SOCIAL SCIENCE FOUNDATIONS OF TOURISM
HRTM 280 Section 003- Tourism (3 credits)
Carolina Core: GSS Global/Social Science Course
100% Web Asynchronous
3-weeks accelerated course
Duration: Dec. 28, 2020 - Jan. 17, 2021

Professor: Dr. E. [Sirakaya] Turk
Emeritus Associate Dean for Research, Grants, Graduate
  and International Programs Emeritus
Professor of Tourism Sciences
Virtual Office Hours: Mondays and Fridays 10:00-11am (location Blackboard Collaborator Ultra) by
apppinment
Class Motto: U Txt n Drv U Die
Covid 19 Safety Warning: wear a mask in public, keep social distancing, wash hands

WELCOME
Welcome to the Social Science Foundations of Tourism. The course is designed to introduce you to the
tourism field from a general system's perspective using traditional social science disciplines such as
sociology, psychology, economics, geography and destination planning as parts of the system. Using theories
and methods from these social science fields, problems faced by tourism developers, host communities,
destinations and businesses will be analyzed and conclusions drawn by applying sustainability principles.
Students will become acquainted with the economic, environmental and socio-cultural impacts tourism has
on communities around the world. What makes tourism possible and how tourism can become an important
factor in wealth creation of any nation will be explored from a global perspective. For those of you who are
not majors in HRTM, it may provide you with a new perspective on what it means to be involved in the
international tourism industry. It may even inspire you to change majors! Please ask any of the HRTM
faculty if you would like to obtain additional information about the HRTM program at the University of
South Carolina.

REQUIRED TEXT: Morrison, A.M., X. Y. Lehto and J.G. Day (2018) *The Tourism System* – 8th Edition
(Prentice-Hall Inc.: Englewood Cliffs, NJ), 2018.

Suggested supplementary classic textbook : *Tourism: Principles, Practices, Philosophies* (2012). 12th
edition by C. R. Goeldner, J.R. Ritchie and R. McIntosh. John Wiley & Sons, Inc. New York. [Don't worry
about the date; I have updated statistics and figures on our site; the rest is classic].

Supplementary Academic Readings from peer-reviewed professional Journals (*Tourism Analysis, Journal
of Travel Research, Journal of Business Research, Tourism Management*) AND Video-Clips are posted on
the Blackboard Class site.

COURSE DESCRIPTION
This course provides a basic introduction to the social science of tourism in the USA and the world,
including definitional issues, motivations for travel, factors influencing demand-side and supply-side growth,
the tourism product, market segmentation and marketing, socioeconomic and ecological impacts, and
destination life cycle dynamics.

LEARNING OUTCOMES
1) Students will be able ***to identify the components*** of the tourism system, understand and explain the
   positive and negative impacts of tourism in host communities around the world and the implications
   of them in managing destinations.
2) Recognize psychological, economic, business, sociological and geographical dimensions of tourism.

3) Using various social science theories mainly from social-psychology, geography and economics, students will be able *to critically analyze* social, cultural, and economic problems created by tourism and offer solutions to mitigate these adverse effects.
4) ***Using social science research methods***, students will be able to ***write a short state-of-the-art literature review paper*** that critically reviews and synthesizes social, cultural and environmental impacts of tourism in an international context.
5) Through extra readings of international tourism and video-clips students will ***sharpen their writing ability and conceptual skills*** in a report that compares international destinations and cultures in terms of how they tackle the problems and issues caused by tourism, tourism infrastructure, tourism intermediaries, tourism services and travel modes. By answering the questions like what is to be traveling in other countries ***students will be exposed to other cultures***.
6) To assess international tourism's potential to foster world peace and intercultural understanding.

E-communication Etiquette: I will make every attempt to supply you with a great deal of information via the course website on blackboard (especially the Announcements and Discussion Board Sections). Please make sure you have *1) **looked over the website thoroughly and 2) posted your question on the Discussion Board then waited 24 hours before contacting me via e-mail. This is true during test days as well.*** In addition, I require that you check the Announcements and Discussion Board Sections daily for up-to-date information about the course. ***PS:*** Please always use courtesy opening statements such as ***Dear Fellow Student, Dear Dr. Turk***, *Hello Professor and so on.* I understand that such words are becoming rare in our daily use and especially in e-mail communications, but ***I insist*** that everyone in class shows and uses words that convey respect for each other. Please call me, or write to me as Dr. Turk ("Sir", " Hey" "***no opening"*** you'll get no answer). Whatever the vernacular language one might use with your close friends or on Twitter, Facebook, I obey the rules of written communication. I expect you do the same. If there is no opening line like ***your e-mail will be ignored***.

COURSE FORMAT

This is a fully online course. Online classes are not easier than face-to-face lecture classes. To succeed in an online class, you must be extremely motivated and well organized. You will need to purchase the required textbook listed above by the first day of the course. Other course materials are available via Blackboard ("Bb"). Regular Internet access is essential for successful completion of the course. Use Google Chrome but Firefox (Mozilla) works better, especially for the BB Collaborator Ultra.

The typical class structure will consist of learning modules, which include:
- Topic relevant, thought-provoking short videos / PowerPoint Lectures
- Chapter readings and articles
- Online discussions
- Quizzes (Daily chapter readiness quizzes)
- 3-weekly module tests
- 3-Short written video-clip evaluations/analysis
- Short term-project paper about tourism's impacts

This is an entirely Web-based course. We have no face-to-face class meetings, and you will complete your work asynchronously - which simply means that you will be working on it at different times than your colleagues. You can log into the class to do your work at whatever time is convenient for you as long as you are meeting class deadlines.

It is important to understand that this is not a self-paced class or an independent study. You will have assigned deadlines, and work must be submitted on time. You may not save up your assignments to complete in the last weeks or days of the semester. One critical part of this class is regular interaction with other

students and with me, your instructor. Each assignment sequence must be completed on schedule – you can't work ahead or get behind and be successful.

Course Communication

I will be communicating with you regarding grades and assignments. If you need to get in touch with me, the best method is via our discussion forum (for private issues, use my email). Generally, I will reply to emails within 48 hours and will provide feedback on assignments within 72 hours. You may also post questions pertaining to the course on the Blackboard Discussion Board. These questions will be answered within 24 hours (either by me or fellow students in the class).

If you are having trouble with this course or its material, you should contact me via email to set up a live virtual-meeting via BB Collaborator Ultra to discuss the issues.

Announcements will be posted to this course whenever necessary. If there is any other information I think is important, I will send it to your email address you have in Blackboard. It is your responsibility to ensure that your email account works properly in order to receive email.

Below is how you check your email address in Blackboard:
- Access blackboard.sc.edu
- Click your name on the main Blackboard navigation panel on the left
- Review your email address. By default, Blackboard uses your university-issued email address.

Your email address in Blackboard coincides with your preferred university email. If you are unsure of your preferred email, check your account (myaccount.sc.edu). For more information on setting your preferred university email, please see the How To Change Your Primary University Email Address (https://scprod.service-now.com/sp?id=kb_article_view&sysparm_article=KB0011464) Knowledge Base article.

Modules Schedule

All course deadlines are listed in Eastern Time Zone. Blackboard will record all deadlines in this time-zone. If you are in a different time-zone, plan accordingly. Each week will begin on a Monday and will end on Friday. Weekends should be study time for you too because this is a condensed accelerated three-weeks-class. In accordance with university rules/regulations you are required to spend as much time as a typical student spends during the entire semester of 14 weeks.

In order to complete all of the module assignments, you will spend about min 35 hours per week on the course material for a total of approximately 90 hours of course-related activities using Blackboard (e.g., discussion boards, readings and watching relevant video-clips, writing reflection papers). A list of weekly responsibilities/deadlines can be found in detailed course schedule.

Technology Requirements

This is an asynchronous class meaning that you determine the pace/time of your learning which requires extra discipline. Everything you need is in topical sections (we have six part including several weeks in each). There is no life online lecture but I will provide weekly virtual office hours for immediate questions/face-face-introductions (I will announce these times and dates). You must have access to the Internet to view/hear lectures. No special software is required.

The PowerPoint lecture presentations, links to articles, assignments, quizzes, and rubrics are located on the Blackboard site for the course. To participate in learning activities and complete assignments, you will need:

- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations (transcripts provided);
- Reliable Internet access and a USC email account;
- A current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard);
- Microsoft Word as your word processing program; and
- Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.

If your computer does not have Microsoft Word, Office 365 ProPlus package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 ProPlus, log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the Service Desk (https://www.sc.edu/about/offices_and_divisions/university_technology_services/support/servicedesk.php).

Formatting

All written assignments are required to be submitted using Microsoft Word. There are no exceptions to this rule. Documents should be proofread to avoid spelling and grammatical mistakes. Additionally, all written assignments will be evaluated based on "quality" and not simply "quantity." In addition, all written assignments should adhere to the following guidelines:

- Spacing: one and a half;
- Font: either Times New Roman or Arial Narrow in 12 point (size);
- Title of assignment centered on first page, followed by student name in next line;
- Documentation for all references and quotations using APA style; and
- Accurate spelling and grammar.

Chapter Readiness Quizzes

Chapter readiness quizzes will be assigned. Each quiz will be based on book chapters and will consist of True/False & Multiple Choice questions. Quizzes will be automatically evaluated. Quiz questions/answers are randomly displayed and drawn from substantial test banks. You will have 3 opportunities to complete quizzes to achieve a higher score. The highest score will be recorded. All quizzes are secured in Blackboard with a password.

Weekly Module Tests
There will be three module tests one of which will be used to replace the lowest scored test. All tests will be administered online. It is recommended that you not miss a test and tests cannot be made up. There are absolutely no exceptions to this rule. Note that you will be able to take the test twice. The average of two exam scores are used as your final grade for that test. After that, the system will not allow you to re-take the test. These weekly module-tests will cover the assigned chapter readings, lectures, video-clips and other posted material and will be available online on Fridays from 8:00am until 5:00pm. For working students, I do open the tests as early as _Tuesdays_ and keep them online until Sundays 7pm; however, I do not monitor the tests during those hours for technical problems. If you decide to take the test other than Fridays, I cannot help you if you encounter any technical problems, like being kicked out of the test prematurely. You will have to wait until Friday.

Rules to be observed: Do not use back or refresh option of your Internet browser when taking the test, the blackboard will kick you out and it will count as if you have taken the test. In addition, all tests will be timed (40min); if you have an official note from the university indicating that you need extra time, I will give you up 50% more time, please submit such note to me by email during the first few days of the class. It is STRONGLY recommended that you take tests early during the time they are available and avoid taking them on the last hour. This will greatly reduce your chances of encountering technical difficulties while taking the test, and will give us time to address any problems as they occur. "The dog ate my homework (it happened to me a few times); my pc hard drive crashed; I have an interview in Charlotte and really have to miss this test; or forgot this #@*! Test" excuse": Pleading or begging to retake a second test for any of the above reasons or for other excuses will be met with a resounding "No". ***Having said this I do offer ONE "get out of the jail for free card" for any work, quiz or test without any questions asked. The retake of tests/quizzes will be rearranged according to professor's own convenience.***

Discussion Boards

Several special topics will be posted on Blackboard. You will read posted materials and engage in the discussion boards set up in Blackboard. You will utilize readings and information that you collect from various online sources to inform your discussion. The purpose of the Discussion Board for this class is to have your peers assist you in the resolution of a problem or question via posting a question or concern on the Discussion Board. Thus, it is critical to realize that I am NOT the first responder to a question's resolution but your fellow students are the first responders! The purpose of the Discussion Board is student-to-student learning first and problem resolution by Dr. Turk second. Respect and critical thinking will guide these discussions.

My discussion board posts are a significant part of this course. You are required to post answers to professor-posted questions each Thurs. by 5:00 p.m. and post comments to two peers by the following Tuesday by 5:00 p.m.

Also, never post anything other than class related material. The use of the discussion board and email service for advertising, commercial gain or any other purpose other than HRTMJ280 class is strictly forbidden. Failure to comply will result in dismissal from class.

Evaluation / Analyses of Video-Clips

Learning outcomes:

1) Demonstrate a basic understanding of how socio-cultural diversity of tourists influence decision-making and management of the impacts of tourism and shapes tourism industry.
2) Illustrate the multidisciplinary nature of tourism management.
3) Develop and apply conceptual skills via critical analysis of management issues in a global context.

Assessment: Students will view at least one video clip from three topical areas above and write-up a critical analysis of the video clips by relating the subject back to the appropriate readings and discussions in the class. Students must provide a summary of the clip, define and analyze the problem(s) presented, offer at least two alternative solutions to the problems based on the readings and class discussions in an essay format. To perfectly do this, they are to organize the critique as follows:

There are no absolute rights or wrong for many of these evaluations as conceptual skills develop over time and additional classes. However, we do adhere to the following principles in grading.

Demonstration of effective writing skills;
    (1) Using supporting evidence

(2) The logic used
(3) Organization, logic and flow of thoughts (Hint: Include: a title, subtitle(s), transitions between paragraphs etc.)
(4) Effective exhibition of relationships posited in the clips.
(5) Demonstration of sufficient understanding of social science theories from which parallels shall be drawn and applied to the video-clips presented.
(6) Quality of presentation - spelling, neatness, format, grammar, corrects form of citation and so on.
(7) And, all this must be done within two-double spaced page using 12 Arial Narrow or Times New Roman font.

Note: An important goal of education is to develop the capacity for independent, conceptual and analytical thinking and being able to report such thoughts, especially in response to complex tourism business problems. Overall, you will provide a total of 3 video-clip critiques, one per week. The critiques will have to be submitted through assignments and will be checked for originality or lack thereof (plagiarism).You can choose any one from a group of videos to write up a critique / evaluation throughout the semester, but the due dates can be different based on what video clip you choose to write about, please pay attention to due dates below. Please choose one from each of the three sets of videos; note that the due dates are different based on what video clip you choose to write about. The first analysis can be about either video # 1, #2, or #3. The second analysis must be only about either video #4 or #5 of the second group and the final analysis must be about either video #6 or #7. In total, three video clips evals must be submitted. Beware each group has a different deadline. Complete rubrics will be provided in Blackboard.

Final Exam

[Note from the Faculty Manual (http://www.sc.edu/policies/facman/Faculty_Advisory_Housekeeping.pdf): Each semester, faculty members shall give final examinations, including laboratory examinations, in accordance with the published schedule and shall not deviate from it without prior approval from their dean. All deviations shall be reported to the registrar by the dean.

The final exam will consist of True/False, Multiple Choice and Short Answer questions. The final exam is comprehensive. Exam questions/answers are randomly displayed and drawn from substantial test banks. The exam is secured in Blackboard with a password.
The final exam will be administered during the final weeks and will be cumulative to encompass all chapters, all supplementary video-clip material.

Late Work/Make-up Policy

All assignments, quizzes, and exams are due by the deadline as posted on the course schedule.

Please plan accordingly, and complete these assignments in advance of their deadlines to ensure any unanticipated circumstances do not result in a missed assignment. User error does not qualify you for any kind of makeup or retake opportunity.

Completing and submitting the assignments or quizzes responses by the due date is the sole responsibility of you. If you receive an incomplete score because of failure to submit the assignment or test by the due date, then your score for that assignment will be recorded as "zero."

You will be allowed to access the assignments an unlimited number of times until the due date/time, and take quizzes one time each on or before the due date/time as indicated on the course calendar. If you are concerned about missing a deadline, you may want to do any of the following:
- Post your assignment the day before the deadline; or

- Begin quizzes as soon as they are made available online.

Late quizzes will be accepted if the following two requirements are met:
1. You must contact me in advance of the exam's deadline to make arrangements for its completion.
2. You must complete the exam within the week following its due date.

Late assignments and quizzes will be subject to the following penalty: 10% will be deducted from your grade for the first day late, and an additional 5% will be deducted on each subsequent day.

Be Careful: The clock on your computer may be different than the clock in Blackboard. If the clock is different by one second, you will be locked out of the assignment or quiz. Plan accordingly. I recommend that you submit your assignments, quizzes, and exams well before deadline.

Minimal Technical Skills Needed

Minimal technical skills are needed in this course. All work in this course must be completed and submitted online through Blackboard. Therefore, you must have consistent and reliable access to a computer and the Internet. The minimal technical skills you have include the ability to:
- Organize and save electronic files;
- Use USC email and attached files;
- Check email and Blackboard daily;
- Download and upload documents;
- Locate information with a browser; and
- Use Blackboard.

Technical Support

If you have problems with your computer, technology, IT-related questions, support, including Blackboard, please contact the Division of Information Technology (DoIT) Service Desk at (803) 777-1800 or submit an online request through the Self-Service Portal (https://scprod.service-now.com/sp) or visit the Carolina Tech Zone (https://www.sc.edu/about/offices_and_divisions/university_technology_services/support/ctz.php). The Service Desk is open Monday – Friday from 8:00 AM – 6:00 PM (Eastern Daylight Time). If you are located in the Columbia, SC area, the Thomas Cooper Library at USC has computers for you to use in case you encounter computer issues/problems. If you are not located in the Columbia, SC area, most regional campuses and public libraries have computers for public use.

An Important Note About Communication *Etiquette*:
You must post everything on our blackboard site. We do not respond to individual e-mails. This should not mean less attention to your needs on the contrary; we devote more quality time to our teaching & management of this online class. We have many students in this class; imagine if we were to start emailing each student once a day or two a week, we need to hire several full time instructors dedicated to emails alone. Now, you understand the reason when we say, limit communication to the Blackboard discussion forum.

Also Note: *This is not a 24/7 online class; I am not at my computer looking at the monitor all the time. As a matter of fact, I check my e-mails only once a day for 1 hour (typically in the morning when I start the new business day.)* I admit that I am keyboard challenged because I am an old school teacher who still uses two-finger-system when typing. You can imagine how long writing e-mail can take. I promise that I will make every attempt to supply you with a great deal of information via the course website on Blackboard, so you do NOT have to send me emails and then have to deal with my email response.

For your information, we do not response to any message that follows the basic rules of courtesy (do not address me as "Hey", "Mr." "nothing at all". For courtesy reason, I prefer Dr. T., Dear Professor; Dr. Turk). Social media communication culture (e.g., Tweeter shorthand) are not acceptable in this class.

Please make sure you:

1. Have looked over the website thoroughly; did you check the frequently asked questions?
2. Have posted your question on the Discussion Board NEXT!! I greatly believe in student-to-student resolution of questions and issues for this class so your fellow students should be your first point of contact and NOT Dr. "Turk".
3. I will enter the Discussion Board twice a week on Tuesdays and Fridays and when I am not traveling on official university business. Also, during the test days, I will monitor the module tests for problems and discussion board during the test hours. Take your tests during our monitoring hours and report problems immediately. If you are working, arrange your work schedule around these hours, allow an extra hour or so in case you get kicked out of the system, and you need report the problem so you can restart your test; occasionally this happens.
4. I also require that you check the *Announcements and Discussion Board* Sections daily for up-to-date information about the course.
5. For the video clips, you need to make sure you have a fast internet connection and are not using a 56 K modem to for video streaming, while brief, will take some space on your system. Videos are available online.)
6. If you are going to email me regarding any questions that are personal in nature (again something personal in nature, nothing related to class: e.g., family emergency, sickness, or you don't want others to read questions, request to meet with me) and cannot be resolved via the Discussion Board, you MUST have the following on the Subject Line:

<HRTM J280 Personal>
The message must start the body of the text with Dr. T. Or Dr. Turk
(again, failure to do so will result in no response)

Otherwise, my computer filter will move your email to my "Junk" folder and it will be deleted before reading. Non-personal questions e-mailed to the professor will be cut and pasted onto the Discussion Board and responded to from there. It might take up to 48 hours for me to get back to you. FAILURE TO FOLLOW THESE INSTRUCTIONS WILL RESULT IN NO RESPONSE.

BLACKBOARD COURSE WEBSITE
Course materials are posted on the Blackboard course website (e.g., assignments, grades, lecture notes, clips etc.). Important class and HRTM announcements and discussion will be posted to blackboard; therefore, it is crucial that you check your blackboard course website every day. Please note, that the Blackboard system uses your USC e-mail address (i.e. mailbox.sc.edu) as the default. As a result, the School of HRTM (i.e. faculty and staff) will only use your USC e-mail address to communicate with you. Please get familiar with blackboard and its functions as well as digital box component of the blackboard. FYI: No student is allowed to use the class email list for personal purposes (posting ads, announcements etc.).

If your computer does not have Microsoft Word, Office 365 ProPlus package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 ProPlus, log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the Service Desk
(https://www.sc.edu/about/offices_and_divisions/university_technology_services/support/servicedesk.php).

PERFORMANCE EVALUATION

Your course grade will consist of three main components: daily chapter quizzes, three weekly tests, evaluation of three video clips, class participation via discussion forums, a term project/paper and the final exam.

Grading scheme

ITEM		Percentage weights
1	**Chapter readiness quizzes (for each chapter)**	20%
2	**Analyses of Video-Clips (3 total)**	15%
3	**Discussion Board Participation (several)**	12%
4	**Weekly tests (3 tests)**	21%
4	**Tourism Project/Paper**	15%
5	**Final Exam**	17%
	TOTAL	**100%**

At the discretion of the instructor, assignments submitted after the deadline **will** be penalized with the loss of a whole grade (e.g.: A to B) for each late day.

Grading Scale

89.5% - 100% = A
84.5% - 89.4% = B+
79.5% - 84.4% = B
74.5% - 79.4% = C+
69.5% - 74.4% = C
64.5% - 69.4% = D+
59.5% - 64.4% = D
0% - 59.4% = F

 *Please Note***:** The University of South Carolina Honor Code applies to this course. All students are held to the standards as outlined in the USC code of conduct: see Student Handbook and Policy Guide. It deals with cheating, plagiarism, academic dishonesty all of which are strictly prohibited in this course. Any violation will result in an automatic F for the course and referral to proper university authorities. Don't do it.

Incomplete Grades
Incompletes will be granted only in accordance with university policy.

Academic Success

Successful online learners:
1.   Do not procrastinate;
2.   Are open to sharing professional experiences online;
3.   Enhance online discussions;
4.   Have good written communication skills;
5.   Use proactive communication;
6.   Are self-motivated and self-disciplined;
7.   Have a commitment to learning;
8.   Have critical thinking and decision-making skills;
9.   Believe quality learning can take place in an online environment; and
10.   Have good time management skills.

Video Clips Options (choose any one from a group of three). All video-clips can be accessed following this link http://www.wiley.com/college/sc/bcs/goeldner/landing.html

Videos		Related Chapter	Narrative/Guidance for Written Assessment	Due Dates
Group 1	1) The Airport of the Future? OR	Ch 2&4	ABC News visits the Siemens Airport Center in Furth, Germany; an elaborate test lab that the company claims will shape the future of air travel.	December 31th
Group 1	2) Alaska: If by sea, why not by land. OR	Ch 5	Understand processes involved in making tourism work for a community; Alaskans are eager to get tourists off the boats and onto the land.	December 31th
Group 1	3) Best Fall Culinary Trips	Ch 6	Pauline Frommer from Frommers.com shares her recommendations for gourmet adventurers. From tail-to-snout cuisine in London to molecular gastronomy in Washington, D.C., wines in Chile, whiskey in Scotland, and cooking classes in Thailand and India, Pauline offers a travel guide to gastronomy.	December 31th
Group 2	4) Travel Agencies Flying High OR	Ch 7&10	Understand the effect of internet and how Liberty Travel (one of many agencies) survives despite recession.	Jan 7th
Group 2	5) ABCNews-Weekend Adventure: Shark Dive OR	Ch 8&9	Get face to face with Caribbean reef sharks in this underwater adventure. Understand how marine life is used in promotion of ecotourism.	Jan 7th
Group 3	6) The Headless Horseman Helps Tourism OR	Ch 8&10	Washington Irving's tale gives a tourism boost to Sleepy Hollow, N.Y.	Jan 14th
Group 3	7) Trading Landmarks for School Tours	Ch 10	Univ. of Hong Kong reporter finds a new way to experience Cambodia. Illustrate the role of tourism in intercultural understanding.	Jan 14th

http://www.wiley.com/college/sc/bcs/goeldner/landing.html

Due date: Term project must be submitted before 11:59 pm on the 16th of Jan, 2021.

You have the opportunity to choose one of the three options for your term project (see below). These are to be completed individually (no group work required in this course, group work is strongly discouraged). Recognize that your final project will be worth 20 % of the total grade for the course! Possible projects include:

Comparative Analyses of Tourism Impacts in Communities around the Nation or the World

Within this option, you have the opportunity to choose one of the three following topics among <u>tourism industry's impact</u> in a country (USA, Turkey, Jamaica etc.), a series of countries/regions (countries in the Mediterranean region, Caribbean, States located in the south eastern part of the USA etc.) or a series of US states including the SC and write a 6 to 8 pages professional paper for your final term project. The idea is to draw parallels, similarities or differences of associated impacts in more than one place. There are a few examples posted from the relevant literature on the Blackboard under *Course Documents*, as well as a detailed guide for each of the projects and how they will be graded*. Choose either <u>one</u> or <u>all</u> of the following three topics.*

1. *Comparative Analysis of Tourism's Environmental Impacts–ecological impacts* (on balance of life and natural resources). ***You could even compare different communities and countries in terms of impacts.***

2. *Comparative Analysis of Sociological and/or cultural impact* of tourism on communities around the world.

3. *Comparative Analysis of Tourism's economic feasibility and economic* impact on different parts of the world.

4. Covid 19th Pandemics Impact on a Region's/Country's Tourism Industry (beware: very few, if any academic papers are out there)

To correctly do this project, you will have to read and synthesize literature on tourism's ***social, cultural or environmental impacts using established peer-refereed social science journals***. Note: if you wish you can compare all impacts at the same time, but it is not a must. If it is easier for you to talk about only one group of impacts, do so. However, you will notice when researchers talk about impacts they tend to mix them. We expect at least 8 to 12 refereed tourism papers in your references from social science tourism journals like the ***Annals of Tourism Research, Tourism Management, Tourism Analysis, and Journal of Sustainable Tourism*** (if you don't know what refereed paper means, please take a moment and find out now—ask google). If for some reason you cannot find tourism impact studies done/published related to your site/country, still evaluate the site you have chosen in relation to the readings you have done. *For example, if you cannot find a social impact study done about Germany, you may choose to synthesize social impact studies done elsewhere in Austria/Switzerland but draw parallels, comparisons and conclusions regarding your choice of the country*. Internet papers from mills are not accepted. All papers must come from ***<u>Professional Peer-Reviewed Scientific Journals</u>*** listed above. You must connect to the USC campus computers via a VPN protocol to access resources for free. See university's help desk for more information on how you can access google scholar or library sources from your home without having to pay for journal articles.

- Based on my previous experience the finished document should be six to eight pages in length, 1 ½ spaced (*and 12 point Arial Narrow or Times New Roman Font*). This may not include the cover page, reference pages or any appendices like maps and photos, but use these where necessary and directly referenced in your paper. See our grading rubric for more detailed information.

- Overall, the project should have a *very professional* look to it. You want to impress your most important client and your professor, of course! Color is nice (but not required), along with crisp, clean tables, photos, maps, and figures.

- The paper should be prepared in concordance with mainstream citation formats e.g., APA style, the American Psychological Association (APA) format (see http://www.apastyle.org), also see the manuscript guidelines for the *Journal of Travel Research or Tourism Analysis*. The literature review essay will be graded on the basis of 75% for content and quality of analysis, synthesis and communication, and 25% for style, grammar, spelling and punctuation.

Disability Services

Student Disability Resource Center (http://www.sa.sc.edu/sds/): The Student Disability Resource Center (SDRC) empowers students to manage challenges and limitations imposed by disabilities. Students with disabilities are encouraged to contact me to discuss the logistics of any accommodations needed to fulfill course requirements (within the first week of the semester). In order to receive reasonable accommodations from me, you must be registered with the Student Disability Resource Center (1523 Greene Street, LeConte Room 112A, Columbia, SC 29208, 803-777-6142). Any student with a documented disability should contact the SDRC to make arrangements for appropriate accommodations.

Student Success Center

In partnership with USC faculty, the Student Success Center (SSC) offers a number of programs to assist you in better understanding your course material and to aid you on your path to success. SSC programs are facilitated by professional staff, graduate students, and trained undergraduate peer leaders who have previously excelled in their courses. Resources available to you in this course may include:
- **Peer Tutoring:** You can make a one-on-one appointment with a Peer Tutor (www.sc.edu/success). Drop-in Tutoring and Online Tutoring may also be available for this course. Visit their website for a full schedule of times, locations, and courses.
- **Supplemental Instruction (SI):** SI Leaders are assigned to specific sections of courses and hold three weekly study sessions. Sessions focus on the most difficult content being covered in class. The SI Session schedule is posted through the SSC website each week and will also be communicated in class by the SI Leader.
- **Peer Writing:** Improve your college-level writing skills by bringing writing assignments from any of your classes to a Peer Writing Tutor. Similar to Tutoring, you can visit the website to make an appointment, and to view the full schedule of available drop-in hours and locations.
- **Success Consultations:** In Success Consultations, SSC staff assist you in developing study skills, setting goals, and connecting to a variety of campus resources. Throughout the semester, I may communicate with the SSC via Success Connect, an online referral system, regarding your progress in the course. If contacted by the SSC, please schedule a Success Consultation. Success Connect referrals are not punitive and any information shared by me is confidential and subject to FERPA regulations.

SSC services are offered to all USC undergraduates at no additional cost. You are invited to call the Student Success Hotline at (803) 777-1000, visit the SSC website (www.sc.edu/success), or stop by the SSC in the Thomas Cooper Library on the Mezzanine Level to check schedules and make appointments.

Writing Center

[Writing Center (http://artsandsciences.sc.edu/write/university-writing-center)](http://artsandsciences.sc.edu/write/university-writing-center)
This course has many of writing assignments. The University Writing Center is an important resource you should use! It's open to help any USC student needing assistance with a writing project at any stage of development. The main Writing Center is in Byrnes 703.

University Library Resources

[University Libraries Resources (sc.edu/libraries)](http://sc.edu/libraries)
- University Libraries has access to books, articles, subject specific resources, citation help, and more. If you are not sure where to start, please [Ask a Librarian](#)! [Assistance is available at sc.edu/libraries/ask](#).
- Remember that if you use anything that is not your own writing or media (quotes from books, articles, interviews, websites, movies – everything) you must cite the source in MLA (or other appropriate and approved) format.

Blackboard and Technology

[Blackboard and Technology (https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/)](https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/)
As a student in this course, you have access to support from the Division of Information Technology (DoIT) for Blackboard and computer issues. The service desk can be reached at 803-777-1800.

Counseling Services

[Counseling Services (https://sc.edu/about/offices_and_divisions/student_health_services/medical-services/counseling-and-psychiatry/index.php)](https://sc.edu/about/offices_and_divisions/student_health_services/medical-services/counseling-and-psychiatry/index.php): The University offers counseling and crisis services as well as outreach services, self-help, and frequently asked questions.

Attendance Policy

Success in this course is dependent on your active participation throughout the course. You are expected to log into Blackboard several times a week and complete course assignments. Even if your work is completed, you still need to login to ensure that you have seen all announcements, etc. It is your responsibility to checking updates related to the course.

Academic Integrity

You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum academic penalty of your failing the assignment, and will result in additional disciplinary measures. This includes improper citation of sources, using another student's work, and any other form of academic misrepresentation.

The first tenet of the Carolinian Creed is, "I will practice personal and academic integrity."

Below are some websites for you to visit to learn more about University policies:

Carolinian Creed (http://www.sa.sc.edu/creed)
Academic Responsibility (http://www.sc.edu/policies/staf625.pdf)
Office of Student Conduct and Academic Integrity (https://www.sa.sc.edu/academicintegrity/)
Information Security Policy and Standards
(https://sc.edu/about/offices_and_divisions/division_of_information_technology/security/policy/universitypolicy/)

Plagiarism

Using the words or ideas of another as if they were one's own is a serious form of academic dishonesty. If another person's complete sentence, syntax, key words, or the specific or unique ideas and information are used, one must give that person credit through proper citation.

Class Conduct/Netiquette

Professionalism will be expected at all times, but most especially with your interactions online. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness is the norm for those who participate in my class.

Our discussion board is a way for you to share your ideas and learning with your colleagues in this class. We do this as colleagues in learning, and the Discussion Board is meant to be a safe and respectful environment for us to conduct these discussions.

Some Netiquette Rules:
- Treat one another with respect. It will be expected that we will not attack one another personally for holding different opinions.
- Do not use all CAPITAL LETTERS in emails or discussion board postings. This is considered "shouting" and is seen as impolite or aggressive.
- Begin emails with a proper salutation (Examples: Dr. Name; Hello Professor Name; Good afternoon Dr. Name). Starting an email without a salutation or a simple "Hey" is not appropriate.
- When sending an email, please include a detailed subject line. Additionally, make sure you reference the course number (Ex. HRTM 280) in the message and sign the mail with your name.
- Use proper grammar, spelling, punctuation, and capitalization. Text messaging language is not acceptable.
- Use good taste when communicating. Profanity should be avoided.
- Re-Read, think, and edit your message before you click "Send/Submit/Post."

Please remember when posting to be respectful and courteous to your colleagues, and limit your posts to discussions of this course and its assignments.

Diversity and Inclusion

The university is committed to a campus environment that is inclusive, safe, and respectful for all persons, and one that fully embraces the Carolinian Creed. To that end, all course activities will be conducted in an atmosphere of friendly participation and interaction among colleagues, recognizing and appreciating the unique experiences, background, and point of view each student brings. You are expected at all times to apply the highest academic standards to this course and to treat others with dignity and respect.

Accessibility, Disability, and Triggers [credit to Dr. David Moscowitz]

I am committed to ensuring course **accessibility** for all students. If you have a documented **disability** and expect reasonable accommodation to complete course requirements, *please notify me at least one week before accommodation is needed*. Please also provide SDRC (https://sc.edu/about/offices_and_divisions/student_disability_resource_center/) documentation to me before requesting accommodation. Likewise, if you are aware of cognitive or emotional **triggers** that could disrupt your intellectual or mental health, please let me know so that I can be aware in terms of course content.

Diversity, Ethics, and the Carolinian Creed [credit to Dr. David Moscowitz]

This course works to foster a climate free of harassment and discrimination, and it values the contributions of all forms of **diversity**. The decision to enter university and pursue advanced study is a choice that entails commitment to personal **ethics** expressed in the **Carolinian Creed** (www.sa.sc.edu/creed): "I will discourage bigotry, while striving to learn from differences in people, ideas and opinions." Likewise, the Student Code of Conduct (STAF 6.26 (http://www.sc.edu/policies/ppm/staf626.pdf) stresses, "The University of South Carolina strives to maintain an educational community that fosters the development of students who are ethical, civil and responsible persons."

Title IX and Gendered Pronouns [credit to Dr. David Moscowitz]

This course affirms equality and respect for all gendered identities and expressions. Please don't hesitate to correct me regarding your preferred gender pronoun and/or name if different from what is indicated on the official class roster. Likewise, I am committed to nurturing an environment free from discrimination and harassment. Consistent with Title IX policy, please be aware that I as a responsible employee am obligated to report information that you provide to me about a situation involving sexual harassment or assault.

Values [credit to Dr. David Moscowitz]

Two core values, inquiry and civility, govern our class. **Inquiry** demands that we all cultivate an open forum for exchange and substantiation of ideas. Strive to be creative, to take risks, and to challenge our conventional wisdom when you see the opportunity. **Civility** supports our inquiry by demanding ultimate respect for the voice, rights, and safety of others. Threatening or disruptive conduct may result in course and/or university dismissal. Civility also presumes basic *courtesy*: please be well rested, on time, and prepared for class, which includes time for a restroom stop *before* (not during) class (even online) and silencing all personal devices.

My perspective is that we never cease being students of this world, so I believe that attentive, reflective people always have something to learn from others. Good discussions can be energetic and passionate but are neither abusive nor offensive. Vibrant, vigorous inquiry derives from discussions that:

- challenge, defend, and apply different ideas, theories, perspectives, and skills,
- extend a body of knowledge into different arenas and applications, and result in a synergy that compels us to seek resolution to these discussions.

Expectations of the Instructor

I am expected to facilitate learning, answer questions appropriately, be fair and objective in grading, provide timely and useful feedback on assignments and treat you as I would like to be treated.

Copyright/Fair Use Statement

I will cite and/or reference any materials that I use in this course that I do not create. You, as students, are expected to not distribute any of these materials, resources, quizzes, tests, homework assignments, etc. (whether graded or ungraded).

HRTM J280 Tourism Topics- Course Schedule
Duration: 28/12/2020 - 01/17/2021

Module/Topic Date(s)	Assignments and Chapter Readings	Due dates	
Module 1: Start Here! Introduction Module (Dec.28, 2020-January 3) Introduction Tourism System: History and Impacts of Tourism; Tourism planning and sustainable tourism	- Review "Start Here" section in Blackboard - Read syllabus - Complete syllabus quiz - Post to and read discussion board introductions - Complete Blackboard orientation/syllabus quiz - Read chapters 1, 15, 2, 5, 6 - Watch module video clips - Review power points for each chapter - Participate in discussions - Take module test - Submit video-clip analysis #1 - Decide on the topic(see options) for the final paper - Watch / Read supplementary materials to enhance learning (optional)	*Syllabus Quiz:* **Due:** Dec. 29th, 2020 *Daily chapter quizzes (due before midnight)* Chapter 1 (Dec 28) Chapter 15 (Dec 29) Chapter 2 (Dec 29) Chapter 5 (Dec 30) Chapter 6 (Dec 30) *video-clip analysis #1* Dec 31st *Weekly Module Test #1* Open January 1st -3rd by midnight **Module discussions***	
Module II- Tourism psychology and marketing January 4-January 10 2021	- Read chapters 7, 10, 14 - Watch module video clips - Review power points for each chapter - Participate in discussions - Take module test - Submit video-clip analysis #2 - Start reading the literature about tourism's impacts and write synthesis of articles about your chosen topic for the final paper - Watch / Read supplementary materials to enhance learning (optional)	*Daily chapter quizzes (due before midnight)* Chapter 7 (Jan 5) Chapter 10 (Jan 6) Chapter 14 (Jan 7) *Video-clip analysis #2* January 7th *Weekly Module Test #2* Open January 8th -10th by midnight *Module discussions**	

Module III Tourism Demand and Supply January 11-January 17 2021	• Read chapters 12, 13,16, 17 • Watch module video clips • Review power points for each chapter • Participate in discussions • Take module test #3 • Submit video-clip analysis #3 • Complete reading the literature about tourism's impacts and finish writing your state-of-the-art literature review paper about your chosen • Polish your paper, go over your draft, cross-check references, paraphrase as much as possible, use APA style, don't forget citations, and quotes where appropriate, check originality. • Watch / Read supplementary materials to enhance learning (optional)	***Daily chapter quizzes (due before midnight)*** Chapter 12 (Jan 11) Chapter 13 (Jan 12) Chapter 16 (Jan 13) Chapter 17 (Jan 14) ***Video-clip analysis #3*** January 14th ***Weekly Module Test #2*** Open January 15th -16th by midnight **Final Tourism Impacts Literature Review paper** Jan 16th before midnight ***Module discussions****	
Final Exam		Jan 17	

If you are registered with the Student Disability Resource Center, please send a personal e-mail, you will be given additional time to accommodate your needs

* You are required to post answers to professor-posted questions each Thurs. by 5:00 p.m. (Dec 31st) and post comments to two peers by the following Tuesday, 01/05/2021 by 5:00 p.m.

This course is a fully web-based class, requiring **no physical attendance**, but a maximum amount of self-discipline and reading. There are fewer graded assignments than in a traditional classroom setting, but those you are responsible for are worth a great deal of your final grade. Term project must be submitted before 11:59 pm on the 16st of Jan, 2021.