

**George Mason University**  
**College of Education and Human Development**

**School of Sport, Recreation, and Tourism Management**

**Tourism and Events Management**  
TOUR 311 (DL2) – Women and Tourism  
3 Credits  
SPRING 2021

**Faculty**

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**Prerequisites/Corequisites**

NONE

**University Catalog Course Description**

Focuses on women as hosts and guests. Using social theory, explores issues regarding the history and evolution of tourism as a gendered system. Addresses family, solo and business travel, and employment, taking into consideration issues related to more and lesser developed countries as they relate to the roles of women in international tourism.

**Course Overview**

Instructional techniques will include i) lectures, ii) directed readings, iii) essay assignments, iv) discussion board forums, v) blog entries, and vi) three examinations.

**Course Delivery Method**

This course will be delivered online (76% or more) using an **asynchronous format** via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course Blackboard page will be available on

**Tuesday, January 26, 2021, at 10 p.m.** The Module Week will be from ***Tuesdays*** to ***Saturdays***. ***\*\*\*Please take note of the extended end dates for Week 1.***

- **Very Important – Note that when needed, we will meet live, through Blackboard Collaborate or Zoom, at a time determined through a Doodle poll or some other method. **\*\*\*IF that should happen, you will be notified ahead of time to give you time to prepare to be there.****
- **All materials for each Module/Exam/Section/Period will be available at 6 p.m., on the start date of the Module/Exam/Section/Period, as stated on the Tentative Schedule.**
  - **Please note that all stated time is based on the current time in the Commonwealth of Virginia.**
- ***Under no circumstances, may students participate in online class sessions (either by phone, or computer, or any other electronic) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.***

### ***Technical Requirements***

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)
- To get a list of supported operation systems on different devices see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- a. Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week, **starting with Week 2** will start on **Tuesdays at 6 p.m., unless otherwise stated on Tentative Course Schedule**, and will end on the *Dates and Times indicated on the Tentative Course Schedule*.
  - All materials for each Module/Exam/Section/Period will be available **at 6 p.m., on the stated start date of the Module/Exam/Section/Period**.
  - Please note that all stated time is based on the current time in the Commonwealth of Virginia.
  - **\*\*\*Please take note of the extended end dates for Week 1.**
- b. Log-in Frequency:
  - 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, **at least 3 times per module week**.
- c. 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.
- d. Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- e. Technical Issues: Students **should anticipate** some technical difficulties during the semester and should, therefore, budget their time accordingly. **\*\*\*Late work will not be accepted based on individual technical issues.**
- f. Workload: Please be aware that this course is **not self-paced**. Students are expected to meet the *specific deadlines* and *due dates* listed in the **Tentative Course Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.

- g. Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- h. Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- i. Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Describe the history and evolution of international tourism from a gender perspective;
2. Articulate the social theory through which the gendered nature of tourism can be examined;
3. Discuss the manner in which travel and travel advertising contributes to the gendered nature of tourism;
4. Describes what motivates women to travel and how this is influenced by culturally specific expectations associated with personal, family and employment roles;
5. 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;
6. Discuss the controversies surrounding sex tourism and prostitutions as it impacts hosts and guests; and
7. Defend the importance of healthy and intelligent interaction between hosts and guests to the future of international tourism.

### **Mason Core Social and Behavioral Sciences Learning Outcomes**

The following three learning outcomes are required of disciplinary or interdisciplinary courses:

- i. Explain how individuals, groups or institutions are influenced by contextual factors;
- ii. Demonstrate awareness of changes in social and cultural constructs;
- iii. Use appropriate methods and resources to apply social and behavioral science concepts, terminology, principles and theories in the analysis of significant human issues, past or present.

## Required Texts

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.
  - Students will also be asked to do searches for journal articles, as well as internet articles, for discussions and assignments.
- ❖ Full citations in format required for all assignments in course (for this course the **APA Style Format** must be used for all applicable assignments).

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy). This course will be graded on a point system, with a total of 100 possible percentage points.

Assignments	% Points
<b>Examination 1</b> <i>--Examination 1 will include information from the textbook, course slides, class notes, and any other source(s) indicated by the Professor, covered from the beginning of the semester to the date of the review for the examination. Questions will be in the form of Multiple-Choice questions, OR True-or-False statements, OR Short Essay questions, OR a combination of two or more of the different formats. The time allotted will depend on the type(s) and/or number of questions.</i>	20%
<b>Examination 2</b> <i>--Examination 2 will include information from the textbook, course slides, class notes, and any other source(s) indicated by the Professor, covered from Examination 1 to the date of the review for the Examination 2. <b>However, information covered before Examination 1 may be included.</b> Questions will be in the form of Multiple-Choice questions, OR True-or-False statements, OR Short Essay questions, OR a combination of two or more of the different formats. The time allotted will depend on the type(s) and/or number of questions.</i>	20%
<b>Examination 3</b> <i>--Examination 3 will include information from the textbook, course slides, class notes, and any other source(s) indicated by the Professor, covered from Examination 1 to the date of the review for the Examination 3. <b>However, information covered before Examinations 1 and 2 may be included.</b> Questions will be in the form of Multiple-Choice questions, OR True-or-False statements, OR Short Essay questions, OR a</i>	20%

<i>combination of two or more of the different formats. The time allotted will depend on the type(s) and/or number of questions.</i>	
<b>Quizzes</b> <i>--Students will be expected to take <b>five (5)</b> quizzes based on the textbook, other material covered in class and through assignments. Quizzes will be taken on Blackboard and will be timed. Quiz questions will be in the form of Multiple-Choice questions, OR True-or-False statements, OR Short Essay questions, OR a <b>combination of the different formats</b>. The time allotted will depend on the type(s) and/or number of questions. <b>The quiz with the lowest score will be dropped – this includes zero scores for all uncompleted/missed quizzes.</b></i>	<b>20%</b>
<b>Participation</b> <i>--Participation points will be scored based on students' <b>active</b> participation in weekly assignments reflected through written responses on Discussion Board forums, and also Blog entries, as well as other assigned weekly assignments. Students will be informed of how many participation points each activity/assignment is worth. ONLY responses that are submitted, when they are due, will receive the points. Participation points will also be received from the average of their group members' evaluation of their performance in the group, where applicable.</i>	<b>20%</b>
<b>TOTAL</b>	<b>100%</b>

### Grading

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

#### \*\*\*\*Assignment Percentage Score Calculation:

<i>Category</i>	<i>Symbol</i>
<b>Your Percentage Score for a Particular Assignment</b>	<b>X</b>
<b>Highest Possible Percentage Score for the Particular Assignment (e.g., 20% for Quizzes)</b>	<b>A</b>
<b>Your Raw Score for each component of the Particular Assignment (e.g., 45/50 points for all Quizzes; * this would be after the quiz with the lowest score is dropped)</b>	<b>B</b>
<b>Total Highest Possible Raw Score for each component of the Particular Assignment (e.g., 50 points for all Quizzes, after quiz with lowest score is dropped)</b>	<b>C</b>

To calculate Your Percentage for a Particular Assignment, plug the corresponding numbers into the following formula:

$$X = (A * B) / C$$

For example, for all Quizzes, for the semester, if your total score is 45 (B) out of a possible total score of 50 (C), given that the Highest Possible Percentage Score for Quizzes is 20% (A),

Your Percentage Score for Quizzes, for the semester, (X) can be calculated as follows,

$$X = (20 * 45) / 50 \rightarrow 18 \text{ (percentage points for Quizzes)}$$

\*\*\*Please Note: Each student's Overall Total Percentage Score for the semester (i.e., the sum of the calculated percentage scores for all assignments) will be rounded up (for .5 or greater) or rounded down (for less than .5), to the nearest whole number, after which the equivalent letter grade will be assigned. \*\*\*

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times, as well as adhering to all Course Policies provided.

### TENTATIVE COURSE SCHEDULE

DATES	TOPICS/ACTIVITIES/ASSIGNMENTS	READINGS
Week 1 <b>1/26 – 2/1</b> <i>*Note            extended end            date</i>	<b>‘Meet and Greet’</b> <ul style="list-style-type: none"> <li>• Instructor Introduction</li> <li>• Course and Blackboard overview</li> </ul> <b>Assignments Due</b> <ul style="list-style-type: none"> <li>• Introductions Blog, <b>due <u>2/1/2021</u>, at 11:59 p.m.</b></li> </ul>	Course Overview
Week 2 <b>2/2 – 2/6</b>	<b>Chapter 1 - Introduction to Women</b> <ul style="list-style-type: none"> <li>• Reading(s) and Lecture</li> </ul> <b>Assignments Due</b> <ul style="list-style-type: none"> <li>• Assignment               <ul style="list-style-type: none"> <li>○ Initial post, <b>due <u>2/1/2021</u>, at 11:59 p.m.</b></li> <li>○ Comments on two (2) classmates' posts, <b>due <u>2/2/2021</u>, at 11:59 p.m.</b></li> </ul> </li> </ul>	Chapter 1  Additional Readings: TBA

<p>Week 3 2/9 – 2/13</p>	<p><b>Introduction to Social Theory</b></p> <ul style="list-style-type: none"> <li>• Reading(s) and Lecture</li> </ul> <p><b>Assignments Due</b></p> <ul style="list-style-type: none"> <li>• Assignment: <ul style="list-style-type: none"> <li>○ Initial post, <b>due 2/12/2021, at 11:59 p.m.</b></li> <li>○ Comments on two (2) classmates' posts, <b>due 2/13/2021 at 11:59 p.m.</b></li> </ul> </li> <li>• <b>Quiz # 1, due 2/13/2021, at 11:59 p.m.</b></li> </ul>	<p>TBA</p>
<p>Week 4 2/16 – 2/20</p>	<p><b>Chapter 2 - Women as Tourists Traveling as Couples, with Family, with Friends</b></p> <ul style="list-style-type: none"> <li>• Reading(s) and Lecture</li> </ul> <p><b>Assignments Due</b></p> <ul style="list-style-type: none"> <li>• Assignment: <ul style="list-style-type: none"> <li>○ Initial post, <b>due 2/19/2021, at 11:59 p.m.</b></li> <li>○ Comments on two (2) classmates' posts, <b>due 2/20/2021 at 11:59 p.m.</b></li> </ul> </li> </ul>	<p>Chapter 2 Additional Readings: TBA</p>
<p>Week 5 2/23 – 2/27</p>	<p><b>Women Tourists Traveling Solo</b></p> <ul style="list-style-type: none"> <li>• Reading(s) and Lecture</li> </ul> <p><b>Assignments Due</b></p> <ul style="list-style-type: none"> <li>• Assignment: <ul style="list-style-type: none"> <li>○ Initial post, <b>due 2/26/2021, at 11:59 p.m.</b></li> <li>○ Comments on two (2) classmates' posts, <b>due 2/27/2021 at 11:59 p.m.</b></li> </ul> </li> <li>• <b>Quiz # 2, due 2/27/2021, at 11:59 p.m.</b></li> </ul>	<p>TBA</p>
<p>Week 6 3/2 – 3/6</p>	<p style="text-align: center;"><b>EXAMINATION 1</b></p> <p style="text-align: center;"><b>Based on i) <i>Introduction to Women and Tourism</i>, ii) <i>Introduction to Social Theory</i>, iii) <i>Women Traveling as a Couple or Family</i>, and iv) <i>Women Traveling Solo</i> (and includes all information in applicable readings, and lecture notes).</b></p> <p style="text-align: center;"><b><i>Exam ends on Saturday, March 6, 2021, at 11:59 p.m.</i></b></p>	



<p>Week 7 3/9 – 3/13</p>	<p><b>Chapter 3 – Does Age Really Matter</b></p> <ul style="list-style-type: none"> <li>• Reading(s) and Lecture</li> <li><b>Assignments Due</b></li> <li>• Assignment: <ul style="list-style-type: none"> <li>○ Response post, <b>due 3/13/2021, at 11:59 p.m.</b></li> </ul> </li> </ul>	<p>Chapter 3 Additional Readings: TBA</p>
<p>Week 8 3/16 – 3/20</p>	<p><b>Chapter 5 – Women Tourists and Magazines</b></p> <ul style="list-style-type: none"> <li>• Reading(s) and Lecture</li> <li><b>Assignments Due</b></li> <li>• Assignment: <ul style="list-style-type: none"> <li>○ Initial post, <b>due 3/19/2021, at 11:59 p.m.</b></li> <li>○ Comments on classmates' posts, <b>due 3/20/2021, at 11:59 p.m.</b></li> </ul> </li> </ul>	<p>Chapter 5 Additional Readings: TBA</p>
<p>Week 9 3/23 – 3/27</p>	<p><b>Chapter 6 – Motivations for Women Tourists</b></p> <ul style="list-style-type: none"> <li>• Reading(s) and Lecture</li> <li><b>Assignments Due</b></li> <li>• Quiz # 3, <b>due 3/27/2021, at 11:59 p.m.</b></li> </ul>	<p>Chapter 6 Additional Readings: TBA</p>
<p>Week 10 3/30 – 4/3</p>	<p><b>EXAMINATION 2</b></p> <p>Based on i) <i>Does Age Matter?</i>, ii) <i>Women Tourists and Travel Magazines</i>, and iii) <i>Motivations for Women Tourists</i> (and includes all information in applicable readings, and lecture notes).</p> <p><b>Exam ends on Saturday, April 3, 2021, at 11:59 p.m.</b></p>	
<p>Week 11 4/6 – 4/10</p>	<p><b>Chapter 7 – Women and the Tourism Industry</b></p> <ul style="list-style-type: none"> <li>• Reading(s) and Lecture</li> <li><b>Assignments Due</b></li> <li>• Assignment: <ul style="list-style-type: none"> <li>○ Initial post, <b>due 4/9/2021, at 11:59 p.m.</b></li> <li>○ Comments on classmates' posts, <b>due 4/10/2021, at 11:59 p.m.</b></li> </ul> </li> </ul>	<p>Chapter 7 Additional Readings: TBA</p>
<p>Week 12 4/13 – 4/17</p>	<p><b>Impacts of Tourism on Women</b></p> <p><b>Chapter 13 – Gender Differences in Perceptions of Impacts</b></p> <ul style="list-style-type: none"> <li>• Reading(s) and Lecture</li> <li><b>Assignments Due</b></li> </ul>	<p>Chapter 13 Additional Readings: TBA</p>

	<ul style="list-style-type: none"> <li>• Assignment: <ul style="list-style-type: none"> <li>○ Initial post, <b>due <u>4/16/2021</u>, at 11:59 p.m.</b></li> <li>○ Comments on classmates' posts, <b>due <u>4/17/2021</u>, at 11:59 p.m.</b></li> </ul> </li> <li>• <b>Quiz # 4, due <u>4/17/2021</u>, at 11:59 p.m.</b></li> </ul>	
Week 13 <b>4/20 – 4/24</b>	<b>Chapters 15 &amp; 16 – Women and Sex Tourism</b> <ul style="list-style-type: none"> <li>• Reading(s) and Lecture</li> </ul> <p><b>Assignments Due</b></p> <ul style="list-style-type: none"> <li>• Optional Assignment: <ul style="list-style-type: none"> <li>○ Response post, <b>due <u>4/24/2021</u>, at 11:59 p.m.</b></li> </ul> </li> <li>• <b>Quiz # 5, due <u>4/24/2021</u>, at 11:59 p.m.</b></li> </ul>	Chapter 15 Chapter 16 Additional Readings: TBA
Week 14 <b>4/27 – 5/1</b>	<b>Review Notes for Examination 3</b> <p><b>Assignments Due</b></p> <ul style="list-style-type: none"> <li>• Optional Feedback Assignment: <ul style="list-style-type: none"> <li>○ Response post, <b>due <u>5/1/2021</u>, at 11:59 p.m.</b></li> </ul> </li> </ul>	
Week 15 <b>5/4 – 5/8</b>	<p><b>EXAMINATION 3</b></p> <p><b>Based on i) <i>Women and the Tourism Industry</i>, ii) <i>Impacts and Gender Perspectives</i>, and iii) <i>Women and Sex Tourism</i> (and includes all information in applicable readings, and lecture notes).</b></p> <p><b><i>Exam ends on Saturday, May 8, 2021, at 11:59 p.m.</i></b></p>	

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

### 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 <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

### **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

## ASSIGNMENT DESCRIPTIONS

-- Each week students will be required to complete one or more assignments that fall in the following categories:

- Discussion Board posts (including comments on fellow students' posts, where applicable)
- Blog Entries (including comments on fellow students' entries, where applicable)
- Directed Readings
- Quizzes
- Other Assignments

## QUIZZES

- It is important for students to keep abreast with the assigned readings, as well as the notes provided through lectures. As a way to encourage students' reading of the textbook and other course materials, they will be given five (5) timed quizzes.
  - The quiz with the lowest score will be dropped (**this includes the zero scores for all uncompleted/missed quizzes**).
- **There will be NO MAKE-UP QUIZZES, once the deadline has passed.**
- Quiz questions will be in the form of Multiple Choice questions, OR True-or-False statements, OR Short Essay questions, OR a **combination** of the different formats. The time allotted will depend on the type(s) and/or number of questions.
  - **Note:** Some of the questions from the quizzes may be included in Examinations 1, 2, or 3. **Students must note, however, that they will only have access to the quizzes they attempt.**
  - *The Professor **will not** be able to make the questions and answers from a quiz available to students if they do not attempt the particular quiz. **It will be in students' best interests to attempt all quizzes.***

## EXAMINATIONS

- **Examination 1** will be completed on the date indicated on the Tentative Course Schedule section of the syllabus. The exam will include information from the text, course slides, class notes, and any other source(s) indicated by the Professor, covered from the beginning of the semester to the date of the exam.
  - Examination 1 is based on i) *Introduction to Women and Tourism*, ii)

*Introduction to Social Theory*, iii) *Women Traveling as a Couple or Family*, and iv) *Women Traveling Solo* (and includes all information in applicable chapters in the textbook, and lecture notes).

- **Examination 2** will be completed on the date indicated on the Tentative Course Schedule section of the syllabus. The exam will include information from the text, course slides, class notes, and any other source(s) indicated by the Professor, covered from Examination 1 to the date of Examination 2. **However, information covered before Examination 1 may be included, if deemed necessary.**
  - Examination 2 is based on i) *Does Age Matter?*, ii) *Women Tourists and Travel Magazines*, and iii) *Motivations for Women Tourists* (and includes information from all required readings and lecture notes).
- **Examination 3** will be completed on the date indicated on the Tentative Course Schedule section of the syllabus. The exam will include information from the text, course slides, class notes, and any other source(s) indicated by the Professor, covered from Examination 2 to the date of Examination 3. **However, information covered before Examinations 1 and 2 may be included, if deemed necessary.**
  - Examination 3 is based on i) *Women and the Tourism Industry*, ii) *Impacts and Gender Perspectives*, and iii) *Women and Sex Tourism* (and includes information from all required readings and lecture notes).
- The questions for all examinations will be in the form of *Multiple Choice* questions, OR *True-or-False* statements, OR *Short Essay* questions, **OR a combination of two or more of the different formats**. The time allotted will depend on the type(s) and/or number of questions.
- Students will be required to download the Respondus Lockdown Browser and Monitor software, **as applicable**, when completing the exams. **In that case a Webcam will be required.**
- Only absences resulting from documented emergency situations will be **considered** for make-up opportunities for either the Midterm or Final Examination, and will be handled on a case-by-case basis, **if the Professor is notified before the deadlines.**

## ***PARTICIPATION***

- Participation points will be scored based on students' **active** participation in weekly assignments reflected through written responses on Discussion Board forums, Blog entries, Quizzes, and all other Weekly Assignments.
- Students will be informed of the maximum participation points each activity/assignment is worth.
- **ONLY activities/assignments that are submitted, by their deadline, will receive the points.**
- ***Bonus Participation points* may be offered for particular assignments. In that case the bonus points will be added to the total Participation Raw points for the semester, but will**

not be included in the denominator for calculating the overall **percentage score** for **Participation**.

- Students will also receive participation points from the *average of their group members' evaluation of their performance in the* group on a scale of 0 (lowest) to 4 (highest), where applicable.

### APA Style Format

- a. Students must use the APA Style format, only, for all applicable assignments. Students may refer to: <https://owl.english.purdue.edu/owl/resource/560/01/>, for APA resources.
- b. Proper *in-text* citation (i.e., in the body of any written statements), as well as, a **Reference List** must be provided for all assignments.
- c. Students must cite the sources for **all** information or materials not original to them used individually or as a group, **using the APA style format** (<https://owl.english.purdue.edu/owl/resource/560/01/>). **Failure to properly cite any non-original source is considered plagiarism.** Any student deemed to have plagiarized any material, will be in breach of the GMU Honor Code, and will be subject to disciplinary actions as deemed appropriate, according to the University's policies.

### HONOR CODE

*"...Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work,"* (<http://oai.gmu.edu/the-mason-honor-code-2/>).

- **Plagiarize:** "to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source," (<http://www.merriam-webster.com/dictionary/plagiarize>).
- Please note that in the case of group assignments, **all members** of the group will be held responsible for any plagiarized sections, as well as, any other breach of the GMU Honor code.

### OTHER COURSE REQUIREMENTS

#### DATES AND DEADLINES

In order to be successful in this class, students will have to complete all assignments.

- **ALL** assignments are due **on the date, and at the time, indicated on the Tentative Course Schedule and/or in the instructions for each assignment.**
  - It is vitally important that you take note of ALL deadlines listed on the Schedule above.

- **Late Submission Implications:**
  - Assignments turned in after the set time, on the due date will be considered late.
  - **Students will receive a score of zero (0) for all late submissions.**
  - The only exception will be for a **documented medical emergency**. Documentation will need to be sent to the Professor, as soon as possible, in order for the assignment to be considered.
  - **E-mail submissions, unless specifically requested by the Professor, will not be accepted.**

## GRADING

Every attempt will be made to grade assignments in a timely manner, in order to provide students with the necessary feedback. However, adequate time (about a week from deadline) must be allowed for assignments to be graded.

- **Each student's Overall Total Percentage Score (the sum of the calculated percentage scores for all assignments) will be rounded up (for .5 or greater) or rounded down (for less than .5) to the nearest whole number, after which the equivalent letter grade will be assigned. \*\*\***
- **Students must note that even though the passion with regards to grades is acknowledged, unprofessional and uncivil behavior, either in person or through any other mode of communication, will not be tolerated.**

## COMMUNICATION

- Emails must be sent through Blackboard.
- As a way to ensure **proper and professional e-mail etiquette**, all student emails **must include:**
  1. **A Proper Salutation** - Dear Dr. Aidoo OR Dr. Aidoo OR Dear Professor Aidoo OR Professor Aidoo.
  2. **A Subject Line** - *describing the content of your e-mail.*
  3. **The Sender's Name and the Course Number** - *to help the Professor identify the sender.*

**\*\*\*Please take note that e-mails that do not include the three elements above will not be reviewed, and will not receive a response.**
- Adequate time must be allowed for a response when communicating via e-mail or phone.
  - An attempt will be made to respond to students' emails no later than 2 business days after receipt of the e-mail.
    - You must resend your email if you have not received a response after the second day, if you are sure your previous email included the three elements listed above.
  - E-mails sent/received **after 5 p.m.** or **during the weekend** will be reviewed and addressed during the next business day.

- **Remember that waiting for the last minute, when assignments are due, to send emails, may result in the issue not being resolved before the deadline. In that case, the assignment will be late, and will not be accepted.**
- **Please note, it is important and professional to send an e-mail to acknowledge receipt of a response from the Professor, to a question/issue/concern sent by the student to the Professor.**
- **Remember, students are expected to communicate with the Professor in a civil and professional manner *at all times*.**
- Before sending an email, please check the following (available on your Blackboard course menu) for answers, unless the email is of a personal nature:
  - 1) Syllabus; 2) Blackboard videos on how to use Blackboard features;
  - 3) Blackboard Q&A; and 4) Technology Requirements.
- **All class-related communication, as well as all other official e-mail, will be sent to students' Mason e-mail addresses ONLY.**
  - Students **must check their emails regularly**, and must ensure that they have enough space in their inbox to receive incoming mail (including attachments).
  - Students must send e-mails to the Professor **using their Mason e-mail addresses ONLY.**
- **Students must check the Blackboard Course page frequently (at least 3 times per module week) to ensure that they do not miss any important announcements and deadlines.**

## OFFICE HOURS

- There are no set office hours. However, students are **strongly encouraged** to e-mail the Professor to schedule a time to meet (**virtually**), at least one time during the semester, but particularly to discuss any concerns or clarifications or questions (outside of those addressed in the Syllabus or in communication from the Professor), that may arise.

## SEEKING TECHNICAL ASSISTANCE

- **Please note that with many classes online, the demands on ITS are exponentially higher, and you may need to wait a little longer for assistance.**
  - It is in your very best interest to begin your assigned work for the Module week as soon as possible, just in case you will need technical assistance.

## CONDUCT

- **This space must be safe and conducive for the learning and interaction for ALL students.** Students will be expected to conduct themselves in a **professional** and **civil**



manner towards each other and the Professor, *at all times*.

### **SCHEDULE CHANGE**

As noted on the syllabus, the Professor may alter the schedule as deemed necessary to enhance students' learning in the class. Care will be taken, however, to minimize, **as much as possible**, changes in due dates to accommodate students' planning.

# SAFE RETURN TO CAMPUS AND REMOTE LEARNING GUIDANCE FOR STUDENTS ENROLLED IN CEHD COURSES

## Both a Safe Return to Campus and Successful Remote Learning Depend on YOU.

All students are required to take **Safe Return to Campus Training** prior to visiting campus: it is, however, recommended for all Mason students. Training is available in [Blackboard](#).

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Students are required to follow the university's public health and safety precautions and procedures outlined on the university [Safe Return to Campus webpage](#).

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All students in face to face and hybrid courses must also complete the **Mason COVID Health Check daily**, seven days a week.

- You may not come to class if you receive a Yellow or Red email response to the Mason COVID Health Check.
  - You may only come to class if you receive a Green email response to the Mason COVID Health Check.
  - If you suspect that you are sick or have been directed to self-isolate, quarantine, or get testing do not go to class.
  - Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.
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**Disability Services:** Students unable to participate in a course in the manner presented, either due to existing disability or COVID comorbidity risk, should seek accommodations through the [Office of Disability Services](#).

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**Campus Closure:** If the campus closes or class is canceled due to weather or other concerns, students should check [Blackboard](#), Mason email, or the [Mason website](#) for updates on how to continue learning and information about any changes to events or assignments.

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**Participation and Make-up Work:** CEHD instructors will work with students to find reasonable opportunities to make up class work or assignments missed due to documented illness. Begin by contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs ([cehdsaa@gmu.edu](mailto:cehdsaa@gmu.edu)).

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### Technology Requirements:

- Activities and assignments in CEHD courses regularly use the [Blackboard](#) learning system. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher).
  - Additionally, CEHD course activities and assignments may regularly use web-conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional webcam and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.
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### Course Materials and Student Privacy:

- All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.
  - Video recordings of class meetings that include audio or visual information from other students are private and must not be shared.
  - Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.
  - Some/All of your CEHD synchronous class meetings may be recorded by your instructor to provide necessary information for students in this class. Recordings will be stored on Blackboard [or another secure site] and will only be accessible to students taking this course during this semester.
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**Testing with LockDown Browser:**

CEHD courses may require the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer (internal webcam) or can be the type of webcam that plugs in with a USB cable (external webcam). [Information on installing and using LockDown Browser may be found here.](#)

**You will need the following system requirements for online exams:**

- Windows: 10, 8, 7
- Mac: OS X 10.10 or higher
- iOS: 10.0+ (iPad only)
- Must have a compatible LMS integration
- Web camera (internal or external) & microphone
- A reliable internet connection
- Prior to your first exam, you must install LockDown Browser following the step-by-step instructions linked above.

**To ensure LockDown Browser and the webcam are set up properly, do the following:**

- Start LockDown Browser, log into Blackboard and select your course.
- Locate and select the Help Center button on the LockDown Browser toolbar.
- Run the Webcam Check and, if necessary, resolve any issues or permissions your computer prompts.
- Run the System & Network Check. If a problem is indicated, see if a solution is provided in the [Knowledge Base](#). Further troubleshooting is available through the [ITS Support Center](#).
- Exit the Help Center and locate the practice quiz.
- Upon completing and submitting the practice quiz, exit LockDown Browser.

**When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:**

- Ensure you're in a location where you won't be interrupted.
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach.
- Clear your desk of all external materials not permitted — books, papers, phones, other devices.
- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it.
- Remain at your computer for the duration of the test. Make sure that your computer is plugged into a power source, or that battery is fully-charged.
- If the computer or networking environment is different than what was used previously with the Webcam Check and System & Network Check in LockDown Browser, run the checks again prior to starting the test.

**To produce a good webcam video, do the following:**

- Do not wear a baseball cap or hat with a brim that obscures your face.
- Ensure your computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or any other surface where the device (or you) are likely to move.
- If using a built-in (internal) webcam, avoid tilting the screen after the webcam setup is complete.
- Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window.
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.