

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

TOUR 340-DL1—Sustainable Tourism (3 credits)
Fall 2016

FACULTY

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PREREQUISITES/COREQUISITS

TOUR 200 & TOUR 220

UNIVERSITY CATALOG COURSE DESCRIPTION

This asynchronous online course will consider the characteristics of environmentally, economically and socio-culturally sustainable tourism and assess the possibilities and limitations for its implementation within a variety of destinations and product settings. It will also emphasize conventional “mass” tourism as well as small-scale “alternative” tourism.

COURSE OVERVIEW

This is an upper-level course in tourism and events management. It will require the use of information derived from: lecture/textbook material; general print and online library resources; and external data sources. The course is also delivered in a variety of ways: lecture presentations, student presentations, reflective activities, peer reviews, research groups, and writing assignments. The objective is threefold: to encourage collaborative and supportive learning environment among students; to emphasize that students are as responsible for their learning as I am; and to encourage analysis and critical thinking. Thus, students are held to the standards of the George Mason University Honor Code. They are expected to view all class lectures, actively participate in class discussions, complete exercises and fulfill all assignments. Assignments must be turned in at the specified time and date due via Blackboard or no credit will be given. Detailed information about course rules, course requirements and evaluation will be provided separately in class.

COURSE DELIVERY METHOD

This course will be delivered online (76% or more) using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on every day, but must be completed within a strict timeline (see timeline on page XX).

Technical Requirements

- To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - [Adobe Acrobat Reader: <https://get.adobe.com/reader/>]
 - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>]
 - [Apple Quick Time Player: www.apple.com/quicktime/download/]

Expectations

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday, and finish on Sunday.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3] times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

COURSE OBJECTIVES

This course is designed to enable students to do the following:

1. Summarize sustainability and its relevance to tourism
2. Demonstrate an awareness of good practice in sustainable tourism management.
3. Analyze the *economic, environmental, and socio-cultural* contexts of sustainable tourism.
4. Evaluate the principles of sustainable tourism in relation to tourism impacts.
5. Assess the practical application of sustainable tourism principles.
6. Compare and contrast differences in and rationale for conventional “mass” tourism versus “alternative tourism.”
7. Identify and interpret current trends in community involvement in tourism planning and development.
8. Evaluate and explain the challenges and opportunities encountered in implementing sustainable tourism management principles in such subsectors as accommodation, transportation, and tour operations.

REQUIRED READING

Swarbrooke, D. B. (1999), *Sustainable Tourism Management*. Wallingford: CABI International.

COURSE EXPECTATIONS

1. To encourage collaborative and supportive online learning environment among students;
2. To underscore that students are as responsible for their learning as I am; and
3. To encourage analysis and critical thinking.
4. Student athletes and student government officers who have duties that occasionally conflict with the class schedule must formally bring this to the attention of the instructor during the first week of the semester.
5. Official e-mail communications from the instructor will be sent to students' GMU-assigned e-mail addresses. Students are responsible to check their e-mail inbox and to ensure that there is room to receive incoming correspondence.
6. No make-ups for missed exam or assignments will be allowed unless failure to take the exams or do the assignments is due to an extreme situation, e.g. military mobilization, jury duty, serious and contagious illness, the proven death of a very near and dear relative. That said, proof MUST be shown.

COURSE PERFORMANCE EVALUATION

This course will be graded on a point (and NOT on a percentage) system, with a total of 250 possible points. There are 4 grading requirements, namely: (1) blogs; (2) online reflective activities; (3) weekly quizzes; (4) research paper. **Late work is not accepted in this class, so please plan ahead.** Each requirement is briefly introduced below.

1. Initial Blogs (10 points): Each student will be required to submit one initial blog entry on an assigned week. The due date for your initial blog entry is assigned based on your group number. However, this is an individual activity, so that on each week, each member of the group will submit an independent blog entry. For example, during week 2, each member of group 2 will be required to submit an individual blog entry. All students not in group 4 will need to read the blog and all associated material and then provide a comment.

2. Blog Responses (40 Points): Each student is required to read and provide a comment to each and every student initial blog post (except your own). The due dates are provided on the syllabus.

3. Reflective Activities (20 points): Within each module, there is one reflection question. You are required to respond to each question. Your answers will be graded based upon quality, depth and application to the subject material. These questions should be addressed upon completion of the corresponding module.

4. Quizzes (100 points): At the end of each module, you are required to complete a 10-point quiz based on both the reading assignments and the lectures. These quizzes are timed (20 minutes) and you are allowed one attempt at each quiz. Therefore, you are encouraged to study the materials before starting the quiz. There are 11 modules, therefore, 11 quizzes. The lowest score will be dropped resulting in 10 graded quizzes.

5. Research paper (80 points): You are required to research a topic of your choice related to tourism and sustainability. The paper will be submitted in three separate phases via SafeAssign. The research paper guidelines are available in Blackboard under the COURSE INFORMATION section.

Note: SafeAssign will also help you to identify how to properly attribute sources rather than paraphrase, as well as to make sure that you are compliant with GMU's Honor Code. Please check the due dates for each phase.

- ❖ Phase 1 – First Draft
 - A rough draft of the paper will need to be submitted. It should be formatted as if it were the final paper and include all subject material, references and be appropriately cited.
 - Total points for first draft – 30 points
- ❖ Phase 2 – Final Draft
 - Total points for final draft – 50 points

GRADING

This course will be graded on a point system, with a total of 250 possible points. **Late work will not be accepted.**

Requirements	Points
Initial Blogs	10
Blog Responses	40
Reflective Activities	20
Quizzes	100
Research Paper - First Draft (30 points) - Final Draft (50 points)	80
TOTAL	250

Grading Scale

A+ = 242 – 50	B+ = 217 – 224	C+ = 192 – 199	D = 150 – 174
A = 235 – 241	B = 210 – 216	C = 185 – 191	F = 0 – 149
A- = 225 – 234	B- = 200 – 209	C- = 275 – 184	

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

PROPOSED CLASS SCHEDULE

Week	WEEKLY MODULE S	TOPICS	READINGS	ASSIGNMENTS DUE	ACTIVITIES DUE
Week 1 8/29-9/4	MODULE 1	Introduction to the course	No readings	Groups assigned	Students' Introductions
Week 2 9/5-9/11	MODULE 2	Emergence of sustainable tourism Issues in sustainable tourism	Read Swarbrooke Chapter 1 pp. 3–11 Chapter 2 pp. 12–23 Chapter 3 pp. 24–40	Blogs Responses to Instructor Blog Due 9/11 Blogs Group 1 Initial Entries Due 9/11	Quiz 1 Module 2 Reflective Activity
Week 3 9/12-9/18	MODULE 3	Economics	Read Swarbrooke Chapter 6 pp. 59–68 Chapter 23 pp. 245–250	Blogs Responses to Group 1 Blog Due 9/18 Blogs Group 2 Initial Entries Due 9/18	Quiz 2 Module 3 Reflective Activity
Week 4 9/19-9/25	MODULE 4	The environment and spatial strategies	Read Swarbrooke Chapter 5 pp. 47–58 Chapter 22 pp. 238–244	Blogs Responses to Group 2 Blog Due 9/25 Blogs Group 3 Initial Entries Due 9/25	Quiz 3 Module 4 Reflective Activity
Week 5 9/26-10/2	MODULE 5	The social dimension and the host	Read Swarbrooke Chapter 7 pp. 69–82 Chapter 11 pp. 123–134	Blogs Responses to Group 3 Blog Due 10/2 Blogs Group 4 Initial Entries Due 10/2	Quiz 4 Module 5 Reflective Activity
Week 6 10/3-10/9	MODULE 6	Governance	Read Swarbrooke Chapter 8 pp. 87–103 Chapter 24 pp. 253–268	Blogs Responses to Group 4 Blog Due 10/9 Blogs Group 5 Initial Entries Due 10/9	Quiz 5 Module 6 Reflective Activity

Week 7 10/10-10/16	MODULE 7		Movie – Jamaica for Sale	First draft of paper due 10/16 at 11:59pm	Module 7 Reflective Activity
Week 8 10/17-10/23	MODULE 8	Conventional Mass Tourism	Read Swarbrooke Chapter 9 pp. 104–114 Chapter 26 pp. 276–287	Blogs Responses to Group 5 Blog Due 10/23 Blogs Group 6 Initial Entries Due 10/23	Quiz 6 Module 8 Reflective Activity
Week 9 10/24-10/30	MODULE 9	Green Certification	Read Swarbrooke Chapter 27 pp. 288–298 Chapter 28 pp. 299–306 Chapter 31 pp. 330–335 Chapter 32 pp. 336–341	Blog Responses to Group 6 Blog Due 10/30 Blogs Group 7 Initial Entries Due 10/30	Quiz 7 Module 9 Reflective Activity
Week 10 10/31-11/6	MODULE 10	Alternative tourism	Read Swarbrooke Chapter 29 pp. 306–317 Chapter 30 pp. 318–329	Responses to Group 7 Blog Due 11/6	Quiz 8
Week 11 11/7-11/13	MODULE 11	Tourist destinations	Read Swarbrooke Chapter 21 pp. 230–237 Chapter 20 pp. 215-229		Quiz 9 Module 10 Reflective Activity
Week 12 11/14-11/20	MODULE 12	The tourist	Read Swarbrooke Chapter 13 pp. 142–150 Chapter 25 pp. 268–275		Quiz 10 Module 11 Reflective Activity
Week 13 11/21-11/27	Thanksgiving break – No Assignments				
Week 14 11/28-12/4	MODULE 13	Food Tourism	Read Swarbrooke Chapter 4 pp. 41–44 Chapter 33 pp. 342–347 Chapter 34 pp. 348–360	Research Paper – Final Draft Due 12/12 at 11:59pm	Quiz 11 Module 12 Reflective Activity Course Evaluation

Note: Faculty reserves the right to alter the schedule as necessary.

ASSESSMENT RUBRICS

Final Paper

	Exceeds	Meets	Approaching	Does Not Meet
Demonstration of critical thinking and writing skills that illustrate a comprehensive understanding of theoretical issues 10 Points Max	A thesis statement provides direction for the paper, either by statement of a position or hypothesis. The topic is focused narrowly enough for the scope of this assignment. 10 points	The paper is about a specific topic but the writer has not established a position. The topic is focused but lacks direction. 7 points	The topic is too broad for the scope of this assignment. 4 points	The topic is not clearly defined. 0 points
Identify the principles of sustainable tourism, events and hospitality management and demonstrate knowledge of sustainable practices in applied settings. 10 Points Max	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas. 10 points	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper. 7 points	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course. 4 points	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course. 0 points
Design of an investigation, including problem identification, literature review and application of findings to	Ties together information from all sources. Author's writing demonstrates an understanding of the relationship among material obtained from all sources. 10 points	For the most part, ties together information from all sources. Author's writing demonstrates an understanding of the relationship among	Sometimes ties together information from all sources. Author's writing does not demonstrate an understanding of the relationship among	Does not tie together information.. Writing does not demonstrate understanding any relationships. 0 points

theory and practice 10 Points Max		material obtained from all sources. 7 points	material obtained from all sources. 4 points	
Spelling and Grammar 10 Points Max	No spelling &/or grammar mistakes. 10 points	Minimal spelling &/or grammar mistakes. 7 points	Noticeable spelling & grammar mistakes. 4 points	Unacceptable number of spelling and/or grammar mistakes. 0 points
Sources and Citations 10 Points Max	More than 5 current sources, of which at least 5 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. All web sites utilized are authoritative. 10 points	5 current sources, of which at least 3 are peer-review journal articles or scholarly books. All web sites utilized are authoritative. 7 points	Fewer than 5 current sources, or fewer than 2 peer-reviewed journal articles or scholarly books. All web sites utilized are credible. 4 points	Fewer than 5 current sources, or fewer than 2 peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current. 0 points
Total = 50 points				