

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

TOUR 311-001—Women and Tourism (3)
Fall 2012

DAY/TIME:	MW 12:00 noon – 1:15 p.m.	LOCATION:	Planetary Hall 126
PROFESSOR:	Dr. Abena A. Aidoo	EMAIL ADDRESS:	aaidoo@gmu.edu
OFFICE LOCATION:	PW-BRH, RM. 228A	PHONE NUMBER:	703-993-9047
OFFICE HOURS:	PW: T 10:30 a.m.–3:30 p.m.; OR By Appointment FX: By Appointment	FAX NUMBER:	703-993-2025

PREREQUISITES

None

COURSE DESCRIPTION

This course focuses on women as hosts and guests in the context of tourism. Using social theory, issues regarding the history and evolution of tourism as a gendered system are explored. In this context, the course addresses family, solo and business travel, and employment, taking into consideration issues related to more or lesser developed countries as they relate to the roles of women in international tourism.

COURSE OBJECTIVES

On completion of this course students should be able to:

- Describe the history and evolution of international tourism from a gender perspective;
- Articulate the social theory through which the gendered nature of tourism can be examined;
- Discuss the manner in which travel and travel advertising contributes to the gendered nature of tourism;
- Describes what motivates women to travel and how this is influenced by culturally specific expectations associated with personal, family and employment roles;
- Articulate multiple perspectives in the on-going discussions about the impacts of tourism employment on women's lives, including differences between opportunities in more or lesser industrialized nations;
- Discuss the controversies surrounding sex tourism and prostitutions as it impacts hosts and guests; and
- Defend the importance of healthy and intelligent interaction between hosts and guests to the future of international tourism.

COURSE OVERVIEW

The content of this course will be presented through lectures and class discussions. PowerPoint slides will be used to provide a visual guide for the lectures and discussions (**and will be posted to Blackboard at a time deemed appropriate by Professor**). Students will demonstrate their comprehension of the course material (**from the textbook and all additional notes provided by the professor**) through in-class activities and discussions, quizzes, take-home assignments and the examination(s). There will be opportunities for students to work in groups to provide avenues for growth in the areas of leadership, communication, and accountability. Students will be expected to adhere to the guidelines listed at the end of the syllabus, **as well as all additional course policies handed out during the semester.**

NATURE OF COURSE DELIVERY

This course will be offered in a face-to-face or in-class format. Please note, however, that if for any unforeseen circumstances the class is unable to meet, the particular session will be offered online and students will be expected to follow additional directions, as provided.

*****Details of assignments will be provided in class when they are distributed.*****

REQUIRED READINGS

Swain, M. B. & Momsen, J. H. (Eds.). (2002). *Gender/Tourism/Fun(?)* New York: Cognizant Communication Corporation.

Additional Readings

Additional readings will be made available, as needed, through the Reserve (or E-Reserve) at the Fenwick (Fairfax campus) and/or Mercer (Prince William campus) Libraries; or posted on Blackboard (9.1); or distributed in class.

EVALUATION

This course will be graded on a point system, with a total of 100 possible percentage points.

Requirements	Points
Exam	
#1	20%
<i>Group Chapter Presentation</i>	20%
<i>Group Project Report and Presentation</i>	25%
<i>Quizzes (5 unannounced/unscheduled; the quiz with the lowest score will be dropped)</i>	20%
<i>Attendance/Participation</i>	<u>15%</u>
TOTAL	100%

Grading Scale

A+ = 97 – 100	B+ = 87 – 89	C+ = 77 – 79	D = 60 – 69
A = 94 – 96	B = 84 – 86	C = 74 – 76	F = 0 – 59
A- = 90 – 93	B- = 80 – 83	C- = 70 – 73	

TENTATIVE COURSE SCHEDULE

Day	Date	Topic	Assigned Reading for the Next Class	Due
Mon	August 27	Introduction; Class Overview		
Wed	August 29	Tutorial – Library Research, Writing, Presentation		
Mon	September 3	Labor Day – No Class	Chapter 1	
Wed	September 5	Introduction to Women and Tourism		
Mon	September 10	Introduction to Social Theory <i>Assign: Chapter Presentations</i>		
Wed	September 12	Policy Framework	Chapter 2	
Mon	September 17	Women as Tourists – Traveling as Couples or a Family		
Wed	September 19	Women as Tourists – Traveling Solo		
Mon	September 24	Motivations for Women Travelers – Chapter 6	Chapter 6	
Wed	September 26	Women Travelers and Magazines – Chapter 5	Chapter 5	
Mon	October 1	Class Discussion		
Wed	October 3	Guest Speaker/Class Discussion <i>Assign: Project</i>		
Mon	October 8	Columbus Day – No Class		
***Tues	October 9	Self-Directed Study – No Class		
Wed	October 10	Women as Hosts – In More Developed Tourist Destinations		
Mon	October 15	Women as Hosts – In Less Developed Tourist Destinations	Chapter 8	
Wed	October 17	<i>Group 1 – Chapter 8</i>	Chapter 9	Chapter Assignment
Mon	October 22	<i>Group 2 – Chapter 9</i>	Chapter 10	Chapter Assignment
Wed	October 24	<i>Group 3 – Chapter 10</i>	Chapter 11	Chapter Assignment
Mon	October 29	<i>Group 4 – Chapter 11</i>		Chapter Assignment
Wed	October 31	Guest Speaker/Class Discussion		
Mon	November 5	Women and Impacts of Tourism	Chapter 13	
Wed	November 7	Chapter 13: Gender Differences in Perceptions of Impacts	Chapters 15 & 16	
Mon	November 12	Women and Sex Tourism – Chapter 15 & 16	Chapter 17	
Wed	November 14	Women and Tourism –What’s Next? – Chapter 17		
Mon	November 19	Class Discussion		
Wed	November 21	THANKSGIVING RECESS		
Mon	November 26	Group 1 and 2 Project Presentations		Project Report
Wed	November 28	Group 3 and 4 Project Presentations		Project Report
Mon	December 3	Class Discussion		
Wed	December 5	Final class/Final Exam (#1) Review	Review for Final Exam	
Mon	December 17	FINAL EXAM (#1) – In classroom – 10:30 p.m. – 1:15 p.m.		

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

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

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.

