


PRT 3610 | The Global Citizen

SUMMER 2021

CLASS TIME, LOCATION, & CREDIT HOURS

PRT 3610 (3 hours Credit) is a fully online course. As long as you have the right computing equipment, web browser (Google Chrome, Mozella Firefox, or Safari), and an internet connection, you can take the course from anywhere in the world. How global? Also, the course is asynchronous; you do not need to be online at any particular time. However, you do need to complete assignments and quizzes by the prescribed due dates.

INSTRUCTOR INFORMATION

	<p>Ed Ruddell</p> <p>Associate Professor <i>edward.ruddell@health.utah.edu or CANVAS course</i> <i>Parks, Recreation, & Tourism</i></p> <p>https://health.utah.edu/health-kinesiology-recreation/recreation/ <i>(https://health.utah.edu/health-kinesiology-recreation/recreation/)</i></p>
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TEACHING ASSISTANT INFORMATION

There is no TA for 3610; it's me, all the way up and all the way down.

COURSE DESCRIPTION

This course will serve as a guide for international travelers and those desiring a career in the global marketplace. Students will learn to make responsible choices when planning and engaging in travel experiences regardless of the purpose of the international trip. The course will foster ongoing connections that build understanding and bridge culture differences, compassionate listening, conflict resolution and other skills necessary to promote cross-culture communication and responsible travel.

PRE- OR CO-REQUISITES

There are no prerequisites for this course.

REQUIRED MATERIAL

All required reading and video material will be embedded within its module. Links are provided in the modules themselves.

You will be required to read a book for the semester from an approved book list. Instructions are provided in Module 2. A very good option is to acquire an ebook and associated reader app. This can save a lot of time as there is no shipping.

STUDENT LEARNING OUTCOMES

By the end of this course, you will be able to:

- **Identify** and explain the dynamic nature of the tourism system, the challenge of sustainable tourism development, and the current global issues influencing the growth and management of international tourism.
- **Identify** individual values, life purpose, and eliminate personal barriers to create an extraordinary life – at home and abroad.
- **Demonstrate** an understanding the relationship between hosts and guests, and the role of the responsible traveler as an agent for peace and mutual respect. You will **identify** the role of tourism for peace.

- **Demonstrate** a respect for the language and culture of an international destination by learning & sharing meeting and greeting customs.
- **Identify** strategies to ensure maximum benefits accrue to the host population in international travel destinations in contrast to the accrual of profits to transnational tourism corporations. You will **design** a respectful travel wiki to **discuss** strategies to ensure that they are supporting the host community when they travel.
- **Identify** and share strategies to ensure that you are purchasing Fair Trade products when you travel.
- **Evaluate** the strategies a respectful traveler in adhering to established regulations and policies to protect human rights & demonstrate social justice.
- **Compare** potential strategies that may be instrumental in minimizing impact on Climate Change.
- **Identify and evaluate** behaviors responsible international tourists should adhere to when traveling, ensuring mutual respect and protecting the authenticity of a destination.

Objectives and learning outcomes specific to each module are presented within their respective modules.

TEACHING AND LEARNING METHODS

Course content is organized using weekly modules. Each week's module will contain everything you need for that week's activities. Modules begin with an orientation to that week's content and usually include a thought to ponder, provocative questions, and learning outcomes/objectives. Following that, activities to engage the module's content will be provided. This usually will contain readings, web-resources, and videos. The final section of each week's module will focus on assignments. Each week's assignments will contain a reflection to be turned in via CANVAS and quiz. Quizzes will need to be completed by Sunday at 11:59 pm (CANVAS changes the calendar day at midnight). Reflection postings will be due the following Wednesday at 11:59 pm.

The course structure is based on a philosophy of self-directed learning. This online course has been designed in an **asynchronous format** so that you have flexibility in managing your own learning and schedule. *Asynchronous* means that there is no scheduled course time that you must all be present online. Requirements for the course

have been established on a weekly basis and you may fulfill the week's requirements at your convenience during the week As long as you make the due dates. **The upshot of all of this is that you cannot put off completing assignments until the end of the course** just because the course is online. Also, **there is no extra credit, nor can you make up assignments that are more than 10 days late, so you will want to be sure not to fall behind.** Hopefully this will not happen to you, but I need to pass along a gentle warning, just in case: ONCE QUIZZES LOCK THEY ARE LOCKED FOR GOOD. YOU CAN TURN IN LATE REFLECTIONS, HOWEVER THEY ARE PENALIZED AT A VALUE OF 10% PER DAY INCLUDING WEEKENDS AND HOLIDAYS. IF YOU HAVE A STRING OF ZEROS FOR REFLECTIONS, PLEASE DO NOT COME TO US AT THE END OF THE SEMESTER AND ASK IF ANYTHING CAN BE DONE. UNIVERSITY POLICY BINDS US TO STRICTLY FOLLOW COURSE POLICY.

Everything in this course is designed to be as self-contained as possible. All materials, quizzes, reflections, etc. are ultimately driven from within each module. Typically, you should not need to use the lefthand toolbar to access what you need.

ASSIGNMENTS

Each week's assignments will contain a reflection to be turned in via CANVAS and quiz. Quizzes will need to be completed by Sunday at 11:59 pm following the opening of a module (CANVAS changes the calendar day at midnight). That gives you 7 days to cover the material in the module and take the quiz. Reflection postings will be due, three days later, the following Wednesday at 11:59 pm. That gives you 10 days to cover the material and post your reflection.

Once a quiz closes, it is closed for good. Late quizzes cannot be made up.

Late reflections will be accepted, but with a penalty of 10% off for each day that it is late. There are no make up reflections after 10 days late.

The final exam will be an extensive take home submitted via CANVAS. There is no special place you need to go to take it. The final will post on July 29 and be due by midnight, August 6.

GRADING CRITERIA

Quiz grading is straightforward and CANVAS automatically scores them.

It's a little different with reflections. Below are some tips on how to write a good reflection and a description of how they are graded:

Before you begin your reflections, study the grading rubric. It will show you exactly what we are looking for and what you will be graded on. In your reflections be sure to develop them **fully**. If you make a claim don't stop there. Treat your claim as either a topic sentence or thesis statement then go on to fully develop and defend it. Don't make multiple propositions in the same paragraph; one paragraph, one idea. As you develop your topic sentences, **be sure to include material from the module and previous course content** (if relevant) and use personal examples (I like them a lot). Please be direct with your incorporation with specific content from the module. You might try things such as "In the reading by ____, ____ said ____" and "in the video on ____ it stated that ____". Do lots of this and both the "incorporation" scores as well as the others should go up a notch or more.

Here are some things to ask yourself once you've made a claim statement:

How so?

What is an example?

Is the claim true; what's the evidence?

Who says so?

You can add fullness to the development of your responses by including references to and brief quotes from the readings and videos; by including examples (personal examples are not good for defending propositions or claims, but **are great for adding richness and color to your descriptions**); by integrating relevant connections to material from previous modules, etc.

Finally, if in doubt about whether to say more or say less, say more.

Generally, reflections of 2 pages or less turn out to be superficial and underdeveloped.

Below is the mental grading framework that I use when assigning points to a reflection:

The easiest way to get feedback on a particular grading rubric is to match the score, in percentage, to the written criteria below. For example, if you got an 8 out of 10 (80% = B) on a rubric item, go down to the description for a "B" below. You will learn that this was a good response, but was short on subtlety, nuance, fullness, or clarity needed for true excellence.

Grading Scale: To receive a given grade you must meet **all** of the criteria for it. For example, a paper meeting all the criteria for a B except that it includes several grammar and spelling errors will still receive a grade of C.

A = Excellent performance and superior achievement. Responses are well thought out and well articulated. Clear and explicit examples are given. Responses cover the entire range of a topic and indicate knowledge of, and ability to use subtleties and nuances with respect to a topic. The work is free of grammar and spelling errors.

B = Good performance and substantial achievement. Responses cover much of the range of a topic. This includes the essence and basic concepts of the topic. However, subtleties and nuances are lacking. Clear and explicit examples are given. Some small inaccuracies are permitted. Minor errors in grammar and spelling are permitted.

C = Standard performance and achievement. Responses are limited to the essence and basic concepts associated with a topic. There is little elaboration. Responses show the student could not apply the concept(s) to practical problems. Examples are given, but lack clarity and/or elaboration. The work has the appearance of slight superficiality. A moderate number of grammar and spelling errors are evident.

D = Basically a superficial response, that is, the response presents only claims. Support for, or elaboration on such claims is missing. Some incorrect statements and/or logical inconsistencies are evident. Examples are lacking. The response suggests the author has some knowledge with respect to the topic. Responses are poorly written.

E = Response exhibits very minimal effort and suggests the author does not understand the content in question. Responses contain statements that are factually incorrect, contain logical inconsistencies, and no elaboration. Examples are not given and the response is poorly written. Also, the author may either fail to address the question or gave radical b.s.

The following grading standards will be used in this class:

Grade Range

Grade	Range
A	100 % to 92.5%
A-	< 92.5 % to 89.5%
B+	< 89.5 % to 87.5%
B	< 87.5 % to 82.5%
B-	< 82.5 % to 79.5%
C+	< 79.5 % to 77.5%
C	< 77.5 % to 72.5%
C-	< 72.5 % to 69.5%
D+	< 69.5 % to 67.5%
D	< 67.5 % to 62.5%
D-	< 62.5 % to 59.5%
F	< 59.5 % to 0.0%

COURSE POLICIES AND RESPONSIBILITIES

- Be ready to take an online course. This means that you need to come in to the course with a high level of initiative, autonomy, and ability to work independently. Time management and organizational skills are essential.
- The course content is scheduled in to weekly learning modules. Each week's module will be assigned on Sunday mornings and quizzes will be due no later than 11:59 pm the following Sunday evening. (11:59 is chosen because midnight changes the calendar date and this is reflected in the way CANVAS does business). Reflections will be due the following Wednesday at 11:59 pm.
- Verify that your computer and internet connections meet the computer requirements for this course. It is best to use either Google Chrome or Mozilla Firefox. Internet Explorer does not work well with CANVAS. If you are working on a Mac, Safari works for most, but not all CANVAS applications.
- Make sure that you have the right software for this course. Microsoft Word is the best way to work with CANVAS. If you are working on a Mac, Ipages, etc. **WILL NOT WORK. Please DO NOT submit iPages text files.** We cannot open or read them. Also, Google Docs doesn't work well either. You will either need to upgrade your software or utilize a computer with compatible software or copy and paste iPages or

Google Docs text directly into the CANVAS textbox. It is your responsibility to submit in file formats that we can open and read.

- Keep up with the Announcements in CANVAS. I use these a lot. Log in to CANVAS daily. Not checking Announcements is not an excuse for not knowing.
- Late assignments will be assessed a penalty of 10% per day, including weekends and holidays. There is no making up an assignment after it is 10 days late.
- The same cannot be said for quizzes. Quizzes must be completed by the due date. Once the quiz is locked, it's locked for good.
- Be sure to allow yourself enough time to complete your quizzes before the due date and time. If you start a quiz at 11:45 pm and finish at 12:01, CANVAS will NOT take your submission.
- **There is no extra credit for the course.** If you unfortunately find yourself in a bind toward the end of the course, please don't ask.
- Written assignments will be turned in through CANVAS Assignments. No assignments will be accepted in person or via email.
- Equipment failures will not be an acceptable excuse for late assignments.

Mandatory Reporter:

Duty to Notify: As a University representative, most faculty, staff, and teaching assistants (other than professional mental health counselors) are required to report information learned about instances of sexual misconduct, discrimination, and/or immediate threats to safety to the University of Utah Office of Equal Opportunity and Affirmative Action and/or the Office of the Dean of Students.

If you do choose to disclose instances of sexual misconduct, discrimination, or violence to me, please be aware that I am a mandatory reporter and am required by University policies to notify the appropriate Office.

Statement from Uonline regarding online classes.

Online courses require significant self-motivation. Online courses are different than on-campus courses and online learning is not ideal for everyone. Some lessons take a considerable amount of time to complete. Please note that not all modules are created equal. Some may take a bit more time than others. Some people believe this to be a much easier way to study this subject than in the on-campus frame work. Others may feel

very intimidated at first. Be patient as you work your way through the first few modules. If you are serious about the material, you will learn as much as, if not more than, most on-campus students about this subject and develop reading and communication skills that are vital to the workforce of the 21st century.

- **Electronic or equipment failure**: It is your responsibility to maintain your computer and related equipment in order to participate in the online nature of the course.
- **Document archiving**: You are responsible for making sure your assignments, including attachments, are received before the deadline. Students are also responsible for ensuring that the documents submitted are the correct document to be graded.
- **Naming conventions and software type**: You are responsible for submitting the assignment with the required naming convention, correct file extension, and using the software type and version required for the assignment. See assignment instructions for acceptable formats.
- **Classroom equivalency**: Discussion threads, e-mails, and chat rooms are all considered to be equivalent to classrooms, and student behavior within those environments shall conform to the University of Utah Student Code. Specifically:
 - Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting.
 - Off-color language and photos are never appropriate.
 - Using angry or abusive language is called "flaming", is not acceptable, and will be dealt with according to the Student Code.
 - Course e-mails, e-journals, and other online course communications are part of the classroom and as such, are University property and subject to GRAMA regulations and the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.

UNIVERSITY POLICIES

COVID-19 Campus Guidelines

Students are required to self-report if they test positive for COVID-19. To report, please contact:

COVID-19 Central @ The U

 801-213-2874

 [coronavirus.utah.edu \(https://coronavirus.utah.edu/\)](https://coronavirus.utah.edu/)

To reduce the spread of COVID-19 on campus, **face coverings are required in all in-person classes for both students and faculty.** Face coverings are required to cover both your mouth and your nose. Please note that face shields alone are not an acceptable form of face covering unless also worn with a covering or mask for the nose and mouth.

Based on CDC guidelines, the University requires everyone to wear face coverings in shared public spaces on campus, including our classroom. As a reminder, when I wear a face covering, I am protecting you. When you wear a face covering, you are protecting me and all of your classmates. If you forget your face covering, I will ask you to leave class to retrieve it. **If you repeatedly fail to wear a face covering in class, I will refer you to the Dean of Students for a possible violation of the Student Code.**

Note that some students may qualify for accommodations through the Americans with Disabilities Act (ADA). If you think you meet these criteria and desire an exception to the face covering policy, contact the [Center for Disability and Access \(https://t.e2ma.net/click/vlufyz/js70keu/biaugte\)](https://t.e2ma.net/click/vlufyz/js70keu/biaugte) (CDA). Accommodations should be obtained prior to the first day of class so that I am notified by CDA of any students who are not required to wear a face covering.

If you believe you meet these criteria, contact:

Center for Disability & Access

📞 801-581-5020

🌐 [disability.utah.edu \(https://disability.utah.edu/\)](https://disability.utah.edu/)

📍 162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Everyone is encouraged to wash their hands, use hand sanitizer, and clean their desks with wipes, which will be available at classroom entrances and at “sanitizing stations” in multi-use buildings, including Marriott Library. Read more information about the building cleaning schedule on [coronavirus.utah.edu \(https://coronavirus.utah.edu/\)](https://coronavirus.utah.edu/).

Drop/Withdrawal Policies

Students may drop a course within the first two weeks of a given semester without any penalties.

Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA.

For deadlines to withdraw from full-term, first, and second session classes, see the U's [Academic Calendar \(https://registrar.utah.edu/academic-calendars/index.php\)](https://registrar.utah.edu/academic-calendars/index.php).

Plagiarism & Cheating

It is assumed that all work submitted to your instructor is your own work. When you have used ideas of others, you must properly indicate that you have done so.

Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code,

"...Includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."

For details on plagiarism and other important course conduct issues, see the U's [Code of Student Rights and Responsibilities](http://regulations.utah.edu/academics/6-400.php) [_\(http://regulations.utah.edu/academics/6-400.php\)_](http://regulations.utah.edu/academics/6-400.php).

Course Materials Copyright

The Content is made available only for your personal, noncommercial educational and scholarly use. You may not use the Content for any other purpose, or distribute, post or make the Content available to others, unless you obtain any required permission from the copyright holder. Some Content may be provided via streaming or other means that restrict copying; you may not circumvent those restrictions. You may not alter or remove any copyright or other proprietary notices included in the Content.

Please see the [Code of Student Rights and Responsibilities](https://regulations.utah.edu/academics/6-400.php) [_\(https://regulations.utah.edu/academics/6-400.php\)_](https://regulations.utah.edu/academics/6-400.php), Section III.A.5 regarding use and distribution of class Content and materials.

<https://regulations.utah.edu/academics/6-400.php> [_\(https://regulations.utah.edu/academics/6-400.php\)_](https://regulations.utah.edu/academics/6-400.php)

Section III.A.5. prohibits the following:

Sale or distribution of information representing the work product of a faculty member to a commercial entity for financial gain without the express written permission of the faculty member responsible for the course. ("Work product" means original works of authorship that have been fixed in a tangible medium and any works based upon and derived from the original work of authorship.)

Safety at the U

The University of Utah values the safety of all campus community members. You will receive important emergency alerts and safety messages regarding campus safety via text message.


For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu [\(http://safeu.utah.edu/\)](http://safeu.utah.edu/).

To report suspicious activity or to request a courtesy escort, contact:

Campus Police & Department of Public Safety

 801-585-COPS (801-585-2677)

 dps.utah.edu [_\(https://dps.utah.edu/\)_](https://dps.utah.edu/)

 1735 E. S. Campus Dr.
Salt Lake City, UT 84112

Wellness at the U

Your personal health and wellness are essential to your success as a student. Personal concerns like stress, anxiety, relationship difficulties, depression, or cross-cultural differences can interfere with a student's ability to succeed and thrive in this course and at the University of Utah.

Please feel welcome to reach out to your instructor or TA's to handle issues regarding your coursework.

For helpful resources to manage your personal wellness and counseling options, contact:

Center for Student Wellness

📞 801-581-7776

🌐 wellness.utah.edu (<http://wellness.utah.edu>)

📍 2100 Eccles Student Life Center
1836 Student Life Way
Salt Lake City, UT 84112

Women's Resource Center

📞 801-581-8030

🌐 womenscenter.utah.edu (<https://womenscenter.utah.edu>)

📍 411 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

[\(http://www.wellness.utah.edu/\)](http://www.wellness.utah.edu/)

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information.

If you or someone you know has been harassed or assaulted, you are encouraged to report it to university officials:

Title IX Coordinator & Office of Equal Opportunity and Affirmative Action

📞 801-581-8365

🌐 oeo.utah.edu (<https://oeo.utah.edu>)

📍 135 Park Building
201 Presidents' Cir.
Salt Lake City, UT 84112

Office of the Dean of Students

📞 801-581-7066

🌐 deanofstudents.utah.edu (<https://deanofstudents.utah.edu/>)

📍 270 Union Building

200 S. Central Campus Dr.
Salt Lake City, UT 84112

To file a police report, contact:

Campus Police & Department of Public Safety

☎ 801-585-COPS (801-585-2677)

🌐 dps.utah.edu [\(https://dps.utah.edu/\)](https://dps.utah.edu/)

📍 1735 E. S. Campus Dr.
Salt Lake City, UT 84112

If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide **free, confidential** and **trauma-informed** support services to **students, faculty, and staff** who have experienced interpersonal violence.

To **privately** explore options and resources available to you with an advocate, contact:

Center for Student Wellness

☎ 801-581-7776

🌐 wellness.utah.edu [\(http://wellness.utah.edu/\)](http://wellness.utah.edu/)

📍 328 Student Services Building
201 S. 1460 E.
Salt Lake City, UT 84112

Americans With Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities.

All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access (CDA). CDA will work with you and the instructor to make arrangements for accommodations. Prior notice is appreciated. To read the full accommodations policy for the University of Utah, please see Section Q of the [Instruction & Evaluation regulations](http://regulations.utah.edu/academics/6-100.php) [_ \(http://regulations.utah.edu/academics/6-100.php\)](http://regulations.utah.edu/academics/6-100.php).

If you will need accommodations in this class, or for more information about what support they provide, contact:

Center for Disability & Access

☎ 801-581-5020

🌐 disability.utah.edu [\(https://disability.utah.edu/\)](https://disability.utah.edu/)

📍 162 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Diverse Student Support

Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you.

Student Support Services (TRIO)

TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.

Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Student Support Services (TRIO)

📞 801-581-7188

🌐 trio.utah.edu [\(https://trio.utah.edu/\)](https://trio.utah.edu/)

📍 Room 2075

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

American Indian Students

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive “home-away-from-home” space for students to grow and develop leadership skills.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

American Indian Resource Center

📞 801-581-7019

🌐 diversity.utah.edu/centers/airc [\(https://diversity.utah.edu/centers/airc/\)](https://diversity.utah.edu/centers/airc/)

📍 Fort Douglas Building 622

1925 De Trobriand St.

Salt Lake City, UT 84113

Black Students

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Black Cultural Center

📞 801-213-1441

🌐 diversity.utah.edu/centers/bcc [\(https://diversity.utah.edu/centers/bcc/\)](https://diversity.utah.edu/centers/bcc/)

📍 Fort Douglas Building 603

95 Fort Douglas Blvd.
Salt Lake City, UT 84113

Students with Children


Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of child care for University students, faculty and staff.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Childcare & Family Resources

 801-585-5897

 childcare.utah.edu (<https://childcare.utah.edu/>)

 408 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Students With Disabilities


The Center for Disability Services is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment.

For more information about what support they provide and links to other resources, view their website or contact:

Center for Disability Services

 801-581-5020

 disability.utah.edu (<https://disability.utah.edu/>)

 162 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Students of Ethnic Descent


The Center for Ethnic Student Affairs offers several programs dedicated to the success of students with varied cultural and ethnic backgrounds. Their mission is to create an inclusive, safe campus community that values the experiences of all students.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Ethnic Student Affairs

 801-581-8151

 diversity.utah.edu/centers/cesa/ (<https://diversity.utah.edu/centers/cesa/>)

 235 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

English as a Second/Additional Language (ESL) Students

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. Feel free to contact:

Writing Center

☎ 801-587-9122

🌐 writingcenter.utah.edu [\(http://writingcenter.utah.edu/\)](http://writingcenter.utah.edu/)

📍 2701 Marriott Library
295 S 1500 E
Salt Lake City, UT 84112

English for Academic Success (EAS) Program

☎ 801-581-8047

🌐 linguistics.utah.edu/eas-program [\(https://linguistics.utah.edu/eas-program/\)](https://linguistics.utah.edu/eas-program/)

📍 2300 LNCO
255 S. Central Campus Dr.
Salt Lake City, UT 84112

English Language Institute

☎ 801-581-4600

🌐 continue.utah.edu/eli [\(http://continue.utah.edu/eli\)](http://continue.utah.edu/eli/)

📍 540 Arapeen Dr.
Salt Lake City, UT 84108

Undocumented Students

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles that prevent you from engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center.

Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families.

For more information about what support they provide and links to other resources, view their website or contact:

Dream Center

☎ 801-213-3697

🌐 dream.utah.edu [\(http://dream.utah.edu/\)](http://dream.utah.edu/)

📍 1120 Annex (Wing B)
1901 E. S. Campus Dr.
Salt Lake City, UT 84112

LGBTQ+ Students

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

LGBTQ+ Resource Center

📞 801-587-7973

🌐 lgbt.utah.edu (<http://lgbt.utah.edu>)

📍 409 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Veterans & Military Students

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned; and to serve as a liaison between the student veteran community and the university.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Veterans Support Center

📞 801-587-7722

🌐 (<http://lgbt.utah.edu>) veteranscenter.utah.edu (<http://veteranscenter.utah.edu>)

📍 418 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Women

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Women's Resource Center

📞 801-581-8030

🌐 womenscenter.utah.edu (<https://womenscenter.utah.edu>)

📍 411 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Inclusivity at the U

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.

For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:

Office for Inclusive Excellence

📞 801-581-4600

🌐 inclusive-excellence.utah.edu [\(https://inclusive-excellence.utah.edu/\)](https://inclusive-excellence.utah.edu/)
<http://continue.utah.edu/eli>

📍 170 Annex (Wing D)
 1901 E. S. Campus Dr.
 Salt Lake City, UT 84112

Other Student Groups at the U

To learn more about some of the other resource groups available at the U, check out:

🌐 getinvolved.utah.edu/ [\(https://getinvolved.utah.edu/\)](https://getinvolved.utah.edu/)

🌐 studentsuccess.utah.edu/resources/student-support
[\(https://studentsuccess.utah.edu/resources/student-support/\)](https://studentsuccess.utah.edu/resources/student-support/)

CANVAS INFORMATION

Canvas is the where course content, grades, and communication will reside for this course.

- Access Canvas through utah.instructure.com <http://utah.instructure.com> or through [CIS](https://cis.utah.edu) <https://cis.utah.edu>
- For Canvas, Passwords, or any other computer-related technical support contact the [Campus Help Desk](https://it.utah.edu/help/) <https://it.utah.edu/help/>.
 - 801 581-4000
 - <https://it.utah.edu/help> [\(https://it.utah.edu/help/\)](https://it.utah.edu/help/)
 - helpdesk@utah.edu <mailto:helpdesk@utah.edu>
- For Canvas related issues or bugs, contact the Teaching & Learning Technologies help desk
 - 801-581-6112 ext 2
 - classhelp@utah.edu <mailto:classhelp@utah.edu>

COURSE SCHEDULE

Note: Our schedule is subject to revision based on the needs of our class; any updates will be made available for students through Canvas.

Week 1: Why Study International Tourism and Global Citizenship.

Week 2: Cultural Styles & You.

Week 3: Kinds of Responsible Tourism.

Week 4: International Tourism and Climate Change.

Week 5: Travel Safety.

Week 6: How to Travel Respectfully.

Week 7: Voluntourism: The Good, The Bad, & The Emerging Ugly.




Week 8: Human Rights & Indigenous People.





Week 9: Human Rights: Sex Tourism & the Exploitation of Women and Children.









Week 10: Transition Home & Reverse Culture Shock.

Final Exam. Opens July 29; Closes August 6.

Course Summary:

Date	Details	Due
Sun May 23, 2021	 Quiz 1, Why Study International Tourism & Global Citizenship? https://utah.instructure.com/courses/693539/assignments/9063729	due by 11:59pm
Wed May 26, 2021	 Reflection 1, A Global Citizen https://utah.instructure.com/courses/693539/assignments/9063736	due by 11:59pm
Sun May 30, 2021	 Quiz 2, Cultural Styles & You https://utah.instructure.com/courses/693539/assignments/9063727	due by 11:59pm

Date	Details	Due
Wed Jun 2, 2021	 Cultural Knowledge Self-Test (https://utah.instructure.com/courses/693539/assignments/9063724)	due by 11:59pm
	 Reflection 2, What Am I? (https://utah.instructure.com/courses/693539/assignments/9063737)	due by 11:59pm
Sun Jun 6, 2021	 Quiz 3, Kinds of Responsible Tourism (https://utah.instructure.com/courses/693539/assignments/9063722)	due by 11:59pm
	 Book Selection Request (https://utah.instructure.com/courses/693539/assignments/9063733)	due by 11:59pm
Wed Jun 9, 2021	 Reflection 3, Traveling Responsibly (https://utah.instructure.com/courses/693539/assignments/9063738)	due by 11:59pm
Sun Jun 13, 2021	 Quiz 4, International Travel and Climate Change (https://utah.instructure.com/courses/693539/assignments/9063728)	due by 11:59pm
Wed Jun 16, 2021	 Reflection 4, International Travel & Climate Change (https://utah.instructure.com/courses/693539/assignments/9063739)	due by 11:59pm
Sun Jun 20, 2021	 Quiz 5, Travel Safety (https://utah.instructure.com/courses/693539/assignments/9063730)	due by 11:59pm
Wed Jun 23, 2021	 Reflection 5, Travel Safety (https://utah.instructure.com/courses/693539/assignments/9063740)	due by 11:59pm
Sun Jun 27, 2021	 Quiz 6, Traveling Respectfully (https://utah.instructure.com/courses/693539/assignments/9063723)	due by 11:59pm
Wed Jun 30, 2021	 Reflection 6, Your European Dinner (https://utah.instructure.com/courses/693539/assignments/9063741)	due by 11:59pm
Sun Jul 4, 2021	 Quiz 7, Voluntourism (https://utah.instructure.com/courses/693539/assignments/9063726)	due by 11:59pm

Date	Details	Due
Wed Jul 7, 2021	 Reflection 7, Voluntourism: The Good, The Bad, & The Emerging Ugly (https://utah.instructure.com/courses/693539/assignments/9063742)	due by 11:59pm
Sun Jul 11, 2021	 Quiz 8, Indigenous Cultures (https://utah.instructure.com/courses/693539/assignments/9063731)	due by 11:59pm
Wed Jul 14, 2021	 Reflection 8, Indigenous Cultures (https://utah.instructure.com/courses/693539/assignments/9063743)	due by 11:59pm
Sun Jul 18, 2021	 Quiz 9, Sex Tourism (https://utah.instructure.com/courses/693539/assignments/9063732)	due by 11:59pm
Wed Jul 21, 2021	 Reflection 9, Sexual Exploitation of Women and Children -- Sex Tourism (https://utah.instructure.com/courses/693539/assignments/9063744)	due by 11:59pm
Sun Jul 25, 2021	 Quiz 10, Transitioning Home (https://utah.instructure.com/courses/693539/assignments/9063725)	due by 11:59pm
Wed Jul 28, 2021	 Reflection 10, Transitioning Home (https://utah.instructure.com/courses/693539/assignments/9063735)	due by 11:59pm
Fri Aug 6, 2021	 Final Exam (https://utah.instructure.com/courses/693539/assignments/9063734)	due by 11:59pm