

RPL/HSA 400C: International Tourism

Course Syllabus

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Office Hours	Mon & Wed 2:00pm-6:00pm	Class Times	Mondays 6:30-9:20pm Finch 100

Text and Materials

Additional course materials uploaded to Blackboard
Closed group on Facebook



Course Description

This course helps students understand which cross-cultural skills need to be acquired by future tourism and hospitality managers to enable them to understand, effectively deal with, and motivate international tourists to visit a destination.

Prerequisites

86 semester hours completed; admission to Professional Business Studies or listed on signed major or minor

Course Objectives

After completing this course, the student will be able to:

1. Explain the impact of globalization on international tourism and culture.
2. Discuss and assess aspects of culture shock and reverse culture shock,
3. Demonstrate knowledge of major cultural differences, practices, values, and behaviors among selected regions.
4. Recognize forms of ethnocentrism and prejudice that apply to tourism and positively or negatively affect an individual or group
5. Analyze the role and the importance of cultural diversity to the tourism industry.
6. Recognize cultural differences and their influence on tourist behavior, service satisfaction, marketing, and buying decisions.
7. Analyze the social, cultural, and economic impacts on international tourism.
8. Explain the importance of cross-cultural awareness, sensitivity, and competency skills for international tourism managers.

Course Format

This course is offered one time per week in a three hour segment. The course views the industry from a cultural perspective—examining the human behavior, cultural knowledge, and value orientation necessary to be successful tourism marketers and managers. Discussion focuses on globalization, intercultural communication, and social interaction bringing students to a level of multicultural competence. Readings and integrative cases are used throughout the semester to address cultural influence and tourist behavior.

Course Evaluation

A	380	B	320	C	260	D	200
A-	360	B-	300	C-	240	D-	180
B+	340	C+	280	D+	220		

"I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements, and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. Please refer to the CMU Bulletin for more information on incomplete grades.

Description of Assessments

1.	Class Participation	80 points
2.	Expert Topic Presentations	50 points
3.	Social Media Projects	50 points
4.	Exams (Two @ 60 points each)	120 points
5.	International Students Night	60 points
6.	Final Exam	40 points

Notes: Late assignments are not accepted. Class participation points are earned over the course of the semester and allocated at the discretion of the instructor. Factors weighted in this allocation include attitude, participation in class discussion, teamwork, collaboration, and office discussion.

Examples of an office discussion that would be considered participation—sharing a relevant experience, explaining an opinion formed or challenged by the course, discussing a topical current event.

Using a Rubric

A rubric is the scoring tool that outlines the criteria for your work in this class. A rubric outlines how your instructor will score your work and it outlines the quality of your work, ranging from excellent to poor. Rubrics are provided for your assignments and attached to this syllabus. As a student in this course, please refer to the rubric for specific expectations your instructor has with regard to the quality and content of your work.

Guidelines for RPL Computer Labs

The Recreation, Parks, and Leisure Services Administration Department's computer lab is now available to ALL students on campus. Please familiarize yourself with procedures on printing front and back to save resources. If printers break, please call EHS Technology Operations at (989) 774-7875 or (989) 546-4552.

Guest Speakers

Your instructor has very specific expectations regarding student interaction and hospitality extended toward guest speakers. Under **NO** circumstances will a student multi-task (write notes, work on projects, schedule in calendars, text-message, etc.) during a guest speaker visit. In the event a student fails to respect this policy or displays behavior that is disrespectful in any form, the student will be asked to leave the classroom and the absence will be remarked. During a guest speaker's visit, all materials should be put away and stored in book bags. All desks should be completely clear - free from books, notebooks, calendars, etc. All speakers are to be 1) treated with the utmost respect; 2) supported by audience by participating in discussion and asking questions; and 3) thanked by demonstration of shaking of hands after their perspective visit. No exceptions. **None!**

Code of Student Rights, Responsibilities and Disciplinary Procedures

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class. For further information, please refer to the *Code of Student Rights, Responsibilities and Disciplinary Procedures*. <http://www.cmich.edu/policies-procedures/default.htm>

Accessibility and Disability Information

“CMU provides students with disabilities reasonable accommodation to participate in educational programs, activities, or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements should first register with the office of Student Disability Services (120 Park Library; telephone: 989-774-3018; Telecommunications Device for the Deaf: 989-774-2568), and then contact me as soon as possible.”

Regarding Technology

Your instructor is extremely proactive and supportive of technology specific to the internet and online social networking (Facebook, MySpace, etc.). As a result, you are highly encouraged to add her as a Friend on Facebook and by doing so you will be able to obtain information regarding assignments, class cancellations, and rubrics via Blackboard that is synced with Facebook. Please note: This is completely optional, but also highly recommended. With regard to technology usage during class time – **ALL** cell phones will remain on silent or vibration. As a student in this classroom, the general expectation is to be respectful and refrain from text-messaging during class.

Emergency Notification

The emergency notification system allows CMU to reach thousands of students, faculty, and staff very quickly. In the event of an emergency or crisis, CMU administration will send notification using the information you provide on this page. You are highly encouraged to update your contact information. More information about this system can be obtained by visiting CMU’s [“Emergency Preparedness”](#) page.

Modifications to Syllabus

This syllabus serves as an outline that will guide students through the course objectives. The instructor reserves the right to modify this syllabus at any time, for any reason. These changes will be disclosed to students in class and via email.

Research Study

Your instructor is a doctoral student at Walden University. During this semester, you will be invited to participate in a research study that investigates if there is a difference in sense of community between students who used Facebook in class and those who did not. You will receive an informed consent describing the elements of this study. If you agree to participate in this study, you will be asked to evaluate your experience as a student using a 24-item survey instrument. Completing the survey will take approximately 15 minutes of your time. Individual survey results will remain anonymous. The researcher will not use information for any purposes outside of this research study except as may be required by law. Data gathered will be destroyed upon completion of the study. All information compiled during data collection is to be used solely for the purpose of this research study.

You will not accrue any costs from participating in this study nor will you be compensated for participating in this study. You are free to refuse to participate in this research project or to withdraw your consent and

discontinue participation in the project at any time without penalty or loss of benefits to which you are otherwise entitled. Your participation will not affect your relationship with the institution(s) involved in this research project or your grade.

Academic Standards

Please Note: Beginning with the 2010/2011 Bulletin all recreation majors are required to have a 2.25 GPA to sign a major and earn a 2.0 (C) or better in all of their RPL major classes to graduate. Questions? See your major advisor.

400 Course Outline

DATE	OBJECTIVE	PRE-READING & TARGETED DISCUSSION	EXPERT TOPICS
Week 1 Jan 10-14	Course Overview, Review of Syllabus, Introductions, Discussion on Country Selections	N/A	N/A
Week 2 Jan 17-21	No Class (Martin Luther King Day) Analyze the social impacts on international tourism.	WATCH: Human Trafficking & Natalie Holloway	HUMAN TRAFFICKING
Week 3 Jan 24-28	Discuss and assess aspects of culture shock and reverse culture shock.	CASE STUDY: Australia & The Assimilation Policy WATCH: The movie Australia	CULTURE SHOCK
Week 4 Jan 31-Feb 4	Explain the impact of globalization on international tourism and culture.	CASE STUDY: Roatan and the Cruise Industry WATCH: World Heritage Sites	GLOBALIZATION
Week 5 Feb 7-11	Analyze the role and the importance of cultural diversity to the tourism industry.	CASE STUDY: WATCH: Hotel Rwanda, Joy Luck Club,	CULTURAL DIVERSITY
Week 6 Feb 14-18	Recognize forms of ethnocentrism and prejudice that apply to tourism and positively or negatively affect an individual or group	CASE STUDY: World Cup 2012 WATCH: Captain Abu Raed	ETHNOCENTRISM
Week 7 Feb 21-25	Analyze the cultural and economic impacts on international tourism.	CASE STUDY: Tsunami 2004 (part I)	N/A
Week 8 Feb 28-Mar 4	(EXAM)	CASE STUDY: Tsunami 2004 (part II)	(EXAM)

Week 9 Mar 14-18	Explain the importance of cross-cultural awareness, sensitivity, and competency skills for international tourism managers and marketers.	TWITTER	MANAGEMENT: CROSS CULTURAL AWARENESS & SENSITIVITY
Week 10 Mar 21-25	↓	WORDPRESS	COMPETENCY SKILLS
Week 11 Mar 28-Apr 1	Recognize cultural differences and their influence on tourist behavior, service satisfaction, marketing, and buying decisions.	YOUTUBE	MARKETING
Week 12 Apr 4-8	↓	FLICKR	SERVICE SATISFACTION
Week 13 Apr 11-15	↓	LINKEDIN	BUYING DECISIONS
Week 14 Apr 18-22	INTERNATIONAL STUDENTS NIGHT	INTERNATIONAL STUDENTS NIGHT	INTERNATIONAL STUDENTS NIGHT
Week 15 Apr 25-29	Demonstrate knowledge of major cultural differences, practices, values, and behaviors among selected regions.	SOCIAL MEDIA PROJECTS	SOCIAL MEDIA PROJECTS
Week 16 May 2-6	EXAM	EXAM	EXAM

SOCIAL MEDIA PORTFOLIO

Presentations must be 20-30 minutes in length and can consist of regional skits, multi-media or creative projects. Students completing this assignment will be prepared for global management opportunities in which they will have to predict how people in certain cultures will speak, act, negotiate and make decisions.



CRITERIA	10-8	7-5	4-2	2-0
Cultural Orientation: cognitive styles, negotiation strategies, value systems	Covers regional attributes in-depth with details and examples. Content knowledge is excellent.	Includes essential knowledge about regional attributes. Content knowledge appears to be good.	Includes essential information about regional attributes but there are 1-2 factual errors.	Content about regional attributes is minimal OR there are several factual errors.
Business Practice: appointments, negotiation, entertainment, time	Relays professional practices in-depth with details and examples. Content knowledge is excellent.	Includes essential knowledge about professional practice. Content knowledge appears to be good.	Includes essential information about professional practice but there are 1-2 factual errors.	Content about professional practice is minimal OR there are several factual errors.
Protocol: greetings, titles/forms of address, gestures, dress, gifts	Covers regional attributes in-depth with details and examples. Content knowledge is excellent.	Includes essential knowledge about regional attributes. Content knowledge appears to be good.	Includes essential information about regional attributes but there are 1-2 factual errors.	Content about regional attributes is minimal OR there are several factual errors.
Country Background: history, government, language, religion, demographics	Covers region in-depth with details and examples. Content knowledge is excellent.	Includes essential knowledge about the region. Content knowledge appears to be good.	Includes essential information about the region but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Originality /Creativity The success of your regional presentation depends upon you, and the quality of your information	Presentation shows a large amount of original thought. Ideas are creative and inventive. It is obvious to the audience and instructor that group has put a tremendous amount of effort into this presentation.	Product shows some original thought. Work shows new ideas and insights. The audience is somewhat engaged, but not captivated. It is obvious the group has demonstrated "some" effort toward the presentation.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking. The presentation lacks effort or originality. It is obvious to the audience and instructor very little effort has been put forward.	Uses other people's ideas, but does not give them credit. Presentation lacks any effort, originality, or creativity. It is obvious to the audience and instructor that the group is not prepared.



EXPERT TOPICS RUBRIC

CRITERIA	10-8	7-6	5-4	3-0
Presentation / Activity	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
Attractiveness	Makes excellent use of graphics, special effects, multi-media, etc. to enhance the presentation	Makes good use of graphics, special effects, multi-media, etc. to enhance to presentation.	Makes use of graphics, special effects, multi-media, etc. but occasionally these detract from the presentation content.	Use of graphics, special effects, multi-media, etc. but these often distract from the presentation content.
Inclusions	The individual's presentation includes hide-aways, excursions, hidden treasures (something not well known), and local recommendations (find someone is has either been there or lived there and build their recommendations into your presentation).	The individual's presentation includes some moderately known hide-aways, excursions, and local recommendations.	The individual's presentation includes little of the mentioned criteria, not enough to be significant.	The individual's presentation lacks all of the listed criteria.
Organization	Content is well organized and indicates trip progression in a reasonable sequence.	Content is organized and indicates trip progression.	Content is included and mentioned throughout the presentation.	There was no clear or logical organizational structure, just lots of facts.
Originality /Creativity	Presentation shows a large amount of original thought. Ideas are creative and inventive. It is obvious to the audience and instructor that individual put a tremendous amount of effort into this presentation.	Presentation shows some original thought. Work shows new ideas and insights. The audience is somewhat engaged, but not captivated. It is obvious the individual demonstrated "some" effort toward the presentation.	Individual used other people's ideas (giving them credit), but there is little evidence of original thinking. The topic presentation lacks effort or originality. It is obvious to the audience and instructor very little effort has been put forward.	This individual's presentation lacks any effort, originality, or creativity. It is obvious to the audience and instructor that the group is not prepared.

