Dear Mary Ann,

Please find attached the Diversity Questionnaire associated with the request for the addition of a diversity requirement to the course GEOG 22040: Introduction to Global Tourism. This course is cross-listed with Recreation, Park and Tourism Management, and there is parallel paperwork from their department. The course has only been taught by RPTM to-date. They have submitted the additional Diversity course requirements, i.e., the syllabus.

Sincerely,

Mandy

Mandy J. Munro-Stasiuk
Professor and Chairperson
Department of Geography, Kent State University
Kent, OH, 44242
mmunrost@kent.edu
http://www.kent.edu/cas/geo/index.cfm

Check us out on Facebook

The Department of Geography offers the BA, MA and PhD degrees. We have major research specialties in social and environmental justice, and climatology and hazards. We are especially interested in those relative to the urban environment and their impact on health and well-being.
Name: Lorna G Hardina
Submission Date: 5/5/2014
Organization: Dean Arts & Sciences

Course Catalog Update
<< Return to Search Results
Course Catalog Update Information:
Reference Number: CCU007216
Level: 3.00 of 3.00
Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Date: 11-MAR-14
Currently On The Worklist Of: Donald Palmer, dpalmer

Basic Course Data
Change type: Revise
Faculty member submitting this proposal:
Requested Effective Term: 201580
Campus: Kent
College: AS-Arts and Sciences
Department: GEOG-Geography
Course Subject: GEOG-Geography
New Course Subject:
New Course Number: 22040
Course Number:
Course Title: INTRODUCTION TO GLOBAL TOURISM
Title Abbreviation: INTRODUCTION TO GLOBAL TOURISM
Slash Course and Cross-list Information: GEOG22040+RPTM26060
Credit Hours
Minimum Credit/Maximum Credit: 3 to 3
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3
Contact Hours: Lab - Minimum Hours/Maximum Hours:
Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes
Is this course part of the LER, WIC or Diversity requirements: Yes
If yes, course attributes: 1. DIVG-Diversity Course-Global 2. 3.
Can this course be repeated for credit: No Repeat
Course Level: Undergraduate
Course Limit: OR Maximum Hours: Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):
Schedule Type(s): 1. LEC-Lecture 2. 3.
Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions
Current Prerequisite/Corequisite/Catalog Description: (Cross-listed with RPTM 26060) Introduction to travel and tourism around the world, including tourism technologies, cultural and natural environments as attractions, benefits of travel, travel ethics, and sustainable development. Prerequisite: None.

Catalog Description (edited):
Prerequisites (edited):
Corequisites (edited):
Registration is by special approval only: No

Content Information
Content Outline:
<table>
<thead>
<tr>
<th>Content Hours per Course Topic</th>
<th>Topic Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Course introduction, state of world tourism, FAQ's about global travel.</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Notes</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Initial trip planning, the Rough Guide's 24 things to enrich your</td>
<td>the Lonely Planet's Blueist.</td>
</tr>
<tr>
<td>Wonders of the world—cultural and natural.</td>
<td></td>
</tr>
<tr>
<td>Ethics of travel; meaning of hospitality.</td>
<td></td>
</tr>
<tr>
<td>Travel advisory, government regulations.</td>
<td></td>
</tr>
<tr>
<td>Insurance, health, hygiene, safety.</td>
<td></td>
</tr>
<tr>
<td>Travelers with special needs—children, seniors, persons with</td>
<td>disabilities, etc.</td>
</tr>
<tr>
<td>Travel and the humanities: literature, art, music, architecture,</td>
<td>from Marco Polo, Charles Darwin, Antoni Gaudi, I.M. Pei, Ando</td>
</tr>
<tr>
<td>Vincent van Gogh, Mishima Yukio, Che Guevara, Alexis de Tocqueville.</td>
<td></td>
</tr>
<tr>
<td>Introduction to selected global destinations: cities, attractions,</td>
<td>cultures.</td>
</tr>
</tbody>
</table>

**Display/Hide Delimited Course Outline**

**Total Contact Hours:** 45

**Textbook(s) used in this course:** Rough Guide, Lonely Planet

**Writing Expectations:** Three writing assignments

**Instructor(s) expected to teach:** Philip Wang

**Instructor(s) contributing to content:** Philip Wang

### Proposal Summary

**Explain the purpose for this proposal:**

The purpose of this proposal is to update the content and to designate this as a global diversity course. The course objectives are: 1. Knowledge of major world destinations and cultures. 2. Comprehension of travel experiences. 3. Skills of trip preparation and a capacity to plan an international trip. 4. Knowledge of diversity patterns and trends in the United States, and understanding of one's culture identity that shapes one's perceptions, ideology, and values. 5. Understanding of global diversity issues (including ethnic stereotypes, unequal treatment of people), cultural awareness, and sensitivity, and ethical conducts. 6. Ability to communicate and participate in a diverse community in a special program that promotes appreciation of other peoples, to exercise understanding of cultural differences and commonalities, and to practice techniques for dealing constructively with problems arising out of cultural differences. 7. Appreciation of aesthetic dimensions of other traditions and cultures, and of Western and non-Western cultures in a world context from a comparative perspective.

**Explain how this proposal affects program requirements and students in your unit:**

None

**Explain how this proposal affects courses, program requirements and student in other units:**

Students in other units will be able to use this course to meet the global diversity requirement. This course is cross listed with Recreation, Park and Tourism Management, so they will have to submit an equivalent proposal.

**Explain how this proposal affects enrollment and staffing:**

This proposal may increase enrollment in the course, but will not affect staffing.

**Units consulted (other departments, programs or campuses affected by the proposal):**

Hospitality Management; Recreation, Park and Tourism Management

**Revisions made to form (if applicable):**

- [X] Course Content
- [ ] Number
- [ ] Prerequisites
- [ ] Schedule Type
- [ ] Subject
- [ ] Title
- [ ] Title Abbreviation
- [ ] Writing-Intensive (WIC)
- [X] Liberal Education Requirement (LER)
- [ ] Other

**Curriculum Services Information:**

Approved by EPC:

Cross-list Banner Code:FAM
OBR Program Code:33
CIP Code:450701

Curriculum Bulletin:
OBR Course Level:3
OBR Subsidy Code:07

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

<table>
<thead>
<tr>
<th>Date</th>
<th>User</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/17/2014</td>
<td>Mandy J. Munro-Stasiuk</td>
<td>No comments available.</td>
</tr>
</tbody>
</table>

History:

<table>
<thead>
<tr>
<th>Date</th>
<th>User</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/5/2014</td>
<td>Mary Ann Haley</td>
<td>Approved</td>
</tr>
<tr>
<td>4/21/2014</td>
<td>Mandy J. Munro-Stasiuk</td>
<td>Approved</td>
</tr>
<tr>
<td>4/17/2014</td>
<td>Mandy J. Munro-Stasiuk</td>
<td>Submitted</td>
</tr>
</tbody>
</table>
Diversity Course Proposal Questionnaire

Please review the Diversity Requirement Objectives and Criteria before completing and submitting the questionnaire to the University Requirements Curriculum Committee accompanied by a Course Catalog Update workflow and a typical course syllabus.

Department/School: Geography

Course Number: GEOG 22040  Credit Hours: 3

Course Title: Introduction to Global Tourism

Diversity Category: [ ] Domestic (U.S.)  [x] Global

Prerequisite(s):

Your responses should reflect the needs and resources of the integrated eight-campus system.

1. Explain how the course addresses specific diversity requirement objectives and criteria as a primary purpose. Please be explicit and concrete; this is the heart of the proposal.

In this course, the concept of travel is about learning and personal growth in order to understand and appreciate the world, particularly its cultural diversity and the biodiversity of natural environments.

For the cultural aspect, the course has an emphasis on the heritage of world civilizations based on the humanities—art, architecture, music, and literature. These humanities subjects are the contexts of diversity, e.g., different styles of art. Additional to the classical fields of humanities, cultural areas such as sports, cuisine, holidays and festivals are introduced.

Beyond the cultural differences, critical socio-cultural issues are explored in the course. Etiquette, cross-cultural sensitivity, culture shock and taboos are examined. Attention is also given to intolerance, geopolitical power struggle and regional conflicts, inequality, oppression, exploitation, and revolutions.

Using the UNESCO World Heritage’s criteria as an example (i.e., outstanding universal human values), the course reconstructs the significance of travel. Ethics of travel and the spirit of hospitality are examined. The final goal of this course is to promote travel as a means of bringing change and making action for peaceful coexistence.

2. Describe the history of previous course offerings. Attach a summary of student course evaluations. To what extent, if any, has this course been modified to meet the objectives and criteria of the diversity requirement?

This course has been offered in the following semesters at full or near full capacity: S-2007, S-2008, S-2009, S-2010, F-2010, S-2011, F-2011, S-2012, F-2012, S-2013, F-2013.

3. For what audience would this be a particularly good diversity course? Explain.

Students in sociology, communications, arts, music, architecture, education, tourism, recreation, sport administration, gerontology, public health, business, geography, international relations, and
4. What faculty will teach this course? Have any special efforts been made to prepare these faculty members to deal with the diversity issues of this course? Explain.

A faculty person in the Recreation, Park and Tourism Management program will teach this course. Preparation has been made by the faculty members in the following ways: teaching and research in sustainable tourism pertaining to social-cultural, environmental and economic impacts, leading study abroad programs, advising international students, hosting international visiting scholars, attending and hosting international academic conferences, teaching courses at an overseas university, serving on Kent State international student/scholar and study abroad committees.

5. What maximum student enrollment per section do you propose? How many sections per year do you anticipate offering with current resources? What additional resources, if any, will you need?

Maximum enrollment would be 45 per section. Two sections each year is appropriate. Other than classroom capacity, no additional resources are needed.

6. How will the teaching and learning be evaluated? How will the effectiveness of the course, specifically its diversity aspect, be assessed?

Teaching and learning will be evaluated internally by quizzes, projects and presentations. One of the projects is a public-forum presentation in which students design travel programs to demonstrate global diversity (cultural and natural). Judges, commentators and keynote speakers are invited to provide external evaluation of learning and teaching.

Both internal and external evaluations assess the knowledge and competency in global diversity in terms of cultural heritage and the humanities (art, music, literature, philosophy, religion, cuisine, sports).

7. Does this course address primarily domestic (U.S.) diversity issues or global diversity issues, or both? Explain.

The course addresses primarily global diversity issues pertaining to the following: civilizational achievements in the humanities, oppression and exploitation of people, volunteering vacations to make a difference, ethical travel, the spirit of hospitality.

The AIDA marketing model (Attention, Interest, Desire, Action) is applied in the course to address the global diversity goals, i.e., bringing attention to the issues to the students, arousing their interest in learning about the destinations and their cultures, stimulating the desire to learn further and to visit the places one day, and action in terms of engaging in the assignments now and visiting the places in the future.

Name of person preparing form: Mandy Munro-Stasiuk  Submission date: 4/7/14

Signature of chair/director verifying curriculum committee approval  4/15/14  Date

2 of 2
RPTM 26060/GEOG 22040 Introduction to Global Tourism
Spring 2014

Class Meeting
MW 12:30 - 1:45 p.m.
117 White Hall

Instructor
Dr. Philip Wang, 316-M White Hall, 672-0219
Office Hours: MW 2:00 - 4:00 p.m., F 10 a.m. - noon
or by appointment

Suggested Reading
journey, 2nd ed. New York: Rough Guides
Ltd
Houghton Mifflin

Course Description
Introduction to travel and tourism around the world, including tourism technologies, cultural and
natural environments as attractions, benefits of travel, travel ethics, and sustainable development.

Course Objectives
Upon successful completion of this course, students will be able to demonstrate:
1. Knowledge of major world destinations and cultures
2. Comprehension of travel experiences
3. Skills of trip preparation and a capacity to plan an international trip
4. Knowledge of diversity patterns and trends in the United States, and understanding of one’s
culture identity that shapes one’s perceptions, ideology and values
5. Understanding of global diversity issues (including ethnic stereotypes, unequal treatment of
people such as racial and income inequalities), cultural awareness and sensitivity (culture
shock, etiquette, co-existence, world peace), and ethical conducts in travel
6. Ability to communicate and participate in a diverse community in a special program that
promotes appreciation of other peoples, to exercise understanding of cultural differences and
commonalities, and to practice techniques for dealing constructively with problems arising
out of cultural differences
7. Appreciation of aesthetic dimensions of other traditions and cultures through the humanities,
and of Western and non-Western cultures in a world context from a comparative perspective

Course Requirements
1. Research, attendance, and participation in class exercise are required
2. Two quizzes will be given
3. Completion of all assignments is required; assignment instructions will be explained in class

Assignments
1. Seven Places
2. Philosophy of Travel
3. A Special Journey

Grade Assignment
Quiz 1, 2 (@ 15% each).......................... 30%
Seven Places.................................... 5%
Philosophy of Travel.............................. 15%
A Special Journey: Planning...................... 15%
A Special Journey: Delivery...................... 10%
Attendance, discussion, exercise.................. 25%  100% total

Scores earned in each exam and assignment will be based upon a 100-point scale. Final grades will be determined by tallying the scores according to their designated weight. Final grades will be assigned using the following scale:

- A = 93-100
- A- = 90-92
- B+ = 87-89
- B = 83-86
- B- = 80-82
- C+ = 77-79
- C = 73-76
- C- = 70-72
- D = 60-69
- F = below 60

Class Policies
1. Food and electronic devices are prohibited in the classroom.
2. Make up quizzes will be given only with permitted excuses. Students with scheduling difficulties must make prior arrangements with the instructor.
3. Papers are due at 4:30 p.m. on the due dates in 316 White Hall. Ten points will be deducted for each day beyond the due date. A paper copy is mandatory; electronic submission is unacceptable. Professional quality of all projects is required. Points will be deducted for grammatical, spelling and typographical errors.
4. Academic integrity is enforced. Plagiarism must be avoided.

Course Outline and Schedule

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 1, 2  | **Junction 1: Where to Go?—Global Destinations**  
Course introduction, state of world tourism, FAQ's about global travel, self-identity and personal growth, quest for spirituality; culture shock, lifestyle differences and similarities (course objective 1, 2, 4) |
| 3, 4  | Initial trip planning, the Rough Guide's 24 things to enrich your journey; the Lonely Planet's Bluelist; wonders of the world, world heritage, universal human values, peaceful co-existence; ethics of travel; essence of hospitality (course objective 1, 2, 5, 6) |
| 5     | **Junction 2: How to Get Started?—Trip Preparation**  
Travel advisory, government regulations (course objective 1, 3) |
| 6, 7, 8 | Insurance, health, hygiene, safety; packing, departure checklist (course objective 1, 3) |
| 9, 10 | **Junction 3: Why Do People Travel?—in Search of Humanity**  
Trade, science, architecture, art, literature, politics and revolutions: selection from Marco Polo—geographic discoveries, exchange of ideas and technologies  
Edwin Way Teale—natural history, national parks  
Charles Darwin—scientific observation, ecotourism  
Antoni Gaudi, I.M. Pei—architecture, understanding of light and space  
Ando Hiroshige, Vincent van Gogh—the art of seeing, Eastern-Western concepts of aesthetics, pilgrimage  
Mishima Yukio—mortality, eternity, timelessness |
| 11, 12| GEOG 8 |
Che Guevara and Alexis de Tocqueville—struggles against slavery, imperialism; immigration; inequality, exploitation, empathy, and solidarity; volunteering vacations (course objective 1, 2, 4, 5, 7)

**Junction 4: How to Become an Expert?—Savvy Traveler**

13 Money, cost, budget (course objective 2, 3)
14 Travel gadgets; guide books, maps, finding a flight and a hotel (course objective 3)
15 Special needs—traveling with seniors, children, persons with a disability; traveling alone (course objective 2, 3)

**Junction 5: The Go List**

1-15 Introduction to selected global destinations: cities, attractions, cultures—festivals, food, sports, dress (course objective 1, 7)

**Important Dates**

TBA Marco Polo meeting *
W 2-5 Seven Places due
W 2-19 Quiz 1
W 3-5 Philosophy of Travel due
W 4-2 A Special Journey paper and brochure due
M 4-21 A Special Journey poster due
TBA A Special Journey—Delivery: personal presentation, Moulton Hall ballroom *
W 5-7 Quiz 2

TBA = To Be Announced
* Time or location are different from those of regular class meetings

**Students with Disabilities**

University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Disability Services (contact 330-672-3391 or visit www.kent.edu/sds for more information on registration procedures).

**Specifications for all written assignments**

Professional quality of all papers is expected, beginning with careful writing, editing and proofreading. Correct spelling, proper spacing between words and paragraphs are essential. Contractions and wrong words are not permitted. Numbers from one to nine and being the first word of a sentence must be spelled out. Long paragraphs should be avoided. Use headings and subheadings to clearly organized texts. Use APA style for references. Exercise caution to avoid plagiarism.

The paper must be typed in 12 point Times New Roman, double-spaced, with one-inch margins on clean paper, and properly assembled. A cover page and page numbers are required.

**Assignment: Seven Places**

![Handwritten Notes]
This assignment is an opportunity to explore your own personal and culture identities that shape one’s self-perceptions and values. The assignment consists of researching top world attractions and compiling a personal wish-list of destinations. The paper must include the following three sections. Editing and format must be consistent on all pages. All information must be checked for accuracy.

1. New Seven Wonders of the World by Bernard Weber
   Prepare a list of the sites, including what and where (city/country) they are.

2. The *Smithsonian* magazine’s 28 Places to See before You Die
   Prepare a list of the sites, including what and where (city/country) they are.

3. The ________ (your last name) Seven Places to See before You Die
   Select seven places you believe a serious traveler must visit in the lifetime (what and where—city/country), include two high quality color pictures for each of the places (no smaller than 2½” wide), and present an essay to explain the choices. In an analytical summary form, the essay is to reflect your personal identity (e.g., personality, passion) through the selection of the sites. Note: you being a unique person are the end (and the focus of the essay); the seven places are a means to that end.

**Assignment: Philosophy of Travel**

The purpose of this assignment is to explore and articulate meanings of travel relating to cultural awareness, sensitivity, and ethical conducts, and to demonstrate understanding of cultural differences and commonalities, by discussing the issues listed below.

Reference to recorded thoughts (such as quotes) of notable people is strongly encouraged. Quality of the paper will be evaluated according to the level of insight and clarity of explanation. Section headings showing the issues listed below must be included in the report.

1. The values of travel: why you are interested in travel? Why travel is important to you and to others? How travel may affect your life and work?
2. On being a responsible traveler: ethical considerations, including creed and actions. Two sources are recommended: *WTO Global Code of Ethics for Tourism*, *Rough Guide Ethical Tourism*. Additional references are encouraged; show citations.
3. On being a gracious host
4. Conclusion

**Assignment: A Special Journey**

An opportunity to collaborate with international scholars (hosted by Kent State’s Center for International and Intercultural Education, CIE) is the impetus of this hands-on project. It is a diverse community in a special program for the students and the international scholars to communicate and to promote appreciation of other peoples, to exercise understanding of cultural differences and commonalities, and to examine Western and non-Western cultures in a world context from a comparative perspective. The assignment is an opportunity to practice techniques for dealing constructively with problems arising out of cultural differences.
Students will be assigned a particular country, work with the guest scholars, research the destination country, design a travel plan, and present it in a public forum. The purpose of the assignment is to learn and practice travel planning. The skills acquired are transferable to other destinations for personal travel or for other people.

This project contains two main segments: Planning, which requires a team paper, and Delivery, to be conducted as a group. Students must engage in the assignment as a team.

Countries represented are Bangladesh, Brazil, Indonesia, Kenya, Kyrgyzstan, Philippine, Turkey, Uganda

Participation in the following CIIE lectures is strongly encouraged:

**Cultural Dialogues:** 12:00 - 1:00 pm, 200 White Hall
- February 5 Indonesia, February 13 Uganda, February 21 Philippines,
- February 26 Kenya, March 6 Bangladesh, March 14 Brazil

**Visiting Scholars:** 4:30 p.m., 200 White Hall
- January 31 Uganda, April 16 Turkey

**Planning (team paper)**

1. **Introduction to the destination country**
   - National profile, e.g., geographic location, size, population, languages, national capital and major cities, holidays
   - Economic activities, e.g., industries, products, exports
   - Natural environment, landscape, climate
   - Cultural life, custom, religion, etiquette, family, gender relations, culture shock
   - Data should be collected from personal interviews with the guest scholars and research.
   - The interview must be referenced in the report. Plagiarism must be avoided.

2. **Traveler profile:** identify and describe the intended travelers best suited for the destination country. Select a scenario and be creative.

3. **Travel program:** design an itinerary which includes destinations, attractions, activities, events. The itinerary must be compatible to the intended travelers and the experiences.

4. **Purpose of the journey:** write a specific purpose statement

5. **Analysis of the experience**
   - Articulate the meaning of the journey: what is the intended experience? How is the trip unique?
   - Explain the relevance of the journey: why is the trip important or desirable in regard to today’s culture and society?
   - Be thorough; in-depth discussions are required.

6. **Resources for further learning:** suggest guidebooks, book titles, films, music, Websites to advance knowledge and appreciation of the country. Give each item a brief description. Extensive listing is expected.

The paper must be marked with section headings and subheadings.

**Delivery (group presentation)**

Based on the Planning paper, each group will showcase the destination country and introduce the journey to a public audience. The Delivery is conducted in three formats: a brochure, a
poster, and personal presentation. Quality of the work will be judged on technical contents, design clarity, and visual appeal.

1. Brochure (KOD rule applies)
2. Poster (size must be 36”x48”, KOD rule applies)
3. Personal presentation, including oral communication, audio/visual displays, and professional attire.

Mission of the RPTM Program
The mission of the Recreation, Park and Tourism Management program is to prepare students for successful careers in a variety of leisure service settings through critical thinking and leadership development, with the purpose of enhancing quality of life among individuals and communities.