Syllabus

TSTD 6249: Sustainable Destination Development
Fall 2015

Instructor Information

Instructor: Sheryl Elliott, Ph.D., Associate Professor of Marketing and Tourism Studies
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Office Hours: The instructor may be contacted anytime by email or phone, or by appointment.

Brief Instructor Bio: Sheryl Elliott, Associate Professor of Marketing, Department of Marketing, School of Business, The George Washington University; BFA. in Performing Arts, Drake University; MA in Education & Human Development, George Washington University; Ph.D. in Business Management, University of Buckingham, U.K. Dr. Elliott is a full-time professor teaching graduate and undergraduate courses who has taught at GW for more than 28 years. She is a founding member of the Board of Directors for the Pan American Federation of Hotel and Tourism Schools. She frequently provides interviews on tourism and travel safety for national television news programs including CNN, NBC and Bloomberg News. Dr. Elliott launched one of the first online courses for GW in 1997 and was instrumental in developing the online AMTA degree program. Dr. Elliott has produced seven videos on topical issues in sustainable destination development and has been a contributing author to the following academic journals: Annals of Tourism Research, World Travel and Tourism Review, Tourism Management, Tourism Geographies, Journal of Vacation Marketing and Papiers de Tourism. In 2010 she received GW School of Business "Undergraduate Outstanding Faculty Award." She was appointed by the Maryland State governor to the Maryland Heritage Area Authority in 2002 and served two terms, with the last ending in 2010. She currently serves on the Board of Directors for the house museum, Mount Aventine, at Chapman State Park.

IA: The Instructional Assistant and grader for the course is Shannon CorRelationship of hospitality, sports, events and meetings in sustainable destination management; specific emphasis is on cultural, environmental, and economic impacts and trends. This is a foundations or core course. It is designed to be one of the first courses taken in the MTA curriculum.

Course Goals

By the end of this course, you will be able to:
- Understand the concepts and indicators of sustainable destination development and how to apply them to assess a destination's sustainability;
- Understand the relationship between tourism, hospitality, sport, and meetings/events;
- Understand current definitions, systems models, and theoretical constructs which relate to the management of visitors in destinations;
- Describe the critical organizations involved with the tourism, hospitality, meetings/events and sport fields at the international, regional, state and local level;
- Understand the study of tourism, hospitality, sport, meeting and event management as a scientific discipline;
- Recognize how tourism, sport, meetings and events assist in the development of a community through economic, social and environmental benefits;
- Identify and evaluate methods for measuring visitors' impact on destinations;
- Analyze the issues and problems that relate to sustainable destination development.

Prerequisites

Academic

There are no prerequisites for this course.

Technological

As a student in this course, you need to ensure that you have the required technology and skills necessary to fully participate.

You should also be able to:

- Use a digital camera or scanner
- Use your computer to upload recordings and images to your computer
- Be open to learning and registering for new technologies
- Be flexible when technological glitches happen (which is a given)
- Seek technological help when necessary by contacting the Division of Information Technology

If you have any problems with the software in this course, please reference the Help link in the left navigation menu in our course on Blackboard.

Method of Instruction

This course is delivered in 14 class sessions. The course consists of required readings, session lectures, session interactive learning discussions, one individual written assignment, one team project, and two exams (a midterm and final exam). A typical class session will consist of the following:

- Discussion of research topic and assigned readings
Team Project

As a team select three DC attractions from the same genre (entertainment venues, sport venues, museums, nature preserves, events, cultural heritage sites, gaming venues, etc.) and visit all. Develop a criteria for comparing the attractions (for example, ownership, permanency, breadth of appeal, scope, drawing power, uniqueness, quality, economic impact, environmental impact, socio-cultural impact, sustainability, etc.). Using the criteria you have established which is the best or more successful attraction and why? How is success measured? Use photos to “tell the story” in your presentation. You will need to research the attractions as to their background and interview attraction managers, operators or administrators. You may also find it helpful to do an informal survey of visitors at the attractions. You will be competing against other teams on the originality and assessment of the attractions you select to compare.

Report 50% of grade, presentation 50% of grade.

Individual Written Assignment: Executive Memo

The memo must not exceed two pages double spaced, or one page single spaced or 1200 words. This does not include the list of reference sources at the end of the memo. Guidelines for writing an executive memo are posted below. The suggested topics of the executive memo follow. You may also present another topic but it would need to be approved by the instructor.

Executive Memo # (pick one) Due October 6

1. Washington, DC made national news last summer in an appellate decision regarding local tour guides. What are the current issues and problems surrounding the licensing of guides in Washington, DC and what are the best possible solutions? Solutions should consider best practices of other cities.

2. What were the issues and problems surrounding the 2016 Brazil Olympic Games and its impact on the Brazilian economy?

3. What are the issues and problems surrounding sex tourism in Thailand and what are the best possible solutions?

4. What are the issues and problems surrounding tourism as a poverty reduction strategy in Africa and what are the best possible solutions?

5. Residents and visitors alike have been flocking to the information share economy through businesses such as Uber, Lyft, and Airbnb. What are the issues as they relate to tourism and destination development. What are the best possible solutions.
6. Additional topics may be submitted for approval by the instructor.

**Interactive Weekly Discussions & Participation**

A discussion question on the session’s topic is posted each week in Blackboard. Students should research the topic prior to class and bring their opinions and research supporting their argument to class. Students must sign the printouts of their research and a brief paragraph as to their opinion. These will be collected after the discussion and used for determining your participation grade. **You cannot submit or email research to the instructor after the class session!**

**Exams**

The mid-term and final exam will consist of multiple choice and short essay questions. The mid-term exam will be taken in class by students with their own laptop. The final exam will be a remote proctored exam.

**Textbooks & Materials**

All required readings for this course are digitally available within each the individual learning sessions. There is no required textbook that needs to be purchased for this course.

**Grading**

**Grade Evaluation**

20% Midterm
20% Final
10% Participation/Discussion
30% Team project
20% Executive Memo

The final grade will be assigned as follows:

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**Instructor Response Time**
I will respond to emails within 24 hours, including weekends and holidays.

Written assignments and exams are graded and posted with feedback in Blackboard within a week of being submitted.

**Late Work**

Late work will be penalized unless a previous arrangement has been made with the instructor or course facilitator.

**Netiquette**

Please observe the following rules of netiquette for communicating online:

- Remain professional, respectful, and courteous at all times.
- Remember that a real human being wrote each post and will read what you write in response. It is easy to misinterpret discussion posts. Let’s give the benefit of the doubt.
- If you have a strong opinion on a topic, it is acceptable to express it as long as it is not phrased as an attack. Please be gracious with differing opinions.
- When upset, wait a day or two prior to posting. Messages posted (or emailed) in anger are often regretted later.
- Proofread and use the spell check tool when you type a post. It makes the post easier to read and helps your readers understand what you are saying.

I reserve the right to delete any post that is deemed inappropriate for the discussion forum, blog, or wiki without prior notification to the student. This includes any post containing language that is offensive, rude, profane, racist, or hateful. Posts that are seriously off-topic or serve no purpose other than to vent frustration will also be removed.

**Academic Integrity**

Please review GW’s policy on academic integrity, located at [http://studentconduct.gwu.edu/](http://studentconduct.gwu.edu/). All graded work must be completed in accordance with the George Washington University Code of Academic Integrity.

**University Policies**

Attached File [posted undersyllabus on Blackboard]

- ADA compliance
- Support outside the classroom
- Academic integrity
- Netiquette (network etiquette)

**University Policies**
Emergency Response

Executive Memorandum Guidelines

Use these guidelines for your Executive Memos