements, published statistics and data, manager interviews or surveys, and/or visitor surveys. Special project opportunities are available, some of which are tied to the instructor's research program. All correspondence and references (printed and online) must be clearly cited and documented using APA writing style, 6th edition (For examples, see <http://owl.english.purdue.edu/owl/resource/560/01/>). Each group will present their project to the

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.
2. **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

Our limited 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 phone must be turned off during class. Your instructor may allow you to use a laptop for coursework, but not surfing.

Fall 2014 Class Schedule

*** Topics Subject to Change ***

Mondays Periods 6-8 (12:50 – 3:50)
Rogers Hall 106

Week	Day	Topic
1	January 7	Ecotourism and Recreation Ecology Tour of Loblolly trails and user made trails
2	13	Review of environmental impacts Monitoring impacts
3	20	Martin Luther King Jr. Day - No Class
4	27	Balancing impacts and public use Trail impacts and development Discussion Leader: Ayrianna Macrellis (Trail assessment and management)
5	February 3	Tourism development and indirect impacts Discussion Leader: Kira Krall (Coastal/non-consumptive wildlife tourism)
6	10	Coastal impacts and management
7	17	International issues Ecological impacts in the tropics Big game hunting and hunting reserves Discussion Leader: Michael Stone (International Best Practices)
8	24	Review topics and projects
9	March 3	Spring Break – No Class
10	10	Park planning and sensitivity
11	17	Zoning tourism and recreation use Discussion Leader: Kristin Buckingham (Large-scale planning/climate change) Discussion Leader: Kim Chaney (Ecological impacts in the tropics/wildlife impacts)
12	24	Carrying capacity, Limits of Acceptable Change and others Discussion Leader: Quin Lusk (Green infrastructure)
13	31	Management techniques Discussion Leader: Sthefanny Houghton (Management techniques of marine protected areas)
14	April 7	Review topics and projects
15	14	Student presentations
16	21	Group presentations and class review