

GEOGRAPHY OF TRAVEL AND TOURISM
HMG 4981
Semester Year

Instructor	Course	Section
E-mail	Day	
Phone	Location	
Office	Time	
Office hours	Lab Hours	0
	Credits	3

Department Mission Statement

The Hospitality Management Department of New York City College of Technology educates students for careers in the hospitality industry through foundational knowledge of hospitality operations and experiences that cultivate diverse perspectives, lifelong learning, collaboration, and community engagement.

Program Learning Outcomes

To graduate students who

1. identify and demonstrate skills relevant to the operational areas of hospitality management. (PLO #1)
2. utilize the dynamics of collaboration in diverse settings. (PLO #2)
3. demonstrate effective communication skills. (PLO #3)
4. exhibit the analytical and social skills essential for success in the global workplace. (PLO #4)
5. value and integrate lifelong learning, civic engagement, ethical reasoning, and social responsibility. (PLO #5)

Course Description

Physical and cultural factors influencing tourism as well as the geographic aspects of international tourism. Location of major attractions related to underlying geographic, social and economic factors.

Prerequisite

AAS degree in Travel & Tourism or Hospitality Management

Course Objectives

At the completion of HMG 4981, the student will be able to:

1. Describe the physical and cultural geographic basis for the location of tourism attractions and major destination areas.
2. Possess a working knowledge of the geography of the world in relation to tourism and be able to locate areas on the map.
3. Illustrate the relationships between the physical and cultural factors influencing tourism.

4. Understand the characteristics of travel in individual destinations and regions and the factors influencing them.
5. Understand the interrelation of geography and tourism and world travel patterns.

Text

Open Educational Resources will be used in the class.

Student Learning Outcomes	Method of Assessment
a. Comprehend the physical and cultural geographic basis for the location of tourism attractions and major destination areas. (HMGT knowledge; Gen Ed Values: Global/Multicultural Orientation; PLO #1)	Written assignments and discussion forums; term project; regional essays; class participation and reflections
b. Demonstrate a working knowledge of the geography of the world in relation to tourism and be able to locate areas on the map. (HMGT knowledge; PLO #4)	Regional essays; written assignments and discussion forums; class participation and reflections
c. Illustrate the relationships between the physical and cultural factors influencing tourism. (HMGT knowledge/skills; Gen Ed knowledge/skills [inquiry/communication/integration]; PLOs #5, #3)	Term project; written assignments and discussion forums; destination brief
d. Examine the characteristics of travel in individual destinations and regions and the factors influencing them. (HMGT knowledge/skills; Gen Ed knowledge/skills [inquiry/communication/integration] PLO #3)	Term project; regional essays; destination brief
e. Comprehend the interrelation of geography and tourism and world travel patterns. (HMGT knowledge; PLO #4)	Regional essays; written assignment and discussion forums

Grading procedures

- 30% Term Project
- 30% Regional essays
- 20% Written Assignments and Discussion Forums
- 15% Class Participation and Reflections
- 5% Destination Brief
- 100%

Assignments

Term Project

Working in groups, students will research an assigned niche tourism (for example, Avi Tourism, Volunteer Tourism, Halal Tourism) to determine its economic, environmental, and social impacts and the sustainability of the niche.

Regional Essays

The regional essays will serve as short written take-home exams that will demonstrate students' understanding of tourism in the regions covered in class. The essays will be given after coverage of each region.

Written Assignments and Discussion Forums

Students will submit weekly written responses based on articles, cases studies, review of websites and videos. Students may also be asked to respond to articles in discussion forums. Details of each assignment and deadline will be given on Blackboard. Weekly assignments will not be accepted after the due date.

Class Participation and Reflection

Participation is critical to success in this class, and students are expected to join in lively, intelligent, and professional discussions by completing the assigned reading before coming to class and by actively listening and asking questions. Students will respond in writing to prompts/questions after each week's lecture and post their responses on Blackboard at the end of the lesson. Students must attend the entire class session to be eligible for lesson reflection credit. They will be given time in class to reflect on the day's lesson.

Destination Brief

Each week, one student will be assigned to brief the class on a destination (city or country) included in the region being covered in that week's lesson. The brief should cover accessibility, etiquette, health and safety, currency/money, customs, and availability of the internet. Five minutes (or gong will go off).

Grading System

A	93 – 100
A-	90 – 92.9
B+	87 – 89.9
B	83 – 86.9
B-	80 -- 82.9
C+	77 – 79.9
C	70 – 76.9
D	60 – 69.9
F	59.9 and below

Required Text

No required text.

Selected Bibliography

Boniface, B, Cooper, R. & Cooper, C. (2021). *World destinations: The geography of travel and tourism* (8th ed.). Routledge.

Cavender, R., Swanson, J. R., & Wright, K. (2020). Transformative travel: Transformative learning through education abroad in a niche tourism destination. *Journal of Hospitality, Leisure, Sport & Tourism Education, 27*.

Condé Nast Traveller. (2020). Before and after: How coronavirus has emptied tourist attractions around the world. Retrieved January 30, 2021, from <https://www.cntravellerme.com/before-and-after-photos-tourist-attractions-during-coronavirus>

Dodds, R., & Butler, R. (Eds.). (2019). *Overtourism: Issues, realities and solutions*. De Gruyter Oldenbourg.

Mill, R.C. (2015). *Tourism: The international business*. OER Commons. Retrieved January 20, 2022 from <https://www.opentextbooks.org.hk/ditatopic/36925>

Class Meeting Schedule

Please note that students will be assigned to read or review a variety of material, including articles from texts, periodicals, websites, and video. Materials will be posted on Blackboard in each course session.

- Week 1** **Course Overview and Review of Syllabus**
Tourism's growth in the last 60 years and the impact of Covid-19
Definition of tourists, tourism
Tourism: the experience economy
[International Travel Largely on Hold Despite Uptick in May](#)
[GDRC Sustainable Tourism Glossary](#)
- Week 2** **Geography and Tourism**
What is Geography?
Definition of key terms; physical geography and human geography
The relationship between tourism and geography
The attraction of place; world regions
Climate change and tourism
See Blackboard for written assignment
- Read
[National Geographic Encyclopedia Entry, "Geography"](#)
Review
[United Nations World Tourism Organization](#)
See Blackboard for written assignment
- Week 3** **Tourism in Europe**
Geography of Western Europe
The physical geography and human geography of Europe
Cultural fragmentation; demographic shifts
Impact of Covid-19
Read
European Travel Commission's [Recovery of European Tourism in Sight This Summer](#)
<https://etc-corporate.org/news/recovery-of-european-tourism-in-sight-this-summer/>
- Additional Resources**
[Eurostat Tourism Statistics](#) (update Sept 2021)
See Blackboard for written assignment
New York Times Article
["E.U. Proposes New Travel Restrictions on Unvaccinated U.S. Visitors"](#)
<https://www.nytimes.com/2021/08/30/world/europe/american-tourists-europe.html>
- Week 4** **Southern Europe and Non-EU Countries and Microstates**
Geographic and Economic Characteristics
Tourism Characteristics and Destinations
Venice and cruise ships
Over-tourism and de-marketing
See Blackboard for written assignment
Project Memo Due

- Week 5** **FIRST REGIONAL ESSAY**
Northern Europe and the Nordic Countries
Physical landscape and cultural landscape
Cultural characteristics and homogeneity; nationalism
Tourism characteristics and destinations
See Blackboard for written assignment
- Week 6** **Eastern Europe; Russia and the Commonwealth of Independent States**
Central Asia
Geographic and cultural characteristics; Communist heritage
Tourism Characteristics and Destinations
Destination Brief
See Blackboard for written assignment
- Week 7** **SECOND REGIONAL Essay**
Middle East (Southwest Asia) and North Africa
Geographic and Economic Characteristics
Tourism Characteristics and Destinations
Destination Brief
See Blackboard for written assignment
- Week 8** **Sub-Saharan Africa**
Culture, politics and the environment
Tourism Characteristics and Destinations
See Blackboard for written assignment
- Week 9** **THIRD REGIONAL ESSAY**
East Asia and China
Geographic Characteristics
Colonial influences; Tourism Characteristics and Destinations
See Blackboard for written assignment
- Week 10** **South and Southeast Asia; India**
Geographic Characteristics
Tourism Characteristics and Destinations
Colonial influences
See Blackboard for written assignment
- Week 11** **Oceania**
Australia; New Zealand; Fiji
Geographic Characteristics
Tourism Characteristics and Destinations
See Blackboard for written assignment
Presentations
- Week 12** **FOURTH REGIONAL ESSAY**
Latin North America (Mexico, Central America) and the Caribbean

Geographic Characteristics
Physical Environment and Cultural Characteristics
Tourism Characteristics and Destinations
Tourism and colonialism
See Blackboard for written assignment
Presentations

Week 13 **South America**
Geographic Characteristics; Tourism Characteristics and Destinations
Political Development
See Blackboard for written assignment
Presentations

Week 14 **FIFTH FOURTH REGIONAL ESSAY**
North America and Canada
Human and physical geography, population distribution and heritage
See Blackboard for written assignment

Week 15 **Course Recap**

Rubrics

Regional Essay Grading Rubric				
Purpose; analysis and synthesis	<u>Excellent 10</u>	<u>Proficient 8</u> Meets criteria	<u>Acceptable 6</u> Approaches Criteria	<u>Unacceptable 4</u> Does not meet Criteria
	<p>Thorough understanding, with highly supportive facts and examples about the geographic, cultural, economic, and touristic characteristics of the region.</p> <p>Major current issues are fully described.</p>	<p>Clear understanding, with facts and supportive examples about the geographic, cultural, economic, and touristic characteristics of the region.</p> <p>Major current issues are described.</p>	<p>Some understanding of the geographic, cultural, economic, and touristic characteristics about the region but more facts and supportive examples are needed.</p> <p>Major current issues are not fully described.</p>	<p>Insufficient understanding of the geographic, cultural, economic, and touristic characteristics of the region; insufficient facts and supportive examples.</p> <p>Major current issues are inadequately described</p>
Organization	<p>Paper is highly organized with appropriate information and easy to read. Attentive to detail.</p>	<p>Paper is well organized and readable.</p>	<p>Paper is organized but flow is uneven</p>	<p>Paper is not well organized and is repetitious.</p>
Content	<p>Content is well-developed. Ideas are skillfully written and logically.</p> <p>Appropriate length and sourcing of information</p>	<p>Content is developed. Ideas are written clearly and logically.</p> <p>Appropriate length and sourcing of information.</p>	<p>Content needs more development.</p> <p>Inappropriate length and sourcing of information.</p>	<p>Content is not well developed.</p> <p>Inadequate length and sourcing of information.</p>
Grammar Spelling and Syntax 20 points	<p>No errors in grammar and spelling. Sentences are fully and clearly formed.</p>	<p>Some errors in word use but they do not affect understanding or readability.</p>	<p>Several errors in grammar and spelling that causes some difficulty in understanding.</p>	<p>Several errors in grammar and spelling that impede understanding.</p>

Tourism Geography Group Project Grading Rubric				
Research/Content Scoring	Excellent 10	Meets Criteria 7	Approaches Criteria 5	Does Not Meet Criteria 3
Learning Objectives	Demonstrates superior knowledge of the topic (niche) and focus areas; Key areas are thoroughly examined and supported with appropriate information.	Demonstrates knowledge of the topic (niche) and focus areas, Key areas adequately are examined but not thoroughly.	Insufficient knowledge of the topic (niche) and focus areas. Key areas are inconsistently examined.	Inadequate knowledge of the topic (niche) and focus areas.
Organization Scoring	Excellent 10	Meets Criteria 7	Approaches Criteria 5	Does not meet Criteria 3
Learning Objectives	Content is logically arranged. Information is appropriate, relevant and clearly stated.	Some inconsistencies in the arrangement of information, but clearly stated.	Many examples of illogical organization that limit understanding of the information	Haphazard organization of the information, resulting in little understanding
Use of Media and Presentation Scoring	Excellent 4	Meets criteria 3	Approaches Criteria 2	Does Not Meet Criteria 1
Learning Objectives	Near professional use of media	Good use of media	Satisfactory use of media	Unsatisfactory use of media
Citations and References Scoring	Excellent 6	Meets 4	Approaches 3	Does Not Meet Criteria
Learning Objectives	Sources are excellent (variety and quality); meet required number; formatted in APA style	Some good sources, but quality and variety vary; not have required number; is inconsistently formatted in APA style	Sources are not of sufficient quality or variety; not required number; inconsistently formatted in APA style	Little or no sources to support information; not enough quality or variety; does not meet required number; not adequately formatted in APA style

Diversity and Inclusive Education

This course welcomes students from all backgrounds, experiences and perspectives. In accordance with the City Tech and CUNY missions, this course intends to provide an atmosphere of inclusion, respect, and the mutual appreciation of differences so that together we can create an environment in which all students can flourish. It is the instructor's goal to provide materials and activities that are welcoming and accommodating of diversity in all of its forms, including race, gender identity and presentation, ethnicity, national origin, religion, cultural identity, socioeconomic background, sexuality and sexual orientation, ability, neurodivergence, age, and etc. Your instructor is committed to equity and actively seeks ways to challenge institutional racism, sexism, ableism and other forms of prejudice. Your input is encouraged and appreciated. If a dynamic that you observe or experience in the course concerns you, you may respectfully inform your instructor without fear of how your concerns will affect your grade. Let your instructor know how to improve the effectiveness of the course for you personally, or for other students or student groups. We acknowledge that NYCCT is located on the traditional homelands of the Canarsie and Lenape peoples.

Student Accessibility

Qualified students with disabilities, under applicable federal, state, and city laws, seeking reasonable accommodations or academic adjustments must contact the Center for Student Accessibility for information on City Tech's policies and procedures to obtain such services. Students with questions on eligibility or the need for temporary disability services should also contact the Center at The Center for Student Accessibility:

300 Jay Street, room L-237, 718 260 5143. [CUNY Student Accessibility Services.](#)

NYC College of Technology Statement on Academic Integrity

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College Academic Integrity Policy Manual may be found on the College website.

Professionalism and Participation

The Department of Hospitality Management follows industry standards in order to educate, develop and mentor future hospitality and tourism professionals. In order to successfully complete a course, students must consistently participate in class and meet deadlines

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As stated in the Academic Integrity Policy Manual,
"academic dishonesty occurs when individuals plagiarize or cheat in the course of their academic work. Plagiarism is the presenting of someone else's ideas without proper credit or attribution. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise."

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Statement of Classroom Behavior

Each student has the right to study and learn in a comfortable, safe, supportive environment that promotes self-esteem – free of fear, humiliation, intimidation, offensive or suggestive language.

Use of Electronic Devices

As stated in the Student Handbook, the use of cellular phones and audio equipment in all academic and study areas of the college is prohibited. Students are not permitted to take calls or text message during class. Students may not use their cell phones as calculators. In some instances, an instructor may allow the use of personal electronic devices for in class activities.

Writing Style Statement

The hospitality management department has developed a standardized format for all written assignments. Written work must be prepared using APA Style Publication Manual of the American Psychological Association as a reference guide. All editorial formats, abbreviations, use of statistics, graphs, citations and references must conform to APA style. Footnotes are not permissible. Visit the City Tech Library website for APA Style Guides.

Microsoft Office (MS) Suite Assignment Submission Guidelines

Students are expected to use MS Office Suite including Outlook, Word, PowerPoint and Excel unless otherwise stated. Students are entitled to a subscription, which is available through the CUNY Portal or Blackboard.

HM Department Calendar (*available from department office – attach*)