

George Mason University
College of Education and Human Development
School of Sport, Recreation and Tourism

TOUR 340-DL1—Sustainable Tourism
3 credits, Spring 2019
Online

Faculty

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Prerequisites/Corequisites

TOUR 200

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. Conventional “mass” tourism as well as small-scale “alternative” tourism will also be emphasized.

Course Overview

This is an upper-level course in tourism and events management requiring 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 projects, online blog assignments, and writing assignments. The objective is threefold: to encourage a collaborative and supportive learning environment among students; to emphasize that students are as responsible for their learning as the instructor; 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 blogs, 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 in the course syllabus and on the course website.

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available every day beginning January 17th, 2019. All course work and assignments must be completed within a strict timeline (See PROPOSED CLASS SCHEDULE below). **No late work is accepted.**

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

In order 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. Students are responsible for any and all information relayed on the website, including any announcements.
- 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. Keeping track of the weekly course schedule of topics, readings, activities, and assignments due is the student's responsibility.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. As the instructor is not on campus, all communication will be conducted via email, 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 others do not consider them 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 expected to be respectful in all communications as well.
- 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 Texts

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

Course Performance Evaluation

Students are expected to submit all assignments on time through Blackboard. In addition, the Abstract Submission, Research Paper sections, First Draft, Final Draft, Research Project Topic Submission, and Final Research Project must also be emailed to the instructor. **No late work will be accepted.**

- **Assignments**

This course will be graded on a point (and NOT on a percentage) system, with a total of 300 possible points. There are 5 grading requirements: (1) Blog Leader; (2) Blog responses; (3) weekly quizzes; (4) Research Paper; and (5) Research Project. **Late work is not accepted.** Each requirement is briefly introduced below, with detailed guidelines available on Blackboard under COURSE INFORMATION. Please contact the instructor if you have questions about any assignment.

1. Blog Leader (10 points): Each student will be required to act as Blog Leader for an assigned week in order to facilitate discussion about that weekly module’s topic. There will be 1-2 Blog Leaders per module, however, as this is an individual activity. Detailed guidelines are available on Blackboard under COURSE INFORMATION.

2. Blog Responses (40 Points): Each student is required to read and provide a comment to each and every Blog Leader’s post (except your own), as well as reflections on the movie “Jamaica for Sale”.

3. 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 (Plan on a minimum of an hour study time before each quiz.). There are 11 modules, therefore, 11 quizzes. The lowest score will be dropped resulting in 10 graded quizzes.

4. Research Paper (100 points): You are required to research a topic of your choice related to tourism and sustainability. The paper will be submitted via SafeAssign and emailed to the instructor. Detailed research paper guidelines are available on Blackboard under COURSE INFORMATION. Please contact the instructor if you have any questions.

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.

- ❖ Phase 1 – Submit a topic for approval by the instructor (required) no later than 2/5 at 11:59 p.m.
 - Detailed guidelines for the Abstract Submission are available on Blackboard under COURSE INFORMATION.
 - **10 points**
- ❖ Phase 2 – First Draft
 - A rough draft of the paper will be submitted, formatted as if it were the final draft, and include all subject material, references and be appropriately cited.
 - **30 points**
- ❖ Phase 3 – Final Draft
 - An edited, polished draft of the research paper must be submitted in accordance with the instructions provided under COURSE INFORMATION.
 - **60 points**

5. Research Project (50 points): You will research a festival/fair/event in the U.S. currently operating in an unsustainable manner, analyze the situation, and then propose solutions. Remember you must address all three pillars of sustainability. Detailed research project guidelines are available on Blackboard under COURSE INFORMATION. Please contact the instructor if you have any questions.

- ❖ Phase 1 – Submit festival/fair/event choice for approval by the instructor (required) no later than 3/8 at 11:59 p.m.
 - Early approval for submission is suggested as each festival/fair/event project must be unique to each student and some events are claimed early. Detailed submission information about the assignment is available on Blackboard under COURSE INFORMATION.
 - **10 points**
- ❖ Phase 2 – Festival Analysis and Recommendations
 - An analysis will be submitted that correlates to the assignment requirements. Detailed submission information about the assignment is available on Blackboard under COURSE INFORMATION.
 - **40 points**

- **Other Requirements**

Students are expected to respond to all emails from the instructor in a timely manner. Failure to do so will result in a loss of points coordinating to the assignment that necessitated the email.

- **Grading**

This course will be graded on a point system, with a total of 300 possible points. **Late work will not be accepted.**

Requirements	Points
Initial Blogs	10
Blog Responses	40
Quizzes	100
Research Paper	100
Topic Submission - (10 points)	
First Draft – (30 points total)	
Final Draft (60 points)	
Research Project	50
- Topic Submission (10 points)	
- Festival Analysis and Recommendations (40 points)	
- TOTAL	300

Grading Scale

A+	= 290 – 300	B+	= 260 – 269	C+	= 230 – 239	D	= 200 - 209
A	= 280 – 289	B	= 250 – 259	C	= 220 – 229	F	= 0 – 199
A-	= 270 – 279	B-	= 240 – 249	C-	= 210 – 219		

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

PROPOSED CLASS SCHEDULE

WEEK	WEEKLY MODULES	TOPICS	READINGS	ASSIGNMENTS AND ACTIVITIES DUE
Week 1 1/21-1/26	MODULE 1	Introduction to the course	Read and become familiar with all course information (required).	Blog groups assigned. Students' Introductions (required). No quiz this week
Week 2 1/27-2/2	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 2/2 Blog Leader 1 entry Due 2/2 Quiz I
Week 3 2/3-2/9	MODULE 3	Economics	Read Swarbrooke Chapter 6 pp. 59–68 Chapter 23 pp. 245–250	Research Paper Topic Due – 11:59 p.m. 2/9 Blog responses to Leader 1 Due 2/9 Blog Leader 2 entry Due 2/9 Quiz 2
Week 4 2/10-2/16	MODULE 4	The environment and spatial strategies	Read Swarbrooke Chapter 5 pp. 47–58 Chapter 22 pp. 238–244	Blogs responses to Leader 2 Due 2/16 Blog Leader 3 entry Due 2/16 Quiz 3
Week 5 2/17-2/23	MODULE 5	The social dimension and the host	Read Swarbrooke Chapter 7 pp. 69–82 Chapter 11 pp. 123–134	Blog Responses to leader 3 Due 2/23 Blog Leader 4 entry Due 2/23 Quiz 4
Week 6 2/24-3/1	MODULE 6	Governance	Read Swarbrooke Chapter 8 pp. 87–103 Chapter 24 pp. 253–268	Final Project Topic Due – 11:59 p.m. 3/1 Blog Responses to Leader 4 Due 3/1 Blog Leader 5 entry Due 3/1 Quiz 5

Week 7 3/2-3/8	MODULE 7		Movie – Jamaica for Sale	First Draft of Research Paper Due – 11:59 p.m. 3/8 Jamaica Reflections Blogs Due 3/8 No quiz this week
Week 8 3/9-3/15	Spring Break – No Assignments			
Week 9 3/16-3/22	MODULE 8	Conventional Mass Tourism	Read Swarbrooke Chapter 9 pp. 104–114 Chapter 26 pp. 276–287	Blog Responses to Leader 5 Due 3/22 Blog Leader 6 entry Due 3/22 Quiz 6
Week 10 3/23-3/29	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 Leader 6 Due 3/29 Blog Leader 7 entry Due 3/29 Quiz 7
Week 11 3/30-4/5	MODULE 10	Alternative tourism	Read Swarbrooke Chapter 29 pp. 306–317 Chapter 30 pp. 318–329	Final Draft of Research Paper Due – 11:59 p.m. 4/5 Blog Responses to Leader 7 Due 4/5 Blog Leader 8 entry Due 4/5 Quiz 8
Week 12 4/6-4/12	MODULE 11	Tourist destinations	Read Swarbrooke Chapter 21 pp. 230–237 Chapter 20 pp. 215–229	Blog Responses to Leader 8 Due 4/12 Blog Leader 9 entry Due 4/12 Quiz 9
Week 13 4/13-4/19	MODULE 12	The tourist	Read Swarbrooke Chapter 13 pp. 142–150 Chapter 25 pp. 268–275	Blog Responses to Leader 9 Due 4/19 Blog Leader 10 entry Due 4/19 Quiz 10
Week 14 4/20-4/26	MODULE 13	Food Tourism	Read Swarbrooke Chapter 4 pp. 41–44 Chapter 33 pp. 342–347 Chapter 34 pp. 348–360	Blog Responses to Leader 10 Due 4/26 Quiz 11
Week 15 4/27-5/3			No readings	Final Project Due – 11:59 p.m. 5/3

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

Assessment Rubrics – Research Paper

APA will be the only accepted style for paper formatting and all papers must be correctly formatted.

Research Paper

Criteria	Exceeds 12 points	Meets 9 points	Approaching 6 points	Does Not Meet 2 points
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<p>Demonstration of critical thinking and writing skills that illustrate a comprehensive understanding of theoretical issues 12 Points Max</p>	<p>A thesis statement provides direction for the paper, either by persuasive statement of a position or hypothesis. The topic is focused narrowly enough for the scope of this assignment. 10 points</p>	<p>The paper is about a specific topic but the writer has not established a position. The topic is focused but lacks direction. 7 points</p>	<p>The topic is too broad for the scope of this assignment. 4 points</p>	<p>The topic is not clearly defined. 0 points</p>
<p>Identify the principles of sustainable tourism, events and hospitality management and demonstrate knowledge of sustainable practices in applied settings. 12 Points Max</p>	<p>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</p>	<p>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</p>	<p>The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course. 4 points</p>	<p>The paper does not demonstrate that the author has fully understood and applied concepts learned in the course. 0 points</p>
<p>Design of an investigation, including problem identification, literature review and application of findings to theory and practice 12 Points Max</p>	<p>Ties together information from all sources. Author's writing demonstrates an understanding of the relationship among material obtained from all sources. 10 points</p>	<p>For the most part, ties together information from all sources. Author's writing demonstrates an understanding of the relationship among material obtained from all sources. 7 points</p>	<p>Sometimes ties together information from all sources. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources. 4 points</p>	<p>Does not tie together information.. Writing does not demonstrate understanding any relationships. 0 points</p>
<p>Spelling and Grammar 12 Points Max</p>	<p>No spelling &/or grammar mistakes. 10 points</p>	<p>Minimal spelling &/or grammar mistakes. 7 points</p>	<p>Noticeable spelling & grammar mistakes. 4 points</p>	<p>Unacceptable number of spelling and/or grammar mistakes. 0 points</p>
<p>Sources and Citations 12 Points Max</p>	<p>More than 5 current sources, of which at least 5 are peer-review journal</p>	<p>5 current sources, of which at least 3 are peer-review journal articles or</p>	<p>Fewer than 5 current sources, or fewer than 2 peer-reviewed journal articles or scholarly</p>	<p>Fewer than 5 current sources, or fewer than 2 peer-reviewed</p>

	articles or scholarly books. Sources include both general background sources and specialized sources. All web sites utilized are authoritative. 10 points	scholarly books. All web sites utilized are authoritative. 7 points	books. All web sites utilized are credible. 4 points	journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current. 0 points
Total = 60 points				

Assessment Rubrics – Research Project

Research Project

Criteria	Exceeds 8 points	Meets 6 points	Approaching 4 points	Does Not Meet 2 points
Demonstration of critical thinking and writing skills that illustrate a comprehensive understanding of the situation and its requirements 8 Points Max	Clear identification of the destination, festival, issues, challenges, available resources, and potential solutions. 10 points	The project is about a specific festival but the writer has not clearly identified the sustainability issues, the challenges to the destination and other problems/resources or viable solutions. 7 points	The festival and challenges have been identified, but everything else is unfocused and too broad for the scope of this assignment. 4 points	Lack of definition and focus on much of anything but the festival. 0 points
Identify the principles of sustainable tourism, events and hospitality management and demonstrate knowledge of sustainable practices in applied settings. 8 Points Max	The project 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 project 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 project. 7 points	The project demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course. 4 points	The project does not demonstrate that the author has fully understood and applied concepts learned in the course. 0 points
Recommendations and Conclusions 8 Points Max	The author's writing, understanding of	For the most part, ties things together, but lacks a strong	Sometimes ties ideas and data together, but does	Does not demonstrate an understanding

	the issues, proposed solutions and conclusions demonstrate an understanding of the situation. 10 points	understanding of the situation, leading to proposed solutions and conclusions that do not holistically and completely address the situation. Critical thinking and creativity are minimally applied. 7 points	not demonstrate a clear understanding of the situation or present a strong analysis. Possible solutions presented lack viability or creative thinking. Conclusions are weak with minimal understanding of sustainability, its tenets or applications. 4 points	of the issues. Weak analysis, proposals and conclusions do not demonstrate a clear understanding of sustainability, its tenets or applications. 0 points
Spelling and Grammar 8 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
Professional Presentation of Report 8 Points Max	Final report is creative, polished and professional looking with appropriate cover page, index, section headings and information, along with any appropriate citations and accompanying materials. 10 points	Final report has an appropriate template applied, but still lacks a polished and professional look with minimal creativity applied to finished project. 7 points	Final report done without applying any template; simply data submitted as a Word document. 4 points	Final report lacks any sort of polished and professional look or composition. 0 points
Total = 40 points				

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

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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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