

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

**TOUR 343-DL1—Wine and Food Tourism
(3 credits) Fall 2022
Online –Fridays 1:30-3:30 and asynchronous**

Faculty

Name: Dr. Sue Slocum
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Prerequisites

TOUR 200

University Catalog Course Description

Selected topics reflect interest in specialized area of tourism and events management.

Course Overview

This course will consider the characteristics of food and wine tourism related to environmental, economic and socio-cultural sustainable tourism and assess the possibilities and limitations for implementation within a variety of destinations and settings. It will include the development of the global food chain, artisan food and drink production, and the role of food and wine in the tourist experience.

Course Delivery Method

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, such as lecture presentations, in class presentations, peer reviews, research groups, guest speakers, 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 their instructor(s) are; 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.

Lecture Format - 75% Online Synchronous / 25% Online Asynchronous

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 personally 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

On completion of this course students should be able to:

1. Summarize food, drink, and agriculture and their relevance to tourism.
2. Demonstrate an awareness of good practice in food and wine tourism management.
3. Analyze the economic, environmental, and socio-cultural contexts of food and wine through tourism.
4. Evaluate the principles of agriculture and the culinary arts in relation to destination management and tourism marketing.
5. Assess the practical implementation of agriculture, food and tourism policies.
6. Compare and contrast differences in and rationale for food and wine tourism development.
7. Identify and interpret current trends in in tourism planning and development.
8. Evaluate and explain the challenges and opportunities encountered in implementing food and drink tourism management principles in such subsectors as accommodation, transportation, attractions, and tour operations.

Required Texts –

Slocum, S.L., & Curtis, K (2017). *Food and agricultural tourism: Theory and best practice*. London, Routledge.

Course Performance Evaluation

This course will be graded on a point (and NOT on a percentage) system, with a total of 100 possible points. There are 7 grading requirements, namely: (1) guest speaker notes; (2) video reflections; (3) case studies; (4) midterm; (5) final; (6) book report; and (7) group business plan. All assignments must be submitted on Blackboard. Each requirement is briefly introduced below. **Late work will not be accepted in this class.**

1. Class attendance and lecture notes (30 points): You are required to attend class. Excused absences will require a note from a qualified professional. Since this course relies heavily on guest speakers, you are required to take notes during guest lectures and submit your lectures notes on Blackboard. You have until 5pm on Friday to submit your notes (5 points each).

2. Video reflections (xx points): When we do not have guest speakers, you will be required to watch a video on Blackboard and answer the questions provided. Your responses should be 200 words. Please proof read your papers. **Due by Friday at 1:30pm on the week assigned** (before the start of class).

3. Weekly Case Study Questions (20 points)

Pick one case study from your textbook (in the assigned chapter for the week). Answer the questions in the case study using the Discussion Forum on Blackboard. **Due by Friday at 1:30pm on the week assigned** (before the start of class).

4. Midterm Exam (15 points): The midterm is online in Blackboard. You can access the link XXX.

5. Final Exam (15 points): The final exam is online in Blackboard. You can access the link XXX.

6. Book Report (20 points): Students will be required to read an outside book for this class. A list of approved books is provided on Blackboard. If you would like to read a book not on the list, it must first be approved by the instructor. The book report should be 1600 words in length (approximately four pages) and include the following sections:

1. Thesis statement (1 page) – Explain the book to include:
 - a. What is the overall premise of the books?
 - b. Is the book biased, or does it explain multiple points of view?
 - c. What is the message that the author is trying to communicate?
 - d. How well is this message received? Why?
 - e. Conclude with a thesis statement - A good thesis statement should include your reflection on the ideas, purpose, and attitudes of the author as well.
2. Explain how this book relates to food tourism (1 page)
 - a. Explain any supply-side implications
 - b. Explain any demand-side implications
 - c. How does this book justify or explain the importance of food tourism?
3. Describe a food tourism product that the author would support using the marketing mix (1 page)
 - a. Product
 - b. Price
 - c. Distribution
 - d. Promotion
4. Conclusion (1 page)
 - a. What would you change about the book? What was missing?
 - b. Describe food or tourism trends that fit into the author's thesis. Describe food and tourism trends that are not addressed in the book.
 - c. How does the book you read impact food trends in general, and food tourism specifically? Has the book made an impact?

You are expected to have four academic references (minimum).

For more information on how to write a college book report, see <http://howtoedu.org/student-tips/how-to-write-a-college-book-report/>

7. Group Business or Marketing Plan (15 points)

Please use the format in Chapter 12 of your textbook. Groups will present their business plans at the end of the semester and projects will be graded by fellow students.

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
<i>Participation - Lecture notes (5 points each)</i>	40
<i>Weekly Case Study Questions (5 points each)</i>	50
<i>Video Exercises (5 points each)</i>	25
<i>Book Report</i>	25
<i>Midterm</i>	20
<i>Final</i>	20
<i>Group Business or Marketing Plan</i>	20
TOTAL	200

Grading Scale

A+ = 194-200	B+ = 174-179	C+ = 154-159	D = 120-139
A = 188-195	B = 168-173	C = 148-153	F = 0 – 119
A- = 180-187	B- = 160-167	C- = 140-147	

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures> for more information.

Proposed Class Schedule

Date		Topic/Learning Experiences	Readings	Assignments
Week 1	Aug 26	Introduction to Wine and Food Tourism Introduction to the course– On Zoom Watch video in Week 1 and answer the questions.	Read Chapter 1 Read the Global report on Food	Case Study Chapter 1 Due by 1:30pm 8/26 Video Exercise #1 Due by 1:30pm 8/26
Week 2	Sep 2	Sustainable Communities Guest Speaker: Mike Kane – Piedmont Environmental Council – On Zoom Lecture: Understanding Economic Impacts – On Zoom	Read Chapter 2	Case Study Chapter 2 Due by 1:30pm 9/2 Guest Lecture Notes Due by 5:00pm 9/2
Week 3	9	Food Tourism Offerings Watch video in Week 3 and answer the questions In class activity	Read Chapter 3	Case Study Chapter 3 Due by 1:30pm 9/9 Video Exercise #2 Due by 1:30pm 9/9
Week 4	16	Globalizing agriculture Introduction to Wine – Dr. Bob Baker – On Zoom Lecture: Comparative Advantage – On Zoom	Read Chapter 4 Read the Wine Report	Case Study Chapter 4 Due by 1:30pm 9/16 Guest Lecture Notes Due by 5:00pm 9/16
Week 5	23	Rural Landscapes The Farm Bill – Dr. Amy Hagerman – Assistant Professor and Agriculture and Food Policy Specialist, Oklahoma State University – On Zoom Review for Midterm	Read Chapter 5 Read the Farm Bill Highlights	Case Study Chapter 5 Due by 1:30pm 9/23 Guest Lecture Notes Due by 5:00pm 9/23
Week 6	30	Movie – The Biggest Little Farm – On Zoom		Video Notes Due by 5:00pm 9/30 Midterm Due by 1:30pm, September 30th
Week 7	Oct 7	Modern Food Movements In class activity Watch video in Week 7 and answer the questions	Read Chapter 6	Case Study Chapter 6 Due by 1:30pm 10/7 Video Exercise Due by 1:30pm 10/7
Week 8	14	Food Tourists Guest Speaker – Ken Balbuena, Tour Guiding	Read Chapter 7	Case Study Chapter 7 Due by 1:30pm 10/14 Guest Lecture Notes Due by 5:00pm 10/14
Week 9	21	Food Tourism Destinations Guest Speaker: Frank Kuhns - Settle Down Easy Brewing Co.	Read Chapter 9	Case Study Chapter 9 Due by 1:30pm 10/21 Guest Lecture Notes Due by 5:00pm 10/21

Week 10	28	Food Tourism Markets Speaker: Beth Erikson – Visit Loudoun	Read Chapter 8	Case Study Chapter 8 Due by 1:30pm 10/28 Guest Lecture Notes Due by 5:00pm 10/28 Book Report due by 1:30pm, October 28
Week 11	Nov 4	Food Tourism Policy Guest Speaker: Kevin Costello – Visit Prince William County Watch video in Week 11 and answer the questions	Read Chapter 10	Case Study Chapter 10 Due by 1:30pm 11/4 Video Exercise Due by 1:30pm 11/4 Guest Lecture Notes Due by 5:00pm 11/4
Week 12	11	Devising the Food Tourism Product Guest Speaker: Jackie Franchi – Visit Fairfax	Read Chapter 12	Guest Lecture Notes Due by 5:00pm 11/1 There is no case study this week
Week 13	18	Group Projects		As assigned
Week 14	25	Thanksgiving – No class		
Week 15	Dec 2	Group Projects Review for Final Exam		As assigned Final Exam due at 11:59pm on December 5th

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

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>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Book Report Rubric

Grading Criteria (Maximum Points 25)	<u>Points Scored</u>
<u>INTEGRATION OF KNOWLEDGE</u> (5 points)	
<u>DEPTH OF DISCUSSION</u> (5 points)	
<u>COHESIVENESS</u> (5 points)	
<u>REFERNCES</u> (5 points)	
<u>SPELLING & GRAMMAR</u> (5 points)	

Group Project Rubric (20 Points)

Group Member Ratings (10 points)

Regular meeting attendance:

Poor	Below average	Average	Above average	Excellent
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Equity of contribution:

Poor	Below average	Average	Above average	Excellent
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Evidence of co-operative behavior and teamwork:

Poor	Below average	Average	Above average	Excellent
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Appropriate time and task management:

Poor	Below average	Average	Above average	Excellent
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Appropriate level of engagement with task:

Poor	Below average	Average	Above average	Excellent
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Presentation Ratings (10 points)

Logical sequence was followed:

Poor	Below average	Average	Above average	Excellent
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There was a clear focus on the essential issues:

Poor	Below average	Average	Above average	Excellent
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There was good use of relevant illustrative material (was it interesting):

Poor	Below average	Average	Above average	Excellent
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There was insight into wider issues (arguments developed):

Poor	Below average	Average	Above average	Excellent
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Creativity and presentation quality:

Poor	Below average	Average	Above average	Excellent
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