

**GEORGE MASON UNIVERSITY**  
**School of Recreation, Health, and Tourism**  
**TOUR 210-Global Understanding of Travel and Tourism**

**Spring 2010**

Day/Time:	Monday - 4:30 pm – 7:10 pm	Location:	Occoquan Bldg 302
Professor:	John F. Byrne	E-mail Address:	jbyrne4@gmu.edu
Phone Number:	Please use e-mail	Office Hours:	by appointment

Prerequisite: None.

Fulfills baccalaureate degree Global Understanding requirement. See page 3 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](http://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](http://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.

<b>DATE</b>	<b>AGENDA</b>
Jan 25	Course Introduction
	Project Teams and Assignments
Feb 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**
Feb 8	2. Economic Impacts of Global Tourism This Week in the World presentation **See Reading List** Writing Center
Feb 15	3. Tourism Employment This Week in the World presentation **See Reading List**

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DATE	AGENDA
Feb 22	Study Abroad – Center for Global Education, GMU – Guest Speaker 4. Culture & Tourism This Week in the World student presentation **See Reading List**
Mar 1	Mid-Term Exam Armchair Travel Journal report due
Mar 8	No class – Spring break
Mar 15	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**
Mar 22	Peace Corps – Guest Speaker 6. Peace through Tourism This Week in the World student presentation **See Reading List**
Mar 29	7. Volunteer Tourism This Week in the World student presentation **See Reading List**
Apr 5	8. Backpacking, Hostelling and Independent Travel This Week in the World student presentation **See Reading List**
Apr 12	9. Sustainable Tourism & Eco-tourism This Week in the World student presentation **See Reading List**
Apr 19	10. International Travel Plan Semester Project Student presentation & Report due As scheduled
Apr 26	10. International Travel Plan Semester Project Student presentation & Report due As scheduled

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DATE	AGENDA
	10. International Travel Plan Semester Project
May 3	Student presentation & Report due As scheduled Review for final exam
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.

### Reading List

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

Horne, Donald. “[Home thoughts from the carousel.](#)” *The Intelligent Tourist*. McMahons Point, NSW: Margaret Gee Publishing. 1992. 3-11.

Perrottet, Tony. “[The Once and Future Tourist Trail.](#)” *Route 66 A.D.* New York, NY: Random House. 2002. 20–23. 20–23.

Casson, Lionel. “[Sightseeing.](#)” *Travel in the Ancient World*. Toronto, Canada: Hakkert. 1974. 262-291.

The Grand Tour | Special Topics Page | Timeline of Art History. Metropolitan Museum of Art. 31 Dec 2009. <[http://www.metmuseum.org/toah/hd/grtr/hd\\_grtr.htm](http://www.metmuseum.org/toah/hd/grtr/hd_grtr.htm)>

Italy on the Grand Tour, Exhibits Overview, Experience the Grand Tour. J. Paul Getty Trust. 28 Nov 2009. <[http://www.getty.edu/art/exhibitions/grand\\_tour/what.html](http://www.getty.edu/art/exhibitions/grand_tour/what.html)>

Familiarization with website. “[Center for Global Education.](#)” George Mason University. 31 Dec 2009. <<http://gloaled.gmu.edu/>>

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### 2. Economic Impacts of Global Tourism

Burns, Peter and Andrew Holden. “[Economic impacts of tourism.](#)” *Tourism: A New Perspective*. London: Prentice Hall, 1995. 136-150.

Pi-Syner, Oriol, Thomas R. Brooke, and Magali Daltabuit. “[Tourism on the Maya Periphery.](#)” *Hosts and Guests Revisited: Tourism Issues of the 21<sup>st</sup> Century*. Ed. Valene L. Smith and Maryann Brent. New York: Cognizant Communication Corporation, 2001. 122-140.

“[Town Asks Kung Fu Monks for Tourism Blessings.](#)” *New York Times* Jan 2, 2009.  
<<http://www.nytimes.com/2009/01/02/world/asia/02shaolin.html?partner=rss&emc=rss>>

Familiarization with website. Pro-Poor Tourism. 31 Dec 2009.  
<<http://www.propoortourism.org.uk/>>

### 3. Tourism Employment

[The Winds of Change.](#) World Travel and Tourism Council. 31 Dec 2009.  
<[http://www.wttc.org/bin/pdf/original\\_pdf\\_file/exec\\_summary\\_final.pdf](http://www.wttc.org/bin/pdf/original_pdf_file/exec_summary_final.pdf)>

“[Update of Monthly Tourism Indicators.](#)” World Tourism and Travel Council. 31 Dec 2009. <[http://www.wttc.org/bin/file/original\\_file/monthlyupdate\\_dec2009.ppt](http://www.wttc.org/bin/file/original_file/monthlyupdate_dec2009.ppt)>

“[Roadmap for Recovery.](#)” World Tourism Organization. 31 Dec 2009.  
<[http://www.unwto.org/media/mag/en/pdf/wtonews2009\\_3.pdf](http://www.unwto.org/media/mag/en/pdf/wtonews2009_3.pdf)>

Van Broeck, Anne Marie. 2001. “[Pamukkale: Turkish Homestay Tourism.](#)” In *Hosts and Guests Revisited: Tourism Issues of the 21<sup>st</sup> Century*, pp. 161-174, edited by Valene L. Smith and Maryann Brent. New York: Cognizant Communication Corporation.

### 4. Culture & Tourism

Tourism Fact Sheets. “[The Social and Cultural impacts of Tourism.](#)” Town of Gawler. 31 Dec 2009.  
<[http://www.gawler.sa.gov.au/webdata/resources/files/5\\_Gawler\\_Impacts\\_Tourism.PDF](http://www.gawler.sa.gov.au/webdata/resources/files/5_Gawler_Impacts_Tourism.PDF)>

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. *Cultural and Eco-tourism in the Mountainous Regions of Central Asia and in the Himalayas*. UNESCO. 31 Dec 2009.  
<[http://portal.unesco.org/culture/en/ev.php-URL\\_ID=1392&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/culture/en/ev.php-URL_ID=1392&URL_DO=DO_TOPIC&URL_SECTION=201.html)>

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### 5. Tourism, Terrorism and Natural Disasters

- “Mumbai under attack. 28 Nov 2008 The Boston Globe. 31 Dec 2009.  
<[http://www.boston.com/bigpicture/2008/11/mumbai\\_under\\_attack.html](http://www.boston.com/bigpicture/2008/11/mumbai_under_attack.html)>
- “The Indian Ocean Tsunami: what are the economic consequences?” 30 Dec 2004.  
Overseas Development Institute. 31 Dec 2009.  
<<http://www.odi.org.uk/tsunami.html>>
- “Mexico's Yucatan peninsula weathers Hurricane Dean's fury.” 22 Aug 2007. The Los Angeles Times. 31 Dec 2009. <<http://travel.latimes.com/articles/la-travel-hurricane-dean-hits-mexico-22aug07>>

### 6. Peace through Tourism

- Newsletter December 2009. International Institute of Peace through Tourism. 31 Dec 2009. <<http://www.iipt.org/newsletter/2009/december.html>>
- Tomljenovic, Renata, and Faulkner, Bill. 2001. “Tourism and World Peace: A Conundrum for the Twenty-first Century.” (pp 135-158).
- Var, Turgut and Ap, John. (1998). “Tourism and world peace.” In W.F. Theobald (Ed.) Global Tourism, 2<sup>nd</sup> edition, (pp. 44-57). Oxford: Butterworth Heinemann.
- Familiarization with web site. International Institute for Peace through Tourism. 31 Dec 2009. <<http://www.iipt.org/>>

### 7. Volunteer Tourism

- Familiarization with web site. Peace Corps. 31 Dec 2009 <<http://www.peacecorps.gov/>>
- McGehee, Nancy. “Volunteer Tourism: Sustainable Innovation in Tourism, or just ‘Pettin’ the Critters’?” Best Education Network. 31 Dec 2009.  
<<http://www.besteducationnetwork.org/tvii/pdf/McGehee.pdf>>
- Familiarization with web site. Global Volunteers. 31 Dec 2009  
<<http://www.globalvolunteers.org/?gclid=CMrb8Jvp3pcCFQECGgod3AoxCg>>
- Familiarization with web site. Cross Cultural Solutions. 31 Dec 2009.  
<<http://www.crossculturalsolutions.org>>

### 8. Backpacking, Hostelling & Independent Travel

- “Hostelling International USA.” (2005). American Youth Hostels, Inc. 31 Dec 2009.  
<<http://www.hiusa.org/>>
- “Global Code of Ethics for Tourism.” Set of principles. 11 Mar 2005. World Tourism Organization. 31 Dec 2009. <[http://www.world-tourism.org/code\\_ethics/eng/principles.htm](http://www.world-tourism.org/code_ethics/eng/principles.htm)> Click on each principle for details.



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### 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.
- Dowling, Ross and David Fennell. 2003. “[The Context of Ecotourism Policy and Planning.](#)” In *Ecotourism Policy and Planning*. pp. 1 - 14 edited by Fennell, David and Ross Dowling (Eds.). Cambridge, MA: CABI Publishing.
- Brown Frances. “[Environmental impacts.](#)” *Tourism Reassessed: Blight or Blessing?* Woburn, MA: Butterworth-Heinemann. 1998. 45 – 54.
- Sustainable Consumption and Production Branch UNEP. 26 Dec 2008.  
<<http://www.uneptie.org/pc/tourism/sust-tourism/>> See referenced WEB site:  
Familiarization with: Sustainable Coastal Tourism - An integrated planning and management approach. 31 Dec 2009.  
<<http://www.uneptie.org/shared/publications/pdf/DTIx1091xPA-SustainableCoastalTourism-Planning.pdf>>
- Familiarization with: Building Nepal's Private Sector Capacity for Sustainable Tourism Operations: A collection of Best Practices and Resulting Business Benefits . UNEP. 2008. 31 Dec 2009.  
<<http://www.unep.fr/shared/publications/pdf/DTIx1060xPA-MASTNepal.pdf>>
- Familiarization with: Tourism and Mountains: A practical guide to managing the social and environmental impacts of Mountain Tours. UNEP. 2007. 31 Dec 2009.  
<<http://www.unep.fr/scp/publications/details.asp?id=DTI/0957/PA>>
- Familiarization with website. The International Ecotourism Society. 31 Dec 2009.  
<<http://www.ecotourism.org/>>
- Familiarization with website. Guidelines for community-based ecotourism. development. WWF. 31 Dec 2009 <<http://assets.panda.org/downloads/guidelinesen.pdf>>

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### 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.

It is *very important* that you cite all sources. If you use things from a WEB site, or from anywhere else, be sure to cite and reference it.

Your Report is due **Feb 22**.

## 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. Sign-up to make a two-person *This Week in the World* group for a Course Topic (see 1 – 9 on page 4) and PRESENTATION date. I will e-mail you the results prior to the next class.
2. Immediately meet with your *This Week in the World* group:
  - Plan your strategy
  - Select a group coordinator
  - Schedule a ‘pre-presentation’ meeting for at least one week before your PRESENTATION date.

Find ARTICLES, EXPOSÉS, OR PROGRAMS that illustrates 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. The Washington Post has a Travel section on Sundays.
- 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 that will be used, or that was used, in your Armchair Travel Journal.

3. Schedule and attend your group’s ‘pre-presentation’ meeting to:
  - Make sure there are no duplications for the articles 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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4. 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 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.

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: \_\_\_\_\_

I will e-mail you the names and contact information, and the presentation dates, before the Feb 1 class.

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### International Travel Plan SEMESTER PROJECT

This is a team project.

- I. **Team\* up** with another classmates to make a two-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. You will get a chance to randomly 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)

You can negotiate a change in CATEGORY with other teams.

- 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.

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Find out:

- What the US State Department has to say. Visit <http://www.travel.state.gov/> - look at the International Travel tab on the home page and follow the instructions to select the country you have chosen to visit.
- Do you have a Passport?
  - Is it current?
  - If not, how will you get one?
- Will you need a Visa?
  - If so, how and where will you 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 teammate's participation in the Semester Project, and ask you to allocate credit for the work done.

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My TRAVEL TEAM is:

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The COORDINATOR is:

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The COUNTRY we are visiting is:

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The CATEGORY OF FOREIGN TRAVEL is:

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Monday, Apr 19

The PRESENTATION is scheduled, and the REPORT is due:

Monday, Apr 26

Monday, May 3

I will e-mail you the names and contact information, and the presentation dates, before the Feb 1 class.