

**GEORGE MASON UNIVERSITY**  
**College of Education and Human Development**  
**Hospitality, Tourism and Event Management**

TOUR 340-001—Sustainable Tourism  
3 Credits, Spring 2018

MON & WED. 10:30 AM – 11:45 A.M., Robinson Hall B201 – Fairfax campus

**FACULTY**

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**PREREQUISITES**

TOUR 200

**COURSE DESCRIPTION**

Considers the characteristics of environmentally, economically, and socioculturally sustainable tourism, and assesses the possibilities and limitations for its implementation in a variety of destination and product settings. Emphasizes conventional “mass” tourism as well as small-scale “alternative” tourism.

Designated a Green Leaf Course.

**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 including lecture presentations, in class presentations, 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 attend all class sections, actively participate in class discussions, complete in-class or take-home 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**

Lecture Format - 100% Face-to-Face

**LEARNER OUTCOMES AND 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 TEXTS

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

## 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 5 grading requirements, namely: (1) participation; (2) group video presentation; (3) research paper; and (4) on-line quizzes. All assignments must be submitted on Blackboard. Each requirement is briefly introduced below.

**Late work will not be accepted in this class.**

### 1. Participation (40 points) includes:

A. **In-class discussion presentation:** Each student will be required to present a 5-minute topic of their choice to the class and lead the class in a discussion about their topic. While your assigned date will coincide with the assigned date of others in your group, **this is an individual activity**, so that on each week, each member of the group will present their discussion. For example, during week 4, each member of group 1 will be required to present their individual discussion topic. All students not in group 1 will be required to actively participate in the class discussion. (10 points)

B. **Peer review of final group projects:** All final group projects are peer graded by the members of this class. You will be sent a SurveyMonkey link prior to the start of final group projects presentations. You are responsible for viewing all group projects presentations and submitting your grades via the SurveyMonkey link on the day you view the presentation. Attendance will be mandatory on these days. (10 points)

C. **Class attendance:** You are required to attend class. Excused absences will require a note from a qualified professional. (10 points)

D. **In-class participation:** This course requires extensive discussion about the subject material. Therefore, you are expected to speak in class, share your thoughts on the subject material and participate in group discussions. (10 points)

### 2. 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.

### 3. Final group video projects (40 points):

By the end of the second week of the semester you will be assigned to a group. Each group is required to prepare and present a 7-minute video highlighting “why sustainability is important in Hospitality, Tourism and Event Management”. No formal written paper is required, but the videos must be uploaded on blackboard (1 per group). Group presentations are graded in two formats. A score out of 20 points will be determined by the class through an anonymous SURVEYMOKEY link. The other score out of 20 points will be determined by your group members. The project guidelines and grading rubric are available in Blackboard under the ASSIGNMENTS section. **Group videos are due 12/6/2015 at 11:59pm.**

### 4. Research paper (70 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 ASSIGNMENTS section. **Safeassign is designed to detect plagiarism. Plagiarized papers will not be graded.**

Note: SafeAssign will 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 – Abstract and outline:

- An abstract of 100 words will concisely describe the topic to be covered, the general arguments and the conclusion that the paper will draw. The outline will consist of the topic sentences for each paragraph to be included in the paper.
- Total points for abstract and outline – 10 points

#### Phase 2 – 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 – 20 points

#### Phase 3 – Final Draft

- Total points for final draft – 40 points

#### Other Requirement

Students are expected to attend class and participate in class discussions. Failure to do so may result in a reduced grade.

<b>Requirements</b>	<b>Points</b>
<i>Group Video Projects</i>	40
<i>Participation</i> <ul style="list-style-type: none"><li>- Class discussion presentation (10 points)</li><li>- In class participation (10 points)</li><li>- Attendance (10 points)</li><li>- Grading of group projects (10 points)</li></ul>	40
<i>Research Paper</i> <ul style="list-style-type: none"><li>- <i>Abstract and Outline (10 points)</i></li><li>- <i>Draft (20 points)</i></li></ul>	70

- <i>Final (40 points)</i>	
<i>Weekly Quizzes (lowest quiz score will be removed)</i>	100
<b>TOTAL</b>	<b>250</b>

### Grading Scale

A+	=	242 – 250	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-	=	175 – 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://course-support.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	Date		Topic/Learning Experiences	Readings and Assignments
1	M W	<b>Jan</b> 22 24	Introduction to the course Emergence of sustainable tourism	
2	M W	29 31	Issues in sustainable tourism Group Discussion – 1	<b>Read Swarbrooke</b> Chapter 1 pp. 3 – 11 Chapter 2 pp. 12 – 23 Chapter 3 pp. 24 – 40 <b>Quiz #1 due 2/4/2018 at 11:59pm</b>
3	M W	<b>Feb</b> 5 7	Economics <b>No Class</b>	<b>Read Swarbrooke</b> Chapter 6 pp. 59 – 68 Chapter 23 pp. 245 – 250 <b>Quiz #2 due 2/11/2018 at 11:59pm</b>
4		12 14	The environment and spatial strategies Group Discussion – 2	<b>Read Swarbrooke</b> Chapter 5 pp. 47-58 Chapter 22 pp. 238 – 244 <b>Quiz #3 due 2/18/2018 at 11:59pm</b>
5	M W	19 21	The social dimension and the host Group Discussion - 3	<b>Read Swarbrooke</b> Chapter 7 pp. 69 – 82 Chapter 11 pp. 123 – 134 <b>Last day to withdraw, 2/23</b> <b>Abstract/Outline due 2/25/2018 at 11:59pm</b> <b>Quiz #4 due 2/25/2018 at 11:59pm</b>
6	M W	26 28	Governance Group Discussion - 4	<b>Read Swarbrooke</b> Chapter 8 pp. 87 - 103 Chapter 24 pp. 253 – 268 <b>Quiz #5 due 3/4/2018 at 11:59pm</b>
7	M W	<b>Mar</b> 5 7	Conventional Mass Tourism Group Discussion – 5	<b>Read Swarbrooke</b> Chapter 9 pp. 104 – 114 Chapter 26 pp. 276 – 287 <b>Quiz #6 due 3/11/2018 at 11:59pm</b>
8	M	12	<b>Spring Break – No class</b>	

	W		14	<b>Spring Break – No class</b>	
9	M W		19 21	Movie – Jamaica for Sale Movie – Jamaica for Sale	<b>Draft due 3/25/2018 at 11:59pm</b>
10	M W		26 28	Destinations – Visit Fairfax Group Discussion – 6	<b>Read Swarbrooke</b> Chapter 27 pp. 288-298 Chapter 28 pp. 299-306 Chapter 31 pp. 330-335 Chapter 32 pp. 336-341 <b>Quiz #7 due 4/1/2018 at 11:59pm</b>
11	M W	<b>Apr</b>	2 4	Certification Group Discussion – 7	<b>Read Swarbrooke</b> Chapter 27 pp. 288-298 Chapter 28 pp. 299-306 Chapter 31 pp. 330-335 Chapter 32 pp. 336-341 <b>Quiz #8 due 4/8/2018 at 11:59pm</b>
12	M W		9 11	Alternative tourism Guest Speak – The National Mall	<b>Read Swarbrooke</b> Chapter 29 pp. 306 - 317 Chapter 30 pp. 318 – 329 <b>Quiz #9 due 4/15/2018 at 11:59pm</b>
13	M W		16 18	The Tourist Group Discussion – 8	<b>Read Swarbrooke</b> Chapter 13 pp. 142 – 150 Chapter 25 pp. 268 – 275 <b>Quiz #10 due 4/22/2018 at 11:59pm</b> <b>Research Paper Due by 4/22/2018 at 11:59pm</b>
14	M W		23 25	Ecotourism Guest Speaker	<b>Read Swarbrooke</b> Chapter 4 pp. 41 – 44 Chapter 33 pp. 342 – 347 Chapter 34 pp. 348-360 <b>Quiz #11 due 4/29/2018 at 11:59pm</b> <b>Group Videos are due 4/29/2018 at 11:59pm</b>
15	M W	<b>May</b>	30 2	<b>Group Video Presentations</b> <b>Group Video Presentations</b>	<b>Course evaluation</b>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

**BLACKBOARD REQUIREMENTS**

Every student registered for any (Tourism and Events Management program) course with a required performance-based assessment is required to submit this assessment, (group writing assignments, case study presentations, research paper and weekly on-line quizzes) to Blackboard (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

## ASSESSMENT RUBRICS

### *Final Paper*

	<b>Exceeds</b>	<b>Meets</b>	<b>Approaching</b>	<b>Does Not Meet</b>
<b>Demonstration of critical thinking and writing skills that illustrate a comprehensive understanding of theoretical issues</b> <b>8 Points Max</b>	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. <b>8 points</b>	The paper is about a specific topic but the writer has not established a position. The topic is focused but lacks direction. <b>6 points</b>	The topic is too broad for the scope of this assignment. <b>3 points</b>	The topic is not clearly defined. <b>0 points</b>
<b>Identify the principles of sustainable tourism, events and hospitality management and demonstrate knowledge of sustainable practices in applied settings.</b> <b>8 Points Max</b>	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. <b>8 points</b>	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. <b>6 points</b>	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course. <b>3 points</b>	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course. <b>0 points</b>
<b>Design of an investigation, including</b>	Ties together information from all sources. Author's	For the most part, ties together information from all sources.	Sometimes ties together information from all sources.	Does not tie together information..

<b>problem identification, literature review and application of findings to theory and practice</b> <b>8 Points Max</b>	writing demonstrates an understanding of the relationship among material obtained from all sources. <b>8 points</b>	Author's writing demonstrates an understanding of the relationship among material obtained from all sources. <b>6 points</b>	Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources. <b>3 points</b>	Writing does not demonstrate understanding any relationships. <b>0 points</b>
<b>Spelling and Grammar</b> <b>8 Points Max</b>	No spelling &/or grammar mistakes. <b>8 points</b>	Minimal spelling &/or grammar mistakes. <b>6 points</b>	Noticeable spelling & grammar mistakes. <b>3 points</b>	Unacceptable number of spelling and/or grammar mistakes. <b>0 points</b>
<b>Sources and Citations</b> <b>8 Points Max</b>	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. <b>8 points</b>	5 current sources, of which at least 3 are peer-review journal articles or scholarly books. All web sites utilized are authoritative. <b>6 points</b>	Fewer than 5 current sources, or fewer than 2 peer-reviewed journal articles or scholarly books. All web sites utilized are credible. <b>3 points</b>	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. <b>0 points</b>
<b>Total = 40 points</b>				

*Group Video Project*

Evaluation of Each Peer Group Member's Overall Relative Contribution

Key: 1 = Poor; 5 = Excellent

<b>CRITERIA</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Regular meeting attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equity of contribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of co-operative behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



<b>CRITERIA</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Appropriate time and task management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate level of engagement with task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of capacity to listen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation of Each Group's Class Presentation Given by Other Group Members

Key: 1 = Poor; 5 = Excellent

<b>CRITERIA</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>STRUCTURE</b>					
Structure appropriate to task set	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Logical sequence allowed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CONTENT</b>					
Clear focus on essential issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accurate presentation of factual material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good use of relevant illustrative material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insight into wider issues (arguments developed)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PRESENTATION</b>					
Creativity and video quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate length	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>