

George Mason University
College of Education and Human Development
Hospitality, Tourism and Event Management

TOUR 362 SA1 - Cultural and Environmental Interpretation
3 Credits, spring 2018
Mondays- Fridays, GMU Korea campus

Faculty

Name: Dr. Min Park and Oliver Weiss
Office Hours: By appointment
Office Location: Fairfax: TBD; Korea: GMUK #736, Incheon Korea
Office Phone: Korea: +82 32 626 5213; Fairfax: TBD
Email Address: mparka@gmu.edu and ow4693@gmail.com

Prerequisites/Corequisites

PRLS 300 or PRLS 328 or TOUR 352 or Permission of the Instructor

University Catalog Course Description

Focuses on communication processes and practices used by professionals to explain and interpret special characteristics of cultural and environmental resource sites for visitors. Discusses conceptual principles for planning interpretive programs, as well as techniques for analyzing and disseminating information and entertainment through various media. Examines delivery of interpretive messages across a variety of audiences, strategies for programming interpretive services, and the administration and evaluation of interpretive services at tourism, event, and recreation sites.

Course Overview

The learning experiences in this course are afforded through assignments, seminar discussions, readings, film and video material. The course relies on participatory dialogue as well as individual & collaborative learning. Field trips to cultural, historic, and event tourism venues will provide the students a hands-on learning opportunity to analyze tourism as a global industry within the context of the tourism in Korea.

The following requirements reflect the demands of the course. Students will be expected to respect the following policies:

- Official e-mail communications from the instructor will be sent to students' GMU-assigned e-mail addresses. Students are responsible to check their e-mail inbox and to ensure that there is room to receive incoming correspondence.
- All assigned readings for each week are to be completed prior to class.
- Students will abide by the Mason Honor Code, guided by the spirit of academic integrity.
- No grades or discussion of grades or grade appeals will be carried out over email due to its impersonal nature and security issues. Students can discuss their grades with the instructor over the phone or in person.

- There will be no make-up assignments given without a valid university excuse. The instructor should be notified 24 hours in advance. The excuse must be written and documented.
- Arrangements for approved make-up assignments should be initiated by the student with the instructor.

Course Delivery Method

This course will be delivered online and in person.

Expectations

- Blackboard and Email: 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.
- 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.
- Attendance: Students are expected to attend class on time and also having finished the assigned readings for that class.

Learner Outcomes or Objectives

At the completion of this course, students should be able to:

1. Explain how interpretation is important to the management of tourism, event and recreation resource sites;
2. Discuss principles of interpretation and communication;
3. Analyze interpretive sites, materials and presentations; and,
4. Prepare several types of effective spoken and written interpretive messages.

Professional Standards

Not applicable

Required Texts

Foer, Franklin (2010). *How Soccer Explains the World: An Unlikely Theory of Globalization*. New York, NY: HarperCollins Publishers.

Kuper, Simon (2006). *Soccer Against the Enemy: How the World's Most Popular Sport Starts and Fuels Revolutions and Keeps Dictators in Power*. New York, NY: Nation Books.

Other required readings may be distributed in class or on Blackboard.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, online or hard copy).

| • Assignments/Examination (SPMT 440) | % of Grade |
|---|-------------------|
| Final Exam: | |
| The exam will be comprehensive and will include short answer and essay questions. | 25 |
| Reaction Papers, Class Attendance and Participation: | |
| Students are required to complete four 2-page reaction papers demonstrating comprehension of the assigned materials. Students are required to attend every class and also expected to actively participate in classroom discussion in an informed and intelligent manner. | 50 |
| Global Sport Policy Paper: | |
| Students are expected to write a 10 page paper describing sport policy in a country of their choice in Asia that highlights historical, political, economic, tourism and social consequences/perspectives through sport. Instructions provided. | 25 |
| Total | 100 |

| • Assignments / Examination (TOUR210/TOUR362) | % of Grade |
|--|-------------------|
| Final Exam: | |
| The exam will be comprehensive and will include short answer and essay questions. | 25 |
| This week in the world Discussion/Presentation, Class Attendance and Participation: | |
| Students are required to find an article that demonstrates current issue/trend of international tourism, complete 2-page paper, and lead a class discussion about the connection between your article and the course topic/issue. Students are required to attend every class and also expected to actively participate in classroom discussion in an informed and intelligent manner. | 50 |
| Global Tourism Policy Paper: | |
| Students are expected to write a 10 page paper describing tourism policy in a country of their choice in Asia that highlights historical, political, economic, tourism and social consequences/perspectives through tourism. Instructions provided. | 25 |
| Total | 100 |

• Grading

The final grade in percentage terms will be converted to a letter grade per the following scale:

| | | | |
|-------------------|-------------|------------|-------------|
| A = 94% and above | B+ = 88-89% | C+ =78-79% | D = 60-69%, |
| A- = 90-93% | B = 83-87 | C =73-77% | |
| | B- = 80-82% | C- =70-72% | F = <60% |

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule

| Class Meeting | Topic | Readings and Assignments |
|---------------|--|--|
| 1 | Europe 1 – Eastern Europe and the Eternal Combination of Politics, Nationalism and Sport Introduction to the Global Tourism System | Chapter 1 – HSETW Reaction paper due in class; assignment will be posted the first day of the semester in January/2018—read Chapter 1, 2 SATE before first class. |
| 2 | Europe 2 – Western Europe: Battlefield for Human Civilizations England and Germany: Football Giants with their Own Issues Economic Impacts of Global Tourism | Chapter 4 – HSETW Chapter 3 – SATE |
| 3 | Europe 3 - Southern Europe: Ticki-Tacka and the Beautiful Game in Italy and Spain Tourism Employment | Chapters 7 & 8 – HSETW |
| 4 | Europe 4 - Can We All Just Get Along? Religion, Sports and War Culture and Tourism | Chapter 2 - HSETW Chapter 18 - SATE |
| 5 | Latin America 1 - How to Work for Free and Still Govern in South America Tourism and Natural Disasters | Chapter 5 – HSETW Chapter 17 – SATE <i>Reaction paper on Europe due in class</i> |
| 6 | Latin America 2 - Corruption and Sports Tourism and Terrorism | Chapter 16 – SATE |
| 7 | The Caribbean – The Culture of Sport in Paradise Peace through Tourism | <i>Reaction paper on Latin America due in class</i> |
| 8 | Africa 1 - The Last Frontier for Everything, Including Soccer Sustainable Tourism and Ecotourism | Chapters 12 & 13 - SATE |
| 9 | Africa 2 – A Clash of Identity Between Developed and Still Developing Regions Principles of Interpretation I | Chapter 14 - SATE |
| 10 | Middle East - The Power of Soccer in the Most Radical of Places Principles of interpretation II | Chapter 9 – HSETW Chapter 21 – SATE |

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| 11 | China - All for One and One for All; The Next Soccer Superpower? Foundations of interpretation | <i>Reaction paper focused on Africa due in class</i> |
| 12 | India - The Historical Context of Cricket Effectiveness of interpretation on visitor experience | |
| 13 | Sport in War Torn Regions - Attempts to Harness the Power of Sport for Positive Change Tourist Signs and Exhibits | Chapter 3-HSETW |
| 14 | Independent Writing – Global Sport Policy Paper Living History: Historical and cultural interpretation | This paper will be due one month after the students complete their work with the Paralympics. |
| 15 | Final Exam | Comprehensive exam on all class discussion, notes and assignments |

Faculty reserves the right to alter the schedule as necessary, with notification to students.

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/>.
- The Writing Center 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/>).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

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