

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

TOUR 311-A01—Women and Tourism (3 Credits)  
SUMMER 2016

DAY/TIME:	Variable	LOCATION:	DL
PROFESSOR:	Dr. Abena A. Aidoo	EMAIL ADDRESS:	<a href="mailto:aaidoo@gmu.edu">aaidoo@gmu.edu</a>
OFFICE LOCATION:	SciTech – BRH, RM. 228A	PHONE NUMBER:	703-993-9047
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PREREQUISITES

None

COURSE DESCRIPTION

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

DELIVERY METHOD:

This course will be delivered online using an **asynchronous** (not “real time”) 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 site will be available on **Monday, May 16, 2016 at 9:00 p.m.**

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. *Opera and Safari are **not** compatible with Blackboard;*
- Consistent and reliable access to their Mason email and Blackboard, as these are the official methods of communication for this course
- 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 the course requirements.
- Students will need to use the Respondus Lockdown Browser and Monitor when completing the exams. Students will need a Webcam.
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
  - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
  - Apple QuickTime Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## EXPECTATIONS:

- **Course Week:** Because online courses do not have a “fixed” meeting day, but on the other hand because the Summer Semester is a short one, our week will generally **start and end on the dates specified on the Tentative Schedule**. Exceptions are noted on the course schedule.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their Mason email for communications from the instructor, at a minimum this should be **3 times per week**.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and online group interactions. **Professional and Civility** are required in all participation.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and **should, therefore, budget their time accordingly**. **Late work will not be accepted based on individual technical issues**. Please contact the IT Services for assistance - <http://itservices.gmu.edu/>.
- **Workload:** Expect to log in to this course **at least 3 times per week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines and due dates** listed in the **TENTATIVE COURSE SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be collaborative, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. You are strongly encouraged to always re-read your responses carefully before you post them to prevent others from taking them as personal attacks. Be positive in your approach to others and diplomatic with your words. Remember, you are not competing with each other, but sharing information and learning from one another as well as from the instructor. **Professional and Civility** are required in all participation

## COURSE OBJECTIVES

On completion of this course students should be able to:

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

## COURSE OVERVIEW

Instructional techniques include i) lectures, ii) directed readings, iii) essay assignments, iv) discussion board forums, v) blog entries, vi) a theory application paper and presentation, vii) a midterm examination, and viii) a final examination.

## REQUIRED READINGS

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

- ADDITIONAL READINGS

- Additional readings will be made available, as needed, through the Reserve (or E-Reserve) at the Fenwick (Fairfax campus) and/or Mercer (Prince William campus) Libraries; or posted on Blackboard (9.1); or distributed in class.
- Students will also be asked to do searches for journal articles, as well as internet articles, for discussions and assignments.

## EVALUATION

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

ASSIGNMENTS/ACTIVITIES/EXAMS	Points
<b>Midterm Examination (#1)</b> <i>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 till the date of the <b>Midterm Exam</b>. 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.</i>	20%
<b>Final Examination (#2)</b> <i>The exam will include information from the text, course slides, class notes, and any other source(s) indicated by the Professor, covered from midterm examination till the date of the <b>Final Exam</b>. 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. <b><u>Information from material covered before the Midterm Examination may be included,</u></b> as deemed necessary.</i>	20%
<b>Theory Application Report and Presentation</b> <i>- Students, working on their own OR in groups (as <b>determined by the professor</b>), will write a report, applying one social theory to one of the concepts/topics discussed in class. Each student/group will then share a presentation of their report (using PowerPoint slides AND Notes) to the rest of the class. Both the report and presentation will be due on the date stated on the Tentative Schedule. <b>Detailed instructions will be provided at a later date.</b></i>	25%
<b>Quizzes</b> <i>- Students will be expected to complete four (4) <u>unscheduled</u> quizzes based on the text, other material covered in the course, 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 combination of the different formats. The time allotted will depend on the type(s) and/or number of questions.</i>	15%

## Participation

- Participation points will be scored based on students' **active** participation in weekly assignments reflected through written responses on Discussion Board forum, and Blog entries, Quizzes, 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.

20%

**TOTAL**

**100%**

## Grading Scale

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

## \*\*\*\*Grade Calculation Formula:

- *Percentage Score for Each Grade Requirement/Assignment = %*
- *Total Score Student Receives for the Particular Assignment = A*
- *Highest Possible Percentage Score Assigned for the Particular Assignment = B*
- *Highest Possible Score for the Particular Assignment = C*

$$\gg \% = (A * B) \div C$$

## ASSIGNMENT DESCRIPTIONS

### Weekly Assignments

-- 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

### Theory Application Report and Presentation

-- Students, working on their own, OR in groups (*as determined by the professor*), will write a report, applying one social theory to one of the concepts/topics discussed in class. Each student OR group will

then share a presentation of their report (using PowerPoint slides AND Notes) to the rest of the class. Both the report and presentation will be due on the date stated on the Tentative Course Schedule. **Detailed instructions will be provided at a later date.**

### Quizzes

- Students will have to complete four (4) **unscheduled** quizzes.
- Quizzes will be given through Blackboard, and will be timed.
- **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.
  - \*\*\*Some of the questions from the quizzes may be included in the midterm (#1) and final (#2) examinations. **Students must note, however, that they will only have access to the quizzes they attempt.** *The Professor **will not** be able 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

- The Midterm 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 **Midterm Exam**.
- The Final 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 the Midterm Examination to the date of the **Final Exam**. **However, information from before the Midterm Examination may be included.**
- The questions for both examinations 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.
- Students will be required to download the Respondus Lockdown Browser and Monitor software, where 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, only, and will be handled on a case-by-case basis.

**TENTATIVE COURSE SCHEDULE**

WEEKS	TOPICS/ACTIVITIES/ASSIGNMENTS	READINGS
Module 1 <b>5/16 – 5/20</b>	<p><b>‘Meet and Greet’</b></p> <ul style="list-style-type: none"> <li>• Course and Blackboard overview</li> </ul> <p><b>Chapter 1 - Introduction to Women and Tourism</b></p> <ul style="list-style-type: none"> <li>• Reading(s) and Lecture</li> </ul> <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> <ol style="list-style-type: none"> <li>1. Introductions Blog, <b>due 5/18/16, at 11:59 p.m.</b></li> <li>2. Module 1 Discussion Board Assignment:               <ol style="list-style-type: none"> <li>a. Initial post, <b>due 5/19/16, at 11:59 p.m.</b></li> <li>b. Comments on two (2) classmates’ posts, <b>due 5/20/16 at 11:59 p.m.</b></li> </ol> </li> <li>3. Quiz #1, <b>due 5/20/16, at 11:59 p.m.</b></li> </ol>	Chapter 1 Additional Readings: TBA
Module 2 <b>5/21 – 5/25</b>	<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>Women Tourists Traveling Solo</b></p> <ul style="list-style-type: none"> <li>• Reading(s) and Lecture</li> </ul> <p><b>Chapter 3 – Does Age Really Matter?</b></p> <ul style="list-style-type: none"> <li>• Reading(s) and Lecture</li> </ul> <p><b>Assignments Due</b></p> <ol style="list-style-type: none"> <li>1. Module 2 Discussion Board Assignment:               <ol style="list-style-type: none"> <li>a. Initial post, <b>due 5/24/16, at 11:59 p.m.</b></li> <li>b. Comments on two (2) classmates’ posts, <b>due 5/25/16 at 11:59 p.m.</b></li> </ol> </li> <li>2. Quiz #2, <b>due 5/25/16, at 11:59 p.m.</b></li> </ol> <p><i>***Theory Application Paper and Presentation Instructions Assigned</i></p>	Chapter 2 Chapter 3 Additional Reading: TBA
<p><b>***MIDTERM EXAMINATION***</b>  <b>5/26/16 – 5/29/16 (at 11:59 p.m.)</b></p>		
Module 3 <b>5/31 – 6/4</b>	<p><b>Chapter 5 – Women Tourists and Magazines</b></p> <ul style="list-style-type: none"> <li>• Reading(s) and Lecture</li> </ul> <p><b>Chapter 6 – Motivations for Women Tourists</b></p> <ul style="list-style-type: none"> <li>• Reading(s) and Lecture</li> </ul> <p><b>Chapter 7 – Women and the Tourism Industry</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>• Module 3 Discussion Board Assignment:               <ul style="list-style-type: none"> <li>○ Initial post, <b>due 6/2/16, at 11:59 p.m.</b></li> <li>○ Comments on classmates’ posts, <b>due 6/4/16 at 11:59 p.m.</b></li> </ul> </li> <li>• Quiz #3, <b>due 6/4/16, at 11:59 p.m.</b></li> </ul>	Chapter 5 Chapter 6 Chapter 7 Additional Readings: TBA

Module 4 6/5 – 6/9	<b>Impacts of Tourism on Women</b> <b>Chapter 13 – Gender Differences in Perceptions of Impacts</b> <ul style="list-style-type: none"> <li>• Reading(s) and Lecture</li> </ul> <b>Chapters 15 &amp; 16 – Women and Sex Tourism</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>• Module 4 Discussion Board Assignment: <ul style="list-style-type: none"> <li>○ Initial post, <b>due 6/8/16, at 11:59 p.m.</b></li> <li>○ Comments on classmates' posts, <b>due 6/9/16, at 11:59 p.m.</b></li> </ul> </li> <li>• Quiz #4, <b>due 6/9/16, at 11:59 p.m.</b></li> <li>• Finish work on Theory Application Paper and Presentation</li> </ul>	Chapter 13 Chapter 15 Chapter 16 Additional Readings: TBA
<b>Miscellaneous Assignments</b> <ul style="list-style-type: none"> <li>• Theory Application Papers and Presentations, <b>due 6/11/16, at 11:59 p.m.</b></li> <li>• Responses to Theory Application Presentation Questions, <b>due 6/14/16, at 11:59 p.m.</b></li> </ul>		
<b>***FINAL EXAMINATION***</b> <b>6/15/16 – 6/18/16 (at 11:59 p.m.)</b>		

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

**\*\*\*\*Please note that while there are weekends included in the module dates, enough weekdays have been included that equal the turnaround time for this short, intensive, Summer session.**

## COURSE POLICIES

### 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 Tentative 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.

### 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, as well as

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 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**.

## GRADING

Every attempt will be made to grade assignments in a timely manner, in order to provide students with the necessary feedback. However, time must be allowed for assignments to be graded.

- **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.**

## 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>).
- Students must cite the sources for **all** information or materials not original to them used individually or as a group. Any student found to be in breach of the GMU Honor Code will be subject to disciplinary actions as deemed appropriate.
- Please note that in the case of group assignments, **all members** of the group will be held responsible for any plagiarized materials, as well as any other breach of the GMU Honor code.

## COMMUNICATION

- Students are expected to observe **proper and professional e-mail etiquette**, at all times, which includes (but is not limited to):
  - ***Using proper salutation (i.e., Dear Dr. Aidoo OR Dr. Aidoo OR Dear Professor Aidoo OR Professor Aidoo),***
  - ***A subject line describing the content of your e-mail,***
  - ***The sender's name to help the Professor identify the sender.***
- Adequate time must be allowed for a response when communicating via e-mail or phone. **In addition, as noted earlier, 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 also make sure to send e-mails to the Professor using their Mason e-mail addresses ONLY.**

#### 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*.
- **Students must check the Blackboard Course page frequently (at least 3 times per week) to ensure that they do not miss any important announcements and deadlines.**

#### 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.

## **Student Expectations**

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code-2/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

## **Campus Resources**

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

**PROFESSIONAL BEHAVIOR:** Students are expected to exhibit professional behaviors and dispositions at all times.

**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.