

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b> School of Urban and Regional Planning <b>College</b> Design and Social Inquiry		
<b>Current Course Prefix and Number</b> URP 6540	<b>Current Course Title</b> Introduction to Economic Development and Tourism		
<i>Syllabus must be attached for ANY changes to current course details. See <a href="#">Guidelines</a>. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
<b>Change title to:</b> Tourism and Economic Development  <b>Change prefix</b> From:                      To:  <b>Change course number</b> From:                      To:  <b>Change credits*</b> From:                      To:  <b>Change grading</b> From:                      To:  <small>*Review <a href="#">Provost Memorandum</a></small>		<b>Change description to:</b>   <b>Change prerequisites/minimum grades to:</b>   <b>Change corequisites to:</b>   <b>Change registration controls to:</b>   Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
<b>Effective Date</b> <small>(TERM &amp; YEAR)</small> Fall 2017	<b>Terminate course</b> <b>List final active term</b>		
<b>Faculty Contact/Email/Phone</b> Dr. Steven Bourassa/sbourassa@fau.edu/74279			
<b>Approved by</b> Department Chair <u>Steven C. Bourassa</u> <small>Digitally signed by Steven C. Bourassa          DN: cn=Steven C. Bourassa, o=Florida Atlantic University, ou=School of Urban and Regional Planning, email=sbourassa@fau.edu, c=US          Date: 2017.02.17 11:57:36 -0500</small>		<b>Date</b> 2/17/2017 _____ 2/18/17 _____ 2/20/17 _____ 3-29-2017 _____ 3-29-17 _____ _____ _____	
College Curriculum Chair <u>Diane Sherman</u> <small>Digitally signed by Diane Sherman          Date: 2017.02.18 14:33:14 -0500</small>			
College Dean <u>Wesley Hawkins</u> <small>Digitally signed by Wesley Hawkins          DN: cn=Wesley Hawkins, o=Florida Atlantic University, ou=School of Urban and Regional Planning, email=whawkins@fau.edu, c=US          Date: 2017.02.17 14:33:14 -0500</small>			
UGPC Chair <u>Wm R. McDaniel</u> <small>Digitally signed by Wm R. McDaniel          DN: cn=Wm R. McDaniel, o=Florida Atlantic University, ou=School of Urban and Regional Planning, email=wmrdaniel@fau.edu, c=US          Date: 2017.02.17 14:33:14 -0500</small>			
Graduate College Dean <u>[Signature]</u>			
UFS President      _____			
Provost      _____			

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.

## URP 6540: TOURISM AND ECONOMIC DEVELOPMENT

Florida Atlantic University

Spring 2017

---

**Course ID:** URP 6540

**CRN Number:** 36682

**Credit Hours:** 3.00

**Time:** 2:00-4:50PM

**Class Meets on:** Wednesdays

**Classroom:** GS111

**Class Website:** <http://bb.fau.edu>

**Instructor:** Jesse Saginor

**Office:** SO 284H

**Office Hours:** Wednesdays 4:50-7pm

**Email:** [jsaginor@fau.edu](mailto:jsaginor@fau.edu)

**Phone:** 561-297-4283

---

### COURSE DESCRIPTION

URP6540 highlights one segment of economic development that is largely problematic for most cities in terms of measurement and planning. Tourism can be beneficial as part of any economic development strategy, but it requires being able to measure the impact of tourism as it relates to economic development. This course weaves economic development strategy into tourism with a focus on the economics, measurement, and evaluation of tourism policies as they relate to economic development. In a state like Florida, tourism is a major driver of economic development and, similarly, economic development here is often geared towards tourism. This course discusses economic development policies related to general development such as hotels, restaurants, and retail to tourist attractions such as Disney, beaches, the Everglades. The purpose is to demonstrate how economic development and tourism are two intertwined policies. An underlying area of analysis will be looking at specific policies geared toward economic development through tourism at the city and regional level, with some discussion of existing state economic development incentives to strengthen tourism. We will discuss several good and bad examples of economic development and tourism policy, with course assignments, reading materials, and course discussion and lectures reinforcing several of the concepts.

This course has three primary objectives:

1. To foster and strengthen analytical skills as they relate to economic development and tourism in relation to existing and possible future policies.
2. To study and understand existing economic development policy and then identifying the best strategy or strategies to improve and/or enhance the role of tourism.
3. To better understand the quantitative and qualitative issues that often help or hinder the measurement of tourism as part of an economic development strategy.

This is a course that will require you to work hard and read often to gain familiarity with multiple approaches, concepts, methods, and policies. The reading assignments will be available through articles online in Blackboard and the book available for free online through the FAU Library.

These readings should be completed before class as they are required to prepare you to engage in class discussion and grasp complex concepts. The better prepared we are as a class, the more we can do above and beyond just merely lectures and move toward interactive classroom simulations that require everyone's participation. Education is not a passive endeavor; it is an active endeavor that requires all of us to be prepared. If I'm the only one prepared, the classroom becomes a lecture hall. If we are all prepared, then the classroom becomes a forum for active learning.

## **COURSE OBJECTIVE**

The course will satisfy and meet the following PAB (Planning Accreditation Board) criteria:

- An understanding of the social and spatial structure of urban and regional systems, local public finance, economics of development, and effects of globalization
- An understanding and knowledge of economic, social and political institutions across scale (local to global) and sector (public, private and nonprofit) that influence planning
- Methods that anticipate and envision future changes to society and the built environment
- The adoption, administration and implementation of plans and related policy
- Possession of various skills such as analytical writing skills, teamwork and collaboration skills, graphic skills, oral presentation skills, communication skills, critical thinking skills, qualitative research skills, and numerical reasoning and computation skills
- Capabilities to work with diverse communities, especially those consisting of disadvantaged groups

At the end of the course students should be able to:

- Understand the process of economic development and the role of tourism in a strategic economic development plan;
- Know the cost and benefit of various economic development strategies related to tourism;
- Create a professional development project proposal;
- Grasp the broad literature on economic development and tourism;
- Understand that local conditions and needs determine appropriate economic development strategies as they relate to tourism;
- Know basic concepts, statements, and programs in economic development financing for tourism-related objectives; and
- Understand how to measure and evaluate tourism in relation to measurable economic development outcomes.

## REQUIRED TEXT AND READINGS

**There is no perfect book for this class. With that in mind, the readings for this class will be available through two sources. One source is a book available online through the FAU Library. You will need to access this resource through the library and add it to your library folder.**

1. Vanhove, Norbert. (2011). *The Economics of Tourism Destinations*. Amsterdam: Routledge.

The reason for using this book is that it provides multiple methods on how to actually measure tourism, which is a huge issue as it relates to determining whether economic development by tourism is beneficial.

2. Online readings based on material posted in folders by week and topic.

These readings and exercises will be posted on Blackboard or assigned for you to read at least one week in advance. Periodically, other reading materials may be posted on Blackboard. Detailed reading assignments will be distributed throughout the semester and students are required to read all material before each class for discussion purposes.

## RECOMMENDED TEXT AND READINGS

The following is a list of recommended books from previous syllabi for this course as well as a few of my own additions:

Blakely, Edward J and Ted K. Bradshaw. 2009. *Planning Local Economic Development: Theory and Practice*. Sage Publications, 4<sup>th</sup> edition: Thousand Oaks, CA.

Bogart, William T. 1998. *The Economics of Cities and Suburbs*. Prentice Hall: Upper Saddle River, NJ.

DiPasquale, Denis and William C. Wheaton. 1996. *Urban Economics and Real Estate Markets*. Prentice Hall: Englewood Cliffs, NJ.

Fitzgerald, Joan, and Nancey Green Leigh. 2002. *Economic Revitalization: Cases and Strategies for City and Suburb*. Sage Publications, Inc.: Thousand Oaks, CA.

Ford, Larry R. 2003. *America's New Downtowns: Revitalization or Reinvention*. John Hopkins University Press: Baltimore, MD.

Grogan, Paul, and Tony Proscio. 2001. *Comeback Cities: A Blueprint for Urban Neighborhood Revival*. Basic Books.

Heilbrun, James. 1987. *Urban Economics and Public Policy*. St. Martin's Press: New York, NY.

Lyons, Thomas S. and Roger E. Hamlin. 2001. *Creating an Economic Development Action Plan: A Guide for Development Professionals*. Praeger Publishers.

Malizia, Emil E. and Edward J. Feser. 2000. *Understanding Local Economic Development*. Center for Urban Policy Research: New Brunswick, NJ.

Moore, Terry. Stuart Meck, and James Ebenhoh. 2006. *Economic Development Toolbox: A Practical Guide to Economic Development for Local Governments*. American Planning Association

Seidman, Karl. 2004. *Economic Development Finance*. Sage Publications, Inc.

Temali, Mihailo. 2002. *Community Economic Development Handbook: Strategies and Tools to Revitalize Your Neighborhood*. Field Stone Alliance

Von Hoffman, Alexander. 2004. *House by House, Block by Block: The Rebirth of America's Urban Neighborhoods*. Oxford University Press

#### **CLASS WEBSITE**

This class uses Blackboard at FAU to enhance the online learning experience of students. This class website contains materials related to the course and student grades so that you can stay apprised of your grades in the course. *Students are expected to check <http://bb.fau.edu> regularly for available class information. This class will use your FAU email address in communication, so please make sure your FAU email account is working properly.*

#### **ATTENDANCE POLICY**

It is the student's responsibility to come to class on time and maintain an excellent attendance and class participation record. Roll call will be taken for each class, not just to make sure that you are there, but it also enables me to put your face with your name. In case of serious medical illnesses, severe weather conditions, observed religious holidays, or serious family emergency events, which prevent the students from attending regular classes, appropriate official and/or third-party signed documentary proof is needed. For those who work part-time or full-time, no work-related excuses are acceptable without instructor's approval. Work-related excuses include but are not limited to: business trips, meetings and other related obligations. *Timely notice of the events, which restrict the student's capability to attend the classes, is appreciated before the classes. No after-the-fact excuses are acceptable except the aforementioned emergency events.*

It is the student's responsibility to obtain all class-related materials if he/she cannot make it to class due to approved excuses or emergency events.

### Additional Policies:

- **Turn off cell phones during class.** No text messaging or reading email during class. If your phone rings, I get to answer it and inform whoever is calling of the classroom policies.
- Laptops are **NOT** allowed.
- Arrive on time and stay for the entire class.

### **EVALUATION AND GRADING**

Your coursework consists of a combination of a midterm exam, three assignments which build on one another, a final exam, and active class participation. The components of your final grade are as follows:

Assignment 1 (25%)

Assignment 2 (25%)

Assignment 3 (25%)

Final Presentation (15%)

Active Class Participation (10%)

#### ***Assignments and Presentations (3 assignments at 25% each and a presentation at 15%)***

Throughout the term, you will have a series of written assignments revolving around proposing and analyzing an economic development strategy related specifically to tourism. A final presentation will outline the recommended strategy. Students should be familiar with Microsoft Excel, PowerPoint, and Word in order to complete the assignments. Detailed guidelines about each assignment will be posted on Blackboard at least three weeks before the due date. Additionally, my assignments are not assignments that can easily be done at the last minute; they often require some planning ahead because data needed are not always easily available.

#### ***Active Class Participation (10%)***

**Students should come to class on time, stay in class, and actively participate in class discussion and exercises.** The participation includes, but is not limited to: general discussion, critical questions, ungraded in-class exercises, and other class activities. Be proactive when you learn. Respect each other and tolerate differences. Off-topic discussions are not allowed in class. Attendance will be administered in each class. Pop quizzes may be administered intermittently throughout the semester to ensure you are keeping up with the course materials. These quizzes can be administered on any day the class meets, and will require you to answer very straightforward questions from the course materials covered from previous classes or the current class.

The best and only way to participate actively in class is to be in class and speak. Attendance is not enough to secure an excellent participation grade. If I were to stand silently in front of the room for the entire semester, what impression would you have about me, beyond the fact that it would be really weird and probably awkward after a certain amount of silence? Additionally, the best way to participate is not to just show up and talk, but to do the readings in advance so that we can have meaningful discussions in class. We can learn through educated conversation in a seminar-type format or we can learn through me lecturing; the difference largely rests with

you and how well you are prepared to discuss the assigned readings at the beginning of each class.

**Late Policy:**

Success in this course depends on the timely completion of the course assignments. As such, the late policy for this class is very simple: **late = 0**. If you have a medical or personal issue that prevents you from submitting your assignments on time, please let me know **immediately**. In the absence of an approved excuse, the late policy will stand. My telephone number, e-mail address, and office hours are included at the top of this syllabus. Be certain to use them. **A planning major is required to have at least a C as a satisfactory grade for this course.**

**Attendance Policy:**

**If you miss three classes without a university-approved absence, your resulting grade will be an "F".**

## **Grading Structure:**

**A = 94-100 (4.00); A- = 90-93 (3.67)**

An "A" signifies an exceptional clear and creative grasp of the concepts of the course with demonstrated ability to apply this knowledge to specific problem situations. It also means that the student has actively participated in class activities and has completed all material in a professional and timely manner. The material indicates that the student spent extra time, personal energy, and critical reflection in an effort to demonstrate exceptional work. The student's work exemplifies excellent attention to detail in both content and form, is cited properly, and demonstrates a solid analytical understanding of the course material and the ability to synthesize that knowledge through assigned work.

**B+ = 87-89 (3.33); B = 84-86 (3.00); B- = 80-83 (2.67)**

A "B" signifies a solid understanding of the major concepts of the course and the ability to apply those concepts. It also means that the student's effort and class participation have exceeded the minimal basic requirements for the course. All assignments were judged to be solid in content and were completed in a timely manner.

**C+ = 77-79 (2.33); C = 74-76 (2.00); C- = 70-73 (1.67)**

A "C" signifies a satisfactory understanding and application of the concepts of the course as well as minimal participation in class activities. It also indicates that the student completed the appropriate assignments that satisfied the basic course requirements.

**D+ = 67-69 (1.33); D = 64-66 (1.00); D- = 60-63 (0.67)**

A "D" signifies a below average demonstration and application of the concepts of the course and/or inadequate preparation in class activities. It may also indicate that assignments were not completed in a satisfactory or timely manner.

**F = less than 60 (0.00) (undergraduate students)**

**F = less than 70 (0.00) (graduate students)**

An "F" signifies that the student has not demonstrated adequate understanding or application of the course material. It may also indicate that the student has not met the attendance or assignment requirements.



## **PLAGIARISM POLICY AND CODE OF ACADEMIC INTEGRITY**

Plagiarism, or any other form of cheating, will not be permitted or tolerated. Anyone who commits such acts bears the risks of serious punishment. All students will be held responsible for following and abiding by the University's policy on plagiarism and academic integrity. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility.

The FAU Code of Academic Integrity requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitute academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Code of Academic Integrity, see University Regulation 4.001 at

[http://www.fau.edu/regulations/chapter4/4.001 Code of Academic Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001%20Code%20of%20Academic%20Integrity.pdf)

## **SCHEDULE CHANGE POLICY**

The School of Urban and Regional Planning strictly adheres to University Policies, procedures, and deadlines regarding student schedule changes. It is the sole responsibility of the student to meet all deadlines in regard to adding, dropping, or changing the status of a course. Only in exceptional cases will a deadline be waived.

## **DISABILITY POLICY AND SPECIAL ACCOMMODATIONS**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodation due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585)—and follow all SAS procedures.

## Tentative Course Outline

Last updated on 11/15/2016

Date	Class Description & Activities	Deliverables
1/11/17	Introduction to the course/expectations/assignments	Read syllabus, online folder
1/18/17	NO CLASS – MLK, Jr. DAY	
1/25/17	Economic Characteristics of the Tourism Sector; Economic Development in Florida	Vanhove, Ch. 1 Read online folder
2/1/17	The Measurement of Tourism	Vanhove, Ch. 2 Read online folder
2/8/17	Tourism Demand	Vanhove, Ch. 3 Read online folder
2/15/17	Tourism Supply	Vanhove, Ch. 4 Read online folder
2/22/17	Pricing and Taxation	Vanhove, Ch. 5 Read online folder <b>Assignment 1 Due</b>
3/1/17	Competition and the Tourism Destination	Vanhove, Ch. 6 Read online folder
3/8/17	NO CLASS – SPRING BREAK	
3/15/17	Forecasting Tourism Demand	Vanhove, Ch. 7 Read online folder
3/22/17	The Economic Impact of Tourism	Vanhove, Ch. 8 Read online folder
3/29/17	Micro- and Macro-Evaluation of Projects in the Tourism and Hospitality Industry	Vanhove, Ch. 9 Read online folder <b>Assignment 2 Due</b>
4/5/17	Putting it all together; How to Write an Executive Summary; How to Present	Vanhove, Ch. 10 Read online folder Read online folder
4/12/17	Examples of Economic Development and Tourism	Read online folder
4/19/17	Your turn →→→→→→→→→→→→→→→→	<b>Presentations</b>
4/26/17	NO CLASS – READING DAY	
5/3/17	Final Exam	<b>Assignment 3 Due</b>