

Sample syllabus
Note that this syllabus is
from an earlier semester.
The current
syllabus
may differ in
all areas except
the course
description and course
objectives.

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

TOUR 210-Global Understanding through Travel and Tourism

Spring 2006

Day/Time: Wednesday 4:30 pm – 7:10 pm Location: Krug Hall 5
Professor: John F. Byrne E-mail Address: jbyrne4@gmu.edu
Phone Number: 703 993-2057 Office Hours: by appointment

Prerequisite: None

Fulfills baccalaureate degree Global Understanding requirement. See page 6 of this Syllabus

Course Description

Examines tourism as a global industry and human activity that promotes and facilitates understanding of historical and cultural values, and of international institutions that characterize the broader global system.

Course Objectives

This course stresses the interconnectedness, difference and diversity that are central to understanding and operating in a global society. At the completion of this course students should be able to:

1. Discuss the impact of tourism on the global economy and other peripheral areas (e.g. developing nations).
2. Analyze significant global tourism issues and demonstrate an awareness of how these issues are perceived and dealt with in different cultural and historical traditions.
3. Describe the ways in which tourism contributes to appreciation of cultural heritage and the international foundations of American society.
4. Discuss the social impacts of global tourism, including acculturation, religious tolerance, and political awareness.
5. Discuss the role of international tourism in promoting world peace.
6. Design an international travel itinerary that would allow a tourist to learn about another country.
7. Visit other countries with an improved sense of host/guest relations and with greater appreciation for the opportunities to expand learning about the world cultures.

Required Course Materials

Refer to Reading List to determine which articles to read and WEB sites to visit for specific classes.

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Evaluation

This Week in the World Presentation & Report	10%
Quizzes & Homework	10%
Armchair Travel Journal Report	10%
Mid-Term Exam	25%
Semester Project International Travel Plan Presentation & Report	15%
Final Exam	30%
	100%

Grades

Grades for the course will be assigned based on numerical averages in accordance with the assignment weights stated above.

Letter grades will be calculated using the following scale:

A+	98%-100%	A	93% -97%	A-	90%-92%
B+	87%-89%	B	83%-86%	B-	80%-82%
C+	77%-79%	C	73%-76%	C-	70%-72%
		D	60%-69%	F	59% and below

Assignments

Your work is due in class on the due date. Please hand your assignments directly to me.

Participation & Homework

This course will be valuable to you only if you actively participate by reading, thinking, and joining in class discussions and activities. I strongly encourage your attendance in class, your participation in in-class activities and discussions, and the timely completion of homework and assignments.

Exams

If an exam is not completed with the class on the assigned date, you must have a documented excused absence in order to take a makeup exam. Makeup exams must be arranged by you and should be taken no later than one week after the regularly scheduled exam.

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Academic Integrity

George Mason University shares in the honor system, which has been a tradition in Virginia since 1842. Scholastic dishonesty (when a student cheats, attempts to cheat, or plagiarizes) destroys that trust and is a violation of the Honor Code. Anyone who cheats or plagiarizes will not receive a grade for that assignment or examination, and will be reported to Honor Committee. I encourage students to participate in study groups, use tutors, or conduct research on the Internet as needed. The work you submit must be your own work; you must not submit the work of others as if it were your own. Basically, I am looking for you to show me what you know and give credit to others where credit is due. Please do not forget all assignments and reports should include the appropriate citations for published documents and other information sources used. This includes any and all interviews, correspondence, and materials from the Internet. When in doubt, cite your source.



- ❖ HONOR CODE: All students are held to the standards of the George Mason University Honor Code. For specifics see www.gmu.edu/catalog/apolicies/honor.html.
- ❖ CELLULAR PHONES: University policy states that all sound emitting devices shall be turned off during class unless otherwise authorized by the professor.
- ❖ STUDENTS WITH DISABILITIES: Students having documentation on file with the Disability Support Services Office should bring this to the attention of the professor.
- ❖ ANNOUNCEMENTS: See www.rht.gmu.edu/news/index.htm.

General Education at George Mason University



The General Education Mission

The mission of George Mason University's General Education Program is to educate, liberate, and broaden the mind, and to instill lifelong love of learning. In conjunction with each student's major program of study and other electives, minors, or certificates, this program seeks to produce graduates with intellectual vision, creative abilities, and moral sensibility, as well as the skills to assure a well-rounded and useable education.

The General Education Program seeks four specific goals:

1. General education courses should first ensure that all undergraduates develop skills in information gathering, written and oral communication, and analytical and quantitative reasoning.
2. General education courses should expose students to the development of knowledge by emphasizing major domains of thought and methods of inquiry.
3. General education courses should enable students to attain a breadth of knowledge that supports their specializations and contributes to their education in both personal and professional ways.
4. General education courses should encourage students to make important connections across boundaries (for example: among disciplines; between the university and the external world; between the United States and other countries).

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Course Topics

1. History of Tourism & Introduction to the Global Tourism System
2. Economic Impacts of Global Tourism
3. Tourism Employment
4. Culture and Tourism
5. Tourism and Terrorism
6. Peace through Tourism
7. Volunteer Tourism
8. Backpacking, Hostelling and Independent Travel
9. Sustainable Tourism & Eco-tourism
10. International Travel Plan

Course Schedule

The Schedule may be changed to properly cover Course Topics, to suit schedules of Guest Speakers, because of weather, or for other reasons. Notification of any changes will be reported in class.

DATE	AGENDA
January 25	Course Introduction
	Project Teams and Assignments
February 1	1. History of Tourism & Introduction to the Global Tourism System This Week in the World presentation Cannibal Tours Part 1 (subsequent parts during next three classes) **See Reading List**
	Writing Center – Guest Speaker
February 8	2. Economic Impacts of Global Tourism This Week in the World presentation **See Reading List**
	3. Tourism Employment
February 15	This Week in the World presentation **See Reading List**

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DATE	AGENDA
February 22	4. Culture & Tourism Study Abroad - Center for Global Education, GMU – Guest Speaker This Week in the World student presentation **See Reading List**
March 1	Mid-Term Exam Armchair Travel Journal report due
March 8	5. Tourism, Terrorism and Natural Disasters This Week in the World student presentation 2d Video Part 1 (subsequent parts during next three classes) **See Reading List**
March 15	Spring Break
March 22	6. Peace through Tourism This Week in the World student presentation **See Reading List**
March 29	7. Volunteer Tourism Peace Corps – Guest Speaker This Week in the World student presentation **See Reading List**
April 5	8. Backpacking, Hostelling and Independent Travel This Week in the World student presentation **See Reading List**
April 12	9. Sustainable Tourism & Eco-tourism This Week in the World student presentation **See Reading List**
April 19	10. International Travel Plan Semester Project Student presentation & Report due As scheduled
April 26	10. International Travel Plan Semester Project Student presentation & Report due As scheduled

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DATE	AGENDA
May 3	10. International Travel Plan Semester Project Student presentation & Report due As scheduled
May 10	Final Exam

Global Understanding goal

Courses examine some of the principal global issues and concerns that shape our world today. After completing a course from this category, students will be able to identify the causes and consequences of change in significant global issues. While some courses may deal with a specific global problem, institution, or issue, others may focus on a specific area or region outside the contemporary Western world by incorporating specific comparisons of several cultures. All courses in this category help students develop an understanding of global issues as well as an awareness of how these issues are perceived and dealt with in different cultural and historical traditions and, where relevant, by different formal and informal institutions throughout the world. These courses stress the interconnectedness, difference, and diversity that are central to understanding and operating in a global society.

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Reading List

1. History of Tourism & Introduction to the Global Tourism System

- Horne, Donald. 1992. "Home thoughts from the carousel." The Intelligent Tourist, pp. 3-11. McMahons Point, NSW: Margaret Gee Publishing.
- Horne, Donald. 1992. "Inventing Victoria Falls." The Intelligent Tourist, pp. 15-22. McMahons Point, NSW: Margaret Gee Publishing.
- Horne, Donald. 1992. "Magic Agendas." The Intelligent Tourist, pp. 23-40. McMahons Point, NSW: Margaret Gee Publishing.

2. Economic Impacts of Global Tourism

- Burns, Peter and Holden, Andrew. 1995. "Economic impacts of tourism." Tourism: A New Perspective, pp. 136-150. London: Prentice Hall.
- Gabbay, Rony and Ghosh, Robin. 1998. "Tourism in the Seychelles." In Tourism and Development: Economic, Social, Political and Environmental Issues, pp. 137-163, edited by Clement A. Tisdale and Kartik C. Roy. Commack, NY: Nova Science Publishers, Inc.
- Pi-Syner, Oriol, Thomas, R. Brooke, and Daltabuit, Magali. 2001. "Tourism on the Maya Periphery." In Hosts and Guests Revisited: Tourism Issues of the 21st Century, pp. 122-140, edited by Valene L. Smith and Maryann Brent. New York: Cognizant Communication Corporation.

3. Tourism Employment

- Burns, Peter and Holden, Andrew. 1995. "Globalisation, the North-South debate and tourism employment." Tourism: A New Perspective, pp. 74-104. London: Prentice Hall.
- Cukier, Judith. "Tourism employment in Bali: trends and implications." In Tourism and Indigenous Peoples, pp. 49-72, edited by Richard Butler and Thomas Hinch. London: International Thompson Business Press.
- Van Broeck, Anne Marie. 2001. "Pamukkale: Turkish Homestay Tourism." In Hosts and Guests Revisited: Tourism Issues of the 21st Century, pp. 161-174, edited by Valene L. Smith and Maryann Brent. New York: Cognizant Communication Corporation.

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4. Culture & Tourism

- Burns, Peter and Holden, Andrew. 1995. "Social and cultural issues of tourism." Tourism: A New Perspective, pp. 112-130. London: Prentice Hall.
- Shackley, Myra. 1999. "Managing cultural impacts of religious tourism in the Himalayas, Tibet and Nepal." In Tourism and Cultural Conflicts, pp. 95-110, edited by Mike Robinson and Pricilla Boniface. New York: CAB International.
- Horne, Donald. 1992. "The National Tourist Showcase." The Intelligent Tourist, pp. 264-286. McMahons Point, NSW: Margaret Gee Publishing.
- Cultural Tourism. Pilot projects in the world. July 13, 2005. UNESCO. 11 January 2006. Use Cultural Tourism tab of <<http://portal.unesco.org/culture/>>.
- Familiarization with website. "Center for Global Education." 12 Jul 2005. George Mason University. 11 January 2006. <<http://globaled.gmu.edu/>>.

5. Tourism, Terrorism and Natural Disasters

- Smith, V. (2001). "Hostility and Tourism: War and Hospitality." In V. L. Smith & M. Brent (Eds.) Hosts and Guests Revisited: Tourism Issues of the 21st Century, (pp. 367-379). New York: Cognizant Communication Corporation.
- "Bali Tourism to Fight Back". 5 October 2005. World Tourism Organization . 11 January 2006. < http://www.world /Releases/2005/october/bali_tourism.htm >.
- "The Indian Ocean Tsunami: what are the economic consequences?" 30 Dec 2004. Overseas Development Institute. 11 January 2006. <<http://www.odi.org.uk/tsunami.html>>.
- "Asia can absorb tsunami effect: Report." 12 Aug 2005. Rediff.com India Ltd. 11 January 2006. <<http://inwww.rediff.com/money/2005/jan/13tsunami.htm>>
- Familiarization with website. U.N Office of the Special Envoy for Tsunami Recovery 2005. 11 January 2006. < <http://www.tsunamispecialenvoy.org> >.

6. Peace through Tourism

- Burnham, Bonnie. 2000. "Peace through Tourism." Archaeology.
- Tomljenovic, Renata, and Faulkner, Bill. 2001. "Tourism and World Peace: A Conundrum for the Twenty-first Century." In B. Faulkner, G. Moscardo, & E. Laws (Eds.), Tourism in the Twenty-first Century: Reflections on Experience (pp. 18-33). London & New York: Continuum.
- Var, Turgut and Ap, John. (1998). "Tourism and world peace." In W.F. Theobald (Ed.) Global Tourism, 2nd edition, (pp. 44-57). Oxford: Butterworth Heinemann.
- Familiarization with web site. International Institute for Peace Through Tourism. 27 Jul 2005. International Institute for Peace Through Tourism. 11 January 2006. <<http://www.iipt.org/>>.

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7. Volunteer Tourism

Wearing, Stephen. (2001). "Introduction." In S. Wearing, Volunteer Tourism: Experiences that Make a Difference, (pp. 1-21). New York: CABI Publishing.

Familiarization with web site. Peace Corps. 11 January 2006.
<<http://www.peacecorps.gov/>>.

8. Backpacking, Hostelng & Independent Travel

"Hostelling International USA." (2005). American Youth Hostels, Inc. January 11, 2006. <<http://www.hiusa.org/>>.

"Global Code of Ethics for Tourism." Set of principles. 11 Mar 2005. World Tourism Organization 11 January 2006 <http://www.world-tourism.org/code_ethics/eng/principles.htm>.

9. Sustainable Tourism & Eco-tourism

Weaver, D. (2001). "Sustainable Tourism: Is it sustainable?" In B. Faulkner, G. Moscardo, & E. Laws (Eds.), Tourism in the Twenty-first Century: Reflections on Experience (pp. 300-311). London & New York: Continuum.

Familiarization with website. The International Ecotourism Society. 11 January 2006.
<<http://www.ecotourism.org/>>.

Armchair Travel Journal

This is an individual project.

Find SIX (6) ARTICLES from hard news media sources which relate directly to this course. For each article write a TWO (2) PARAGRAPH SYNOPSIS about that current article, expose', or program which illustrates, or is specific about, an international tourism issue which relates directly to a Course Topic (see 1 – 9 on page 4).

Keep you eyes and ears open to what global tourism issues/topics and which locations are making it into the current media. Where do you see concepts and issues from this course discussed in the media?

- Look in the newspapers.
- Look in magazines.
- Look on the Internet.
- Look on television.

Be sure to use hard news sources.

Discussions about travel and promotion of tourism can be found all over the media:

- a discount tour to here;
- a cheap airfare to there.

Hints about the best kept travel secrets everywhere:

- Where is everyone going?
- Why are they going there?
- Who is getting what out of this mass movement of people out of their homes and across international borders?

Be sure that *each* media selection relates to a *different* Course Topic.

The REPORT on the six (6) articles should be typewritten, in 12 point, using Times New Roman font, with one (1) inch margins, and all citations of materials/sources used.

Your Report is due **Wednesday, March 1, 2006**

This Week in the World Presentation

This is a combination team and individual project.

The coordination for the PRESENTATION, and the PRESENTATION itself, will be a team project. The work you do for the PRESENTATION and the REPORT you prepare and submit will be an individual project.

1. Join a *This Week in the World* group for a Course Topic (see 1 – 9 on page 4) and PRESENTATION date.
2. Immediately meet with your *This Week in the World* group,
 - Select a partner,
 - Plan your strategy,
 - Exchange names, e-mail addresses, phone numbers and contact info
 - Select a group coordinator
 - Schedule a ‘pre-presentation’ meeting for at least one week before your PRESENTATION date.
3. You and your partner find TWO ARTICLES, EXPOSÉS, OR PROGRAMS that illustrate your COURSE TOPIC for the week you are scheduled.

Where do you see articles, exposés, or programs from the COURSE TOPIC discussed in the media?

- Look in the newspapers.
- Look in magazines.
- Look on the Internet.
- Look on television.

Discussions about international travel and tourism can be found all over the media.

- Where is everyone going?
- Why are they going there?
- Who is getting what out of this mass movement of people out of their homes and across international borders?

Do not reiterate an article used in your Armchair Travel Journal.

4. Attend your group’s ‘pre-presentation’ meeting to:
 - make sure there are no duplications for the articles each pair in the group intends to discuss with the class,
 - that all articles relate to the course topic for that week and
 - to plan out how your discussion will be organized.

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5. On your discussion date, your *This Week in the World* group will have about 15 minutes in front of the class.

PRESENT YOUR ARTICLES, EXPOSÉS, AND PROGRAMS TO THE CLASS. You may want to:

- Prepare a few PowerPoint slides which give the highlight the articles exposés, and programs.
- Lead a class discussion about the connection between your articles exposés, and programs and the COURSE TOPIC.
- Ask questions.
- Present additional material.
- Encourage debate.
- Play a game.
- Be creative.
- Make it fun!

All members of your team must participate in preparation and PRESENTATION.

At the end of your discussion each member of your group must pass in a one page REPORT articulating how the media selection you presented relates to or illustrates the COURSE TOPIC for the day.

Include at the end of this REPORT (on the back side) indicate the grade you would give yourself and the other members of your group.

The COURSE TOPIC you have selected is _____

Your PRESENTATION is scheduled, and its REPORT is due: _____

Topic and Due date are selected at the February 1 class.

International Travel Plan

SEMESTER PROJECT

This is a team project.

I. **Team* up** with four other classmates to make a five-person TRAVEL TEAM.

Select a FOREIGN COUNTRY* upon which to focus your project. You may select almost any country. No two teams may select the same country so consider a second and third choice country to visit.

* Make sure no one on your team has lived in, or visited, this country.

II. Select a CATEGORY OF FOREIGN TRAVEL for your trip. These categories are offered:

Heritage and Cultural Tourism

1. Museums, art or music
2. History, battlefields or religion
3. Study - attend college for a semester or year abroad, perform research

Entertainment, Sports and Recreation Tourism

4. Hostelling, B&B or backpacking
5. Hotels or guided tours
6. Sun, sand or surf

Environmental Tourism

7. Natural areas

Volunteering

8. Short stay (2 +/- weeks) or long-stay (2 +/- years)

III. RESEARCH the country using primary and secondary sources including at least one interview.

- Use organizations that support the category of foreign travel you are planning.
- Call the foreign country's embassy and the US State Department.
- Search the internet.
- Find history, culture, art, politics, travel, etc., books in the library.
- Talk to people who know the country or who have made a trip similar to the one you are planning.

One of your interviews should be with someone at the foreign country's embassy or the US State Department. Interviews can be conducted in person, by telephone, by e-mail, or by letter.

Find out:

- What the US State Department has to say. Visit <http://www.travel.state.gov/> - look at the Consular Information Sheets (tab on left-hand side of home page) for the country you have chosen to visit.
- Do you have a Passport?
 - Is it current?
 - If not, how will you get one?

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- Will you need a Visa?
 - If so, how and where will you go to get one?
- Is there a fee to enter &/or leave the country?
- What should you expect?
- How should you prepare?
- What should you know in terms of do's, taboos, and cultural differences?
- What should you bring?

IV. Give a PRESENTATION of your trip to the class.

- Create a PowerPoint PRESENTATION.
- You can use props, pictures, maps, brochures, or sound.
- In addition to PowerPoint use whatever media it takes to educate and engage the class.

In your team's presentation:

- Discuss
 - How you prepared for your trip
 - How you will get around
 - Where you will stay
- Present your itinerary
- Discuss what you will actually do
This will be the heart of your presentation and will reflect the category of foreign travel for your trip.
- Discuss how your trip should enable you to:
 - Learn about the country's cultural heritage
 - Learn about the way of life of its residents
 - Learn about the natural resources of the country
 - Contribute to world peace
- Estimate how much the trip will cost.

You will have 20 minutes for your PRESENTATION.

V. Prepare and submit a REPORT on your International Travel Plan. Cite your sources. Use up to eight typewritten pages. Pass in your REPORT at your PRESENTATION.

All members of your team are expected to participate equally in doing the RESEARCH, preparing the REPORT and making the PRESENTATION to the class. On your final exam I will ask you to evaluate your own and each of your teammates' participation in the Semester Project, and ask you to allocate credit for the work done.

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My TRAVEL TEAM is:

Select and identify a COORDINATOR.

The COUNTRY we are visiting is:

The CATEGORY OF FOREIGN TRAVEL is:

The PRESENTATION is scheduled, and the REPORT is due:

Wednesday, April 19

Wednesday, April 26

Wednesday, May 3

Presentation and Report due date will be selected at the February 1 class.

