



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Course Prefix: HM

Course Title: Global Tourism

Year: 2025

Course and Section #: 320G X01

Credits: 3

Course Description

This course explores global tourism in a variety of sociocultural environments. We will explore world travel destinations and help develop a deeper understanding and cultural values and traditions that exist outside your own culture. In this course we will examine global tourism destinations in the context of environment, culture, economy, and society and explore pull factors for prospective tourists to specific destinations. We will focus on the nature of the world's largest industry (i.e. tourism industry) and its multiplier-effect on society and national economies. This course will enhance your engaged learning experiences through the Global Tourism Project and facilitate your preparation to participate as active, informed, and respectful citizens.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Summer Valente

Student Learning Outcomes

- Analyze global or intercultural issues of tourism (GI)
- Discuss stereotypical cultural conceptions and recognize the complexity and variety of different cultural groups (GI)
- Evaluate how one's own cultural values compare and contrast with those from different backgrounds (GI)
- Explain the complexity of tourism in relation to history, politics, economics, ecology, holidays, social norms, and practices in other cultures
- Describe the history of the travel and tourism industry
- Explain the environmental issues associated with the tourism industry
- Identify the theories for travel motivation and explain tourists behavior

Course Materials and Texts

Required materials and technology

- All materials for this course are included in Canvas or are items you will need to research. You will not need to purchase a separate textbook.
- Access to a computer and reliable internet connection
- Access to and ability to use word processing software

Course Requirements

Course Assignments, Assessments, and Grading Policy

Assignments:

One of your first assignments is to complete the syllabus quiz. It is important that you familiarize yourself with the syllabus (this document) and all of the information in the Course Orientation module. This quiz is multiple/choice, true/false and must be taken as many times as necessary to receive a perfect score. This will ensure that course expectations are clear.

Discussions:

Discussions will be opportunities to explore Global Tourism topics together. Posts to the discussion should add significantly to the conversation and support your point of view. *Comments that do not add significantly to a discussion will receive no credit.* It is okay to disagree in a discussion. In fact, much learning happens when we disagree. However, we need to be respectful and keep our online classroom a safe place to learn.

Due dates for discussions correspond with follow up comments which are due on Fridays, but remember the initial post due is on Wednesdays.

Assessments:

All quizzes and exams are offered online through this course. Quizzes allow three attempts, are multiple choice, and timed. The quizzes are closed-book, but you may review materials between attempts. Exams are one-attempt only, timed, and multiple choice and essay type questions. Exams are closed-book. All written assignments are to be submitted in Microsoft Word or PDF file formats.

The Global Tourism Project consists of several interim assignments involving further research and evaluation of your selected destination culminating in a research paper and presentation. Refer to the [Global Tourism Project \(GTP\) Guide](#) for details.

Grading Scale:

The following grading standards will be used in this class:

Grade	Percent
A	94-100

A-	90-93
B+	86-89
B	83-85
B-	80-82
C+	76-79
C	73-75
C-	70-72
D+	66-69
D	63-65
D-	60-62
E	0-59

Assignment Categories

Activity	Percent (%)
Assignments (13)	30
Discussions (11)	25
Quizzes (14)	10
Global Tourism Project	20
Major Exams (3)	15

Activity	Percent (%)
Total	100

Late Work Statement:

The best way to be successful in this course is to submit all assignments by their due date. All assignments are available from the beginning of the term and you are allowed to work ahead. Discussion participation must occur as per the due dates.

In the event that you will not be able to meet a due date, contact your instructor as soon as possible. If you are unable to contact the instructor ahead of the due date, you will be expected to provide appropriate documentation such as a doctors note to be allowed to turn in an assignment late.

Without prior communication, assignments completed after the due date will be subject to a 2% point reduction per day late with a maximum late point deduction of 50%. The final project will not be accepted after the due date.

Required or Recommended Reading Assignments

All required readings use chapters from the course texts that align with the modules below.

General Description of the Subject Matter of Each Lecture or Discussion

Module 1:

The tourism industry is one of the world’s most exciting and fastest growing industries. Most people are eager to travel to the destinations they have never been to before. This creates a local positive economical and social-cultural impact on these communities.

In this module, you will learn about fundamental concepts and the evolution of the tourism industry and gain a greater understanding of the nature of the tourism industry in the context of reasons to travel as well as tourism's contribution to the local community.

Module 2:

In this module, you will learn about the five (5) major characteristics of tourism. You will also learn the importance of knowing and understanding those five characteristics in the context of nature of tourism products comparable to other industries (e.g. manufacturing industry), seasonality, elastic and inelastic demand, and motivational factors. It is imperative to understand them since the demand side of the tourism industry is impacted by surrounding external and task environment (factors).

Module 3:

In this lesson, you will gain a greater understanding of the relationship of tourism and other supply industries such as transportation, lodging, food, etc. as they supply tourist areas. You will also learn the components of these industries and how they supply and accommodate tourist needs.

This lesson will help you learn who the stakeholders are and the superstructure of the tourism industry which acts as a key-supply chain and plays an important role in the tourism industry. You will come to realize the superstructure's important role as a private and public sector of the tourism industry.

Module 4:

In this lesson you will learn that tourism is composed of three basic elements:

1. Dynamic which involves travel to a selected destination(s)
2. Static which involves the stay in the destination
3. Consequential resulting from the two preceding elements

These elements are concerned with effects on the economic, physical, and social subsystems which tourists are directly or indirectly in contact with.

Module 5:

Many tourists visit certain destinations because of the attractions or superstructures they can enjoy there. In this lesson, you will learn that tourist attractions are classified as natural, social, cultural, and historical. Commercial tourism suppliers lure prospective tourist to these destinations using attractions as "Pull" factors.

Module 6:

Many destinations spend a lot in promotion in order to bring more tourists to their destinations. In this lesson, you will learn how each national tourism organization constructs their promotion plan in the context of their tourism marketing plan. Additionally you will learn which organization is responsible for various promotional activities by tourism industry type as follows:

- Public or quasi-public travel commission or bureau
- Independent or semi-independent travel or development bureau
- Travel development within another department

Module 7:

The tourism industry generates many values to their local community (destination). Values to the destination community include additional revenue from tourist expenditures or spending which positively impacts the local economy for residents, suppliers, city, and government.

In this lesson, you will explore the economic impact in the context of multiplier effect and negative impact. You will learn why the destination and national tourism organizations and stakeholders are eager to spend promotional monies to entice tourists to their destinations.

Module 8:

The tourism industry generates many values to the local community (destination). In addition to economic gains, tourism provides many social benefits to the area and community or society. A society is a community, nation, or broad grouping of people who have common traditions, institutions, activities, and interests. In this lesson, you will explore the social impact in the context of positive and negative impacts to the community. You will learn how the community and destination reacts to the social impact to maximize their value.

Module 9:

In addition to the economical and social impact, cultural impact to the community and destination will bring a very critical impact to the value of residents. Culture includes patterns, norms, rules and standards which find expression in behavior and social relations. In this lesson, you will learn how the community preserves its cultural heritage amidst the impact from foreign visitors by leveraging the positive and negative impact simultaneously.

Module 10:

Tourism's rapid growth requires that a balance or parity be attained between economic benefits and environmental sustainability which is called "tourism leverage between economical and ecological impact." Ecological impact is the most critical negative impact in the tourism industry as it destroys the Earth (only one Earth) and its destructive impact on us and more critically to our next generation. In this lesson, we will discuss ecotourism in the context of tourism leverage and sustainability in conjunction with the conflicts, regulations, law, and determine the role and responsibility of stakeholders' (public and private sector).

Module 11:

Tourism development is a major issue for a community since it is complex procedure involving an impact and feasibility study. In this lesson, you will learn who is involved, what factors are to be considered, and how to conduct the economic feasibility study.

Module 12:

A tourism industry is tied tightly with other industries such as transportation, lodging, restaurants, entertainment and other industries it requires a diversified organizational structure capable of handling many responsibilities. As discussed in the tourism relationship section, tourism cannot stand alone. In this lesson you will learn how tourism organizations become sustainable and what factors are considered in fulfilling its responsibility with other stakeholders.

Module 13:

Future trends in the tourism industry are based on past historical data and current events that are very important since it will bring the economical, social-cultural, ecological, and even technological impact to all communities and destinations in the future. In this lesson, you will learn about historical and current factors that are influencing our tourism industry.

Module 14:

This module is your opportunity to share what you have learned over the course term in your Global Tourism Project presentation and course reflection.

Required Course Syllabus Statements

Generative AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Please keep the following in mind: All of your peers are completing the same work as you with the same prompts. This makes it particularly easy to spot GAI material when the entire class is turning in work at the same time. Your work needs to be YOUR work. Remember you are taking this class to learn material and develop skills, not just complete tasks and get a grade.

Please also remember that an intangible outcome of this course is the relationship that you and I develop as a professor and student. There may come a time when you would like a letter of recommendation or a job referral or reference from me. My ability to help you with a positive, meaningful response is based on the trust we develop during this course, mostly through the work you produce and how you conduct yourself. Turning in work that is not yours will impact that trust.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.