

An Investigative Report on a Study Abroad Course for Business Students Concentrating in Hospitality and Tourism Management

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International studies and a study abroad are options that are offered by most colleges and universities in the academic arena. These programs allow students to consider courses at locations around the world, by semester, summer programs, or mini semesters. International studies is one of the most effective ways to develop universal perspectives and promote global understanding, yet at many colleges and universities, too few students participate in these programs. Recognition of the added value of the international studies experience is not always acknowledged by the institution or perspective employers upon a participants return to their home campus. Robert Morris University is conducting a pre- and post survey of its specific international studies program for hospitality students in an attempt to evaluate its effectiveness in developing an engaged learner with a heightened awareness of the current international landscape.

Introduction

International programs provide an undeniably valuable curricular activity while at the same time fostering a wider variety of extra-curricular activities. The curricular activities provide students with the opportunity to further their college course work with diverse offerings. At Robert Morris University students in the hospitality program can participate in a course (Cultural Geography) which is aimed at making the most of their study abroad time. The overarching program at Robert Morris University is intended to advance and expand students' knowledge and understanding of different cultures throughout the world. Robert Morris University offers international study programs in Australia, Chile, England, France, Germany, Italy, Norway, Switzerland, Monaco, India, Japan, Mexico, Chile, Honduras, Africa, and many other countries. The purpose of the hospitality international studies program is to assist students in learning in five areas. The program helps students gain a deeper understanding of hospitality in a global environment, enables students to understand the interaction of different cultures in the workplace environment, helps to expand their knowledge and thought processes by finding different ways to problem solve while developing new attitudes about different cultures, helps with the integration of the cultural experiences they obtain with their existing schema, and the ability to communicate in a global environment. It provides the students with the opportunity to participate in international internships, an impressive asset in today's mobile marketplace. Students will become part of the elite 4% of undergraduates who participated in international programs. All of these skill sets are important to hospitality students because these experiences create a well-rounded person who is able to apply their diverse experiences in the workplace when they have completed a degree program.

In a more general sense there are many non-hospitality related advantages to overseas travel. According to IES Abroad, students gain academically, culturally, and personally. Study abroad impacts students academically in the following ways; there is an impact on future educational endeavors, foreign language study and increased interest in more academic studies. Students were impacted culturally because study abroad helped them understand cultural values, mores and biases. It also helped them seek out a greater diversity of friends. Study abroad helped students personally and with their careers by helping them to obtain a specific skill set, increasing their maturity and self confidence while impacting their world view.

The hospitality and tourism's international program makes students well-rounded individuals especially in the world of business. With more companies beginning to outsource, students need to be more cultural diversified, and meet the companies' needs, wants and desires. Studying abroad will provide the student with first-hand experiences in foreign business settings and allow them to incorporate these lessons for their fellow collegians at Robert Morris University.

Robert Morris University's International Studies Program

Our program combines the best of both worlds, an immersion experience at a host university with extensive global, regional, local travel and intercultural experiences, and specific academics in a traditional classroom. We know of no other international programs that combine traditional classroom experiences, and contact hours, with the amount of international travel our program contains. We scheduled the travel components of our program to enhance the academic and personal experiences of the students without disrupting the traditional classroom work. For the student who wants to get the most out of their summer experience, our program is ideal.

The director of the Hospitality and Tourism program at Robert Morris University (RMU) believes that international studies provide an important component to the overall education of hospitality

students. Students from the Hospitality and Tourism program at RMU have gone on to work in Nassau, Bahamas, St. Thomas, Virgin Islands, Costa Rica, Brazil, Russia, Germany, Japan and Australia. Because of the importance of such a program, Robert Morris University is currently attempting to establish a scholarship fund for the hospitality students who wish to participate in the international program. Once the fund is in place every hospitality student who participates in the international program will receive a scholarship that covers \$1,000.00 of the cost of the program. In addition, there are other sources for scholarships for study abroad programs such as the IES Abroad's \$1.1 million in merit award scholarships.

Class Overview and Experiences

For the spring 2009 semester Dr. Richard J. Mills offered HTMG 3035-CULTURAL HOSPITALITY OF WORLD TOURISM. This course was offered and taught abroad in Germany, Switzerland, and France in the spring of 2009 for eleven days. The Robert Morris University international office coordinated all travel and educational programming through Schiller University. For the 2009 semester Dr. Mills offered the same course as 2008 with some academic changes. The first change was to offer Germany as an additional country. Last year the trip only covered Switzerland and France. From last years' experience Dr. Mills believed the students would benefit more with the additional country due to simple cultural articulation. Dr. Mills noticed that adapting to the European culture in a different country was a whole new educational experience for each student. So Dr. Mills thought an additional country would be justifiable from an educational perspective. For the spring of 2009 Dr. Mills still planned on coordinating the course with Schiller University. Dr. Mills believed there educational programming and itinerary fulfilled all of the educational requirements for the course. The Schiller University itinerary and offering for spring 2009 accounts for the additional country within the eleven day plan. In addition the course offered four evening sessions within the spring semester for three hour pre-travel advice and overviews of the geographical locations and travel arrangements. These class sessions allowed students to get to know each other before the actual trip. This was very beneficial because most international travel is some what confining regarding space and time differences. Some students don't mind these changes but others do. What is meant by this statement is this; each student behaves differently regarding change. For many students changes in there own country are hard enough. By introducing and knowing the students before the trip itself the change occurred at an easier rate of exchange. In essence everyone can get along better due to the social fact that they already know each other.

Outcomes Assessment

The proposed outcomes assessment and grade was based upon the completion of a series of journal entries that were compile and log throughout the students trip through journal form. At the completion of the journey each student submitted all of their final journal summaries and a 10 slide power-point presentation outlining their most favorable and memorable points in the trip itself. Their final work and each journal response was required to be 2-3 pages long typed double spaced and provide a title page with the event, journal assignment number and your name. In addition each student was required to submit a book summary of the assigned text *charting a Hero's Journey*. Each student summary was as long as the student desired to make it. It to was to be typed double spaced and titled with name and assignment identity. The goal was for each student to read it and supply their opinions and thoughts about this universal text and study abroad experiences. This style of assessment will allowed each student to engage in event learning and critical thinking concepts. In other words each student was required to write down as they toured what the event was and how they personally engaged the experience. This is also viewed as destination tourism and service learning. Each and every one of the students is a

steward of the University community. The course additionally met several times throughout the course of the 11 day trip in a class room setting. These meetings allowed each student to exchange ideas, share their personal thoughts and finally organize and compile their journal and final power point presentation. Each student had access to computers and word processors at the University locations throughout their travels. Upon their return several students may be asked by the University to present their experiences and thoughts of international study. Our goal as a class is twofold, first and for most to travel internationally and secondly learn how the gift of journal writing and reporting can and will provide a useful and engaged learning experience.

Achieving Learning Goals and Educational Outcomes

This course was designed to guide University students through a reflective European travel experience. Evaluation of study will be done by preparing, presenting, and reflecting a highly developed form of literature known as the "Journal." The Journal provides the student with substantial practice in writing. It teaches the student the art of careful observation. It provides the student with accurate reporting. It engages the student in real time cross-cultural analysis. All of these academic skills are taught, learned and credited. In addition a study abroad experience should provide some insight or passage into an experience that individuals are introduced to regarding new and sometimes uncomfortable situations. Some people find new meaning and direction in their lives. A study abroad experience will in many cases provide a life stage awareness that can serve as a goal oriented progression. In their journal responses each student will be recording their observations of their life in the host culture. The program is designed so each student will be experiencing and recording different events that engage their academic study, living situation, and travel time. Dr. Richard J. Mills arranged the program in a way that each student will meet people from many walks of life. Each student will begin to know the richness, variety, contradictions and complexities of the country and culture that has been chosen for study abroad credit. While serving and studying in a new culture, each student became more than just an observer or academic tourist. Through their course meetings and interaction with the people from the host culture each student will have a lasting effect on others and themselves.

Survey Results

In order to determine the program's effectiveness, we designed an evaluation instrument for students to complete. From results obtained we have implemented changes which students requested or suggested. The result has been a stronger program and satisfied students. The evaluation form is given to students on the same day of their final week in the states, and their final week upon return from international travel. The survey is conducted online and the results are tabulated by hospitality faculty. The multipage instrument includes questions on personal background, the academic program, orientation and service at the host institution, and evaluation. There is a comment section at the end of the Paris and post survey. The survey has three main components, educational experience, social cultural experience, and individual development. Of the 18 instruments distributed, 18 were returned, a response rate of 100%. All instruments returned were usable for the study. Most of the participants are female, 21 years of age or older, and between their junior and senior year in college. We did not attempt to identify students' social economic records, but there would seem to be a relationship with the level of Wolfowitz. This is drawn out by our question on previous studies, travel and living abroad prior to entering the program, 77% of the respondents have traveled outside the United States..

The purpose of the study was to determine whether or not the international studies program for hospitality students was effective in enhancing students understanding of intercultural and global

issues. The study focused on the cultural geography course that took place in Germany, Switzerland and France during the summer of 2009.

The hospitality and tourism cultural geography course had two distinct segments; segment one occurred during the spring semester of 2009. Students met with the instructor four times before their overseas experience to discuss what would occur during their overseas class. The second segment consisted of the overseas travel. Before the students traveled overseas they were given a pretest consisting of twenty questions designed to evaluate the effectiveness of the pre-classes and students knowledge and experiences in international travel. When the students returned to the United States they were given a twenty question post test which evaluated their understanding of intercultural and global issues. The complete questions and the results for both surveys can be found in Appendix A.

There were five questions that will be discussed in regards to the pretest. 100% of the students stated that the study abroad program was not a deciding factor for attending the university. This may indicate a lack of awareness by entering students about the international program and that an introduction to the international studies program should be required by the admissions office, counselors and the school of business. 100% of the students felt that the international studies program would add to their global understanding. This concept was reinforced during their classroom experience throughout the semester. 94% felt that the experience would be beneficial for future job opportunities. This was also discussed in the pre-class and there were suggestions given on how to incorporate their experiences overseas and in the international studies program into their resume. 83% of students made arrangements for communications with friends and family in the United States before they left the States. Communications with friends and family was stressed during the pre-classes as a necessary component of being successful in the program. 72% percent of students surveyed felt that they were traveling into a safe environment. The overall safety of the program and the countries involved were discussed during the pre-class.

There were six questions that will be discussed in regards to the post test. 100% of the students felt the program for this particular study abroad experience was marketed correctly. The hospitality program and international student office produced brochures and had meetings discussing the proposed itinerary. 100% of the students in the survey felt they had the freedom to explore in the host country. Students were allowed to participate in unstructured tours on Saturday afternoons and Sundays. 100% of the students indicated they were willing to try new things and were anxious to participate in social, cultural, and culinary related activities. 100% of the students surveyed believed the study abroad program enhanced their future employment opportunities. The four classes the students had prior to their study abroad stressed the importance of including their international participation on their resume and vitae. 100% of students would consider another trip abroad. A number of students volunteered to speak next fall and spring to students who are interested in participating in the international program in 2010.

Conclusion

The results of this study might provide some guidance to other institutions contemplating study abroad programming. It can be observed that such programs are dynamic and require considerable planning. With increased numbers of students we anticipate that observable differences in our program can be observed and results presented in the current paper are based on a small sample size. We hope, in the future, to be able to present common characteristics and differences among student groups. We see our initial study as a starting point to determine long-range ramifications for hospitality and tourism programs. Perhaps we are at the beginning of a

new phase of academic preparedness for students who will be residing and employed in an ever increasing international environment. Planning and participation in the HTMG 3035 Cultural Geography course constituted a vehicle for connecting pedagogical research, teaching, curriculum development, and student experiences.

Up until now Robert Morris University has focused on Europe as the key location for its international studies program. In the hospitality industry a focus on Europe is excellent, however it is also important for student to gain experiences in countries with emerging economies such as China and India. This is especially important for hospitality students since these two countries represent over 33% of the world's population and 30% of the world's production. Tourism in both countries is booming, and here in the US we are seeing an increase in tourism to the US from both of these countries, making it imperative that hospitality programs prepare their students for potential careers that will include extensive contact with a diverse group of clients and customers. The future goal for RMU's hospitality program is to incorporate China and India into the International Studies program and to provide students with financial aid through the development of scholarship and grant programs.

References

IES Abroad. The Benefits of Studying Abroad. Retrieved May 13, 2009. From <https://www.iesabroad.org/IES/Students/alumniSurveyResultsStudents.html>

Anonymous. IES Abroad announces \$1,190,000 in scholarships and aid awarded for spring 2009. Retrieved May 13, 2009. From ProQuest Database.

Appendix A

Welcome: the hospitality and tourism program would like to evaluate your future international trip. Please fill out the questionnaire as soon as possible and return to Dr. Rudd, Rudd@rmu.edu. If you have any questions please feel free to contact me, or if you need help during the semester, you can call 4123972136, thank you for your assistance.

Pre-Test for Study Abroad Experience

1. Was the Study Abroad Program a factor in deciding to attend Robert Morris University?
☐ Yes ☐ No
2. Have you traveled abroad in the past?
☐ Yes ☐ No
3. Are you traveling with a friend?
☐ Yes ☐ No
4. Are you satisfied with the countries that are available for your study abroad experience?
☐ Yes ☐ No
5. Was any financial aid or incentives available?
☐ Yes ☐ No
6. Do you feel that your host country is diverse in its population?
☐ Yes ☐ No
7. Was a safe environment a factor in choosing your host country?
☐ Yes ☐ No
8. Is the country you are visiting your first selection for studying abroad?
☐ Yes ☐ No
9. Was the cost of the program a contributing factor?
☐ Yes ☐ No
10. Was the reputation of the host institution a contributing factor for your study abroad experience?
☐ Yes ☐ No
11. Are you familiar with the language of your host country if other than English?
☐ Yes ☐ No ☐ Somewhat Familiar
12. Are you adequately familiar with the customs and laws of the host country?

☐ Yes ☐ No ☐ Somewhat Familiar

13. Was your host country referred to you by another student?

☐ Yes ☐ No

14. Do you feel this trip will add to your global understanding?

☐ Yes ☐ No

15. Do you have specific goals directly related to your study abroad?

☐ Yes ☐ No

16. Do you feel this study abroad will be an aid for future job opportunities?

☐ Yes ☐ No

17. Was your pre-departure orientation from the Study Abroad Office satisfactory?

☐ Yes ☐ No

18. Were you adequately advised for the course(s) you are taking abroad?

☐ Yes ☐ No

19. Have you made arrangements on how you can communicate to family and friends back home?

☐ Yes ☐ No

20. Could anything be added to help prepare you for your study abroad?

☐ Yes ☐ No

Comments:

Pre-Test Results

1. 100% percent of the students participating in this survey said the study abroad program offered was definitely not a deciding factor for attending the university.
2. 77% have traveled outside the US and Canada was most frequently cited.
3. 77% are taking this trip with an acquaintance.
4. 83% are satisfied with the itinerary for the overseas trip.
5. 11% participated in the trip without any financial aid incentives available.
6. 83% felt the host countries had a diverse population.
7. 72% surveyed that a safe environment was not a matter of concern.
8. 67% were satisfied with the countries chosen for the program.

9. 83% felt the cost was a contributing factor for their participation.
10. 39% felt the host institution in the countries that were part of the study abroad experience was not important.
11. 61% felt they were somewhat proficient in a language outside of English. 0% of the students in the survey felt they are proficient in the languages of the host countries. 39% felt they had no proficiency in a host country's language.
12. 61% believed they are not adequately familiar with the customs and laws of the host countries. 33% somewhat familiar and 5% felt they were familiar.
13. 17% of the students were not referred to this program by past students.
14. 100% of the students felt the trip added to their global understanding.
15. 78% had specific goals they wished to achieve while studying abroad.
16. 94% felt this experience will be an aid for future job opportunities.
17. 56% felt the pre-departure orientation from the Study Abroad Office was satisfactory.
18. 78% felt they were adequately advised for the course.
19. 83% of the students made arrangements for communicating with friends and family back home.
20. 94% of the students commented as to what could be added to help one prepare for a study abroad.

Pretest Comments

Question 2- I have been to Canada.

I have been to Canada.

Italy, Canada, Cayman Islands, Bahamas, Mexico.

Canada, Mexico and the Caribbean.

Canada and the Caribbean.

Question 4-It would have been nice to be able to see more cities like Paris while we were here and so close.

I would have loved to see Italy as well during our trip. Perhaps even extending the amount of days we spent abroad.

I think there should be a larger range of countries to travel and they should last a bit longer than the trip we are on now such as three weeks or more.

I like how we did three countries in 10 days.

Question 5-There should be more.

It would be nice to see aid available for those who qualify.

Question 8-England, Ireland, or Italy would be my first choice.

Question 9-Expensive but worth it.

Since I am a broke college student, I couldn't afford much.

Question 11-A little German from high school.

Small amount of French.

Some French.

Able to speak some French.

Question 13- Referred by flyer from HATMA meeting.

Question 14-I feel liked I learned a lot. I have a better understanding of another country's way of thinking.

Learned many new things.

Question 15-Try to understand the views of other cultures and get a feel for what Americans look like through another country's eyes.

Eat braut in Germany, wine in France, cheese in Switzerland.

Want to take knowledge back and use at work.

I felt this trip was a great opportunity to observe and learn the culture of several European nations. I am more than satisfied with what I have learned the past week and my goals were definitely met.

I had specific goals and things I wanted to learn about when I traveled here aside from what we were learning in this class specifically.

Became more diverse and more culturally aware of what's going on in the world.

Question 16-Cultural diversification is great.

Possible umbrella programs to assist other students in study abroad.

Question 17-However there is a lot more they can do.

I feel that the Study Abroad Office didn't really do much to help me prepare for going abroad.

They seemed very disorganized and never clearly answered my questions. They didn't help you to get ready to fly and what to expect. I sent an e-mail asking a few questions and got vague answers to only half my questions. I feel like the Study Abroad Office could be run better and needs to make some changes.

I feel the staff may need to be increased, become more available, and be more friendly with the students. The coordinator is excellent, however.

The International Office was unorganized with everything and they would tell us things that we did not expect after signing up for the class. I also felt as though we could have done more class work before attending during our scheduled class time.

I feel as if the Study Abroad Office is very unorganized and did not prepare me for this trip. They could have provided information on the hotels, weather, customs and money. It would have been very helpful to even have some language class to prepare. The office also had kept changing the length and activities on us until the last minute.

I thought the Study Abroad Office was very disorganized. I was not impressed with the situation and I will hesitate participating in another trip due to the behavior of the Study Abroad Office.

Somewhat adequate. Would have liked more of a meet and greet with the people I was going with prior to the trip.

Question 18-Somewhat advised. I believe it was a new experience for everyone but it was an awesome experience figuring everything out as we went. An interesting yet fun twist on things.

Question 19-E-mail.

We were given phone cards in our insurance package and they wouldn't work.

Through e-mail and international cell phone.

Paid a lot of money for international phone.

Question 20-I feel like if we were given a chance to learn some of the language before we traveled it would have been beneficial. It is hard to go out and eat when you have no idea how to order. It would be nice to learn some simple words. Also, it would be nice to know that cash is the easiest form of money.

I feel a few things could be added to help prepare for going abroad. Like intro language classes to help a little. Going over what to pack and wear. Currency lessons since credit cards aren't accepted everywhere. We weren't taught much about that and I feel I wasn't as prepared to go abroad as I should be which made me nervous.

Yes, having past participants come and have a question and answer would really be beneficial as it would make us know exactly what we needed. For example, some people did not bring proper clothing or only brought flip flops. They did not bring enough money and credit cards were not accepted. Banks turned debit cards off and people did not have enough cash.

Need student advisors from previous trips to make group bigger.

Cost, more details, the credit card situation. I feel as though the International Office could have told us about all of the additional expenses they wanted us to pay after signing up for the class.

I think we should have spent 1 three hour class going over important basics of the French language and another class going over German. I would have felt more prepared for the culture. I would have liked to learn about laws and regulations of each country as well.

Learning more about the culture and language of the host country. We didn't know how to handle some situations because their customs are completely different. Also getting to know everyone in the group before leaving would have helped a lot.

Better use of class time prior to trip. Brief lesson on the country's language. Better understanding of culture prior to trip. Also, it would have been beneficial if the students got to know each other before the trip instead of half way through the trip.

Post-test Study Abroad Experience

Welcome back: the hospitality and tourism program would like to evaluate your international trip. Please fill out the questionnaire as soon as possible and return to Dr. Rudd, Rudd@rmu.edu . If you have any questions please feel free to contact me, or if you need help during the semester, you can call 4123972136, thank you for your assistance.

Was the length of the trip appropriate for what you studied?

Yes No

Was the study abroad program marketed to you correctly as far as expectations?

Yes No

Was what you learned relevant to your degree?

Yes No

Was your program structured in a way to give you the freedom to explore?

Yes No

Were the financial costs more than you anticipated?

Yes No

Were you ready for the academic requirements necessary to complete the program?

Yes No

Would you consider staying with a host family if given the opportunity?

Yes No

Were you willing to try new things and social occasions?

Yes No

Was your particular ethnicity a concern?

Yes No

Did you appreciate the cultural differences you experienced during your study abroad?

Yes No

Were your own values tested while overseas?

Yes No

Do you look at life differently since you returned home?

Yes No

Do you have a different world view?

Yes No

Do you feel your trip will enhance your employment opportunities?

Yes No

Do you appreciate the United States more since you returned?

Yes No

Would you consider another trip abroad?

Yes No

Did you make any new friends that you will stay in contact?

Yes No

Did your study abroad enhance any language skills other than English?

Yes No

Will this experience enhance your degree?

Yes No

Would you recommend your trip to a fellow student?

Yes No

Post Test Study Results

11/20 students participated

1. 64% of the students were satisfied with the length of the trip.
2. 100% of the students felt the program for this particular study abroad experience was marketed correctly.
3. 91% of students felt that the learning experiences that resulted from this trip were relevant to their future degree.
4. 100% of the students in the survey felt they had the freedom to explore in their host countries.
5. 18% of students had financial concerns more than anticipated.
6. 100% of the students in this survey felt they were academically prepared for the program.
7. 77% of students would stay with a host family if that was an option.
8. 100% of the students were willing to try new things and participate in new social activities.
9. 9% of students were concerned with their personal ethnicity.
10. 64% of participants appreciated perceived cultural differences while abroad.
11. 45% of students felt their personal values were tested overseas.
12. 77% of students look at life differently since their return home.
13. 55% of students have experienced a change in their world view.
14. 100% of those in this survey believe the study abroad will enhance their future employment opportunities.
15. 36% of students appreciate the United States more since their return.
16. 100% of the students would consider another trip abroad.
17. 45% of participants made new friends in which they will stay in contact.
18. 77% felt that their trip enhance their secondary language skills
19. 82% hoped the trip overseas will enhance their future degree.
20. 100% would recommend their trip to a fellow student.

Appendix B

ROBERT MORRIS UNIVERSITY

DEPARTMENT OF HOSPITALITY AND TOURISM MANAGEMENT

HTMG 3035-CULTURAL HOSPITALITY OF WORLD TOURISM

Spring 2009

PROPOSED DEPARTMENT SYLLABUS

Instructor:

Dr. Mills

HTMG 3035-A

Days

Time:

Room:

Lab:

Telephone: Numbers

Office: (412) 397-4267

Home: (412) 269-1808

Cell: (412) 478-5989

Email: mills@rmu.edu

Office: Massey 332

Office Hours: By Appointment

I. COURSE DESCRIPTION

This course is an introductory survey of world travel destinations, including an exploration of the cultures, customs, habits, festivals, languages, religions and historic sites of other countries as they relate to the tourism industry. Included in this course is an in-depth examination of the social psychology of leisure.

This course will focus on the study of hospitality, food, language and intercultural communications to examine how these educational components bring together all human beings in one form or another. The consumption of food is both personal and communal. The Language of hospitality and food consumption reflects and shapes all cultures in regards to general meaning and cultural adaptation. We identify a culture through the words and meanings of food and the dispersion of meals. Hospitality and food, moreover, have a good claim to be considered one the world's most important cultural subjects. Hospitality and food is what matters most to most people for most of the time in every culture. This course will also emphasize research in and application of the historical and cultural aspects of food. As such, the course will provide a vehicle wherein the preparation and presentation of an authentic experience is representative of a particular culture, region and time.

Course Objectives and Evaluation:

By the end of the course, the student will:

- Provide a framework for viewing cross-cultural experiences
- Allow for engagement of various concepts and ideas in regard to intercultural communication (theoretically & experientially)
- Engage in reflective learning in-order to share personal experiences in dining in regards to cultural adaptation
- Discover how food and intercultural communication work together to offer rhetorical engagement with community and the meal
- Develop a definition of the determinants of cuisine and the effect of cuisine upon history.
- Have critical exposure in the preparation, service and evaluation of foods from various historical periods and geographical areas.
- Examine at the distribution of population, culture and tourism activities of countries across space.
- The textbook will show that verbal and nonverbal communication involves much more than transmitting a particular message.
- Geographic overview of the world and each major geographic region providing insights about the geographic character of specific regions to show how they establish settings for tourism.
- The class will learn to move effectively and appropriately through a wide range of trans-cultural situations by combining ethics, cultural-specific knowledge with mindful listening and communication skills. The internet and/or other technologies will be used to strength your knowledge

Course Competencies/Assurances of Learning:

- Sharpen interpersonal and technical skills needed to manage an international commercially oriented food service operation.
- Develop an understanding to the components of the dining experience from an international perspective
- Develop a critical ability to evaluate the dining experience.
- Explore cultural diversity and ethical requirements in menu and world tourism development

- Outline possibilities for identifying a customer base by using on- line tracking systems and menu analysis
- Formulate a public relations piece that uses international recipes and dining experiences to create a culturally diverse reflection essay that can be presented to future students.

Course Philosophy and Method of Instruction:

All work must be handed in on assigned date. A one-half of letter grade will be subtracted for each day (not each class) the work is late. This includes all work sheets, paper assignments, and any other assignments.

Make-up exams are given under only the most exceptional circumstances. Therefore, every effort should be made on the student's part to be in attendance at exams and quizzes.

Students are expected to complete required reading before each class and keep up with current news events.

All written assignments prepared outside of class must be typed or produced on a word processor. Only original documents will be accepted.

Each student is responsible for ALL reading assignments, lecture materials, handouts, and assignments inside and outside of the class. This includes guest lectures, audio-visual materials, and field trips.

Required Text:

Geography of Travel & Tourism; Hudman, Lloyd and Jackson, Richard. 1999 (4th. Ed). Delmar Publishing/I.T.P. Albany, New York. ISBN: 0-7668-3256-2

Charting a Hero's Journey, Chisholm

Dynamics of Intercultural Communication, Dodd

Intercultural Communication, Samovar/Porter

Note:

Many course outlines include a bibliography; traditionally, this is a list of writings on a particular subject that you may use as reference. As this is an introductory course, and for many of you, your first exploration of the hospitality and tourism field, we will "build" a bibliography together, save this page for the titles of journals and periodicals and the names of authors that are standard references for our discipline. We will add to our bibliography each week.

Course Grading/Assessment/ Assurance of Learning

Pretest and Post Test

You will take **a pre and post test of the course**. You will need to take the pre test prior to taking quiz 1 and the post test prior to taking the final exam.

Quizzes and exams will consist of any combination of multiple choice and/or matching questions. Material from the textbook chapters, handouts, and class presentations are areas from which the

questions will be selected. Quizzes will be announced a week in advance. There is NO makeup quiz. Extra credit assignments will be available for those students only, who missed just ONE of the quizzes. If you missed more than one quiz (even if you have an excuse) you will only get ONE extra credit assignment. Class presentation materials (power points) must be sent to the instructor by email, two days in advance to assure your presentation. If you complete your presentation, but fail to present it you will get 50% of your grade.

Grading Policy and Academic Requirements:

Each student is responsible for ALL reading assignments, lecture materials, handouts, and assignments inside and outside of the class. This includes guest lectures, audio-visual materials, and field trips.

Percentage of Grade Value for Each Assignment Listed Your grade is weighted as follows:

2/3 of your grade is from class work including tests, quizzes, assignments and participation in class discussion.

Quiz points	10%
Tests	10%
Final Exam	20%
Assignments (including recipe file)	30%
Notebook/journal of dining experiences/	25%
Tourism Field Work	
Class participation	5%

Grade Distribution:

Letter Grade

Percentage Range

Based on 100%

96	-	100	=	A	+
90	-	95	=	A	
86	-	89	=	B	+
80	-	85	=	B	
76	-	79	=	C	+
70	-	75	=	C	

60	-	69	=	D	
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59	Or		=	F	
	below				

Additional Course Requirements and General Information Regarding the Course:

Attendance Policy:

You are expected to make responsible decisions about class attendance and you will be held responsible for the full content of the course of study. Because there is so much of the world of hospitality to see, and because much of our most important work will take place in class, attendance is mandatory. Three unexcused absences will result in the loss of one letter grade in your final evaluation. Chronically tardy students will be warned once. After that, each tardy arrival will be considered an unexcused absence. Excellence in our industry demands strong time management skills.

Attendance: Be here. Absences will affect points from exams and in-class assignments.

Punctuality is the same as attendance. Any student missing more than 5 classes of the total

classes in a semester automatically fails the course. These 5 absences include excused and unexcused absences. Leaving class early without the permission of the instructor will result in an absence being assigned. **Please note course material covered in class will be from other sources besides your textbook and readings.** Again Excellence in our industry demands strong time-management skills. *Please be prompt-I usually make important announcements at the start of class and I will not repeat myself once you arrive!*

Late Work: Assignments are due when specified unless the instructor is notified beforehand. Failure to turn in the assignment promptly will result in the assignment not being accepted or points being deducted.

Participation: You have the responsibility to be prepared and to participate in an active manner. The quality and quantity of your contributions will be examined in the evaluation of your performance.

Academic Integrity: You are expected to do your own work. Robert Morris University is committed to creating a culture of academic integrity. Student and Faculty resources regarding academic integrity issues can be accessed below. Robert Morris University joined the National Center for Academic Integrity in 2005. The Center's website at www@rmu.edu provides information about the organization, links to relevant news events, links to various institutions' AI codes and policies, and an extensive resource database of academic integrity-related literature. When using the ideas of others, please reference the sources where they come from. Failure to do so can range from failing the assignment to failing the course

Professionalism: Your behavior is to be professional and appropriate at all times and is a requirement of the class. Cell phones, pagers and all other electronic devices not relevant to the class are to be turned off. The standard is to practice courtesy among our peers and to the instructor.

STUDENTS REQUESTING ACCOMMODATIONS:

"STUDENTS WHO MAY BE ELIGIBLE TO RECEIVE LEARNING SUPPORT OR PHYSICAL ACCOMMODATIONS MUST CONTACT THE CENTER FOR STUDENT SUCCESS AT 412-262-8349 TO SCHEDULE AN APPOINTMENT WITH A COUNSELOR AND TO LEARN MORE ABOUT ACCOMMODATION PROCEDURES. TO RECEIVE ACCOMMODATIONS IN THIS COURSE, ARRANGEMENTS MUST BE MADE THROUGH THE CENTER FOR STUDENT SUCCESS. "

TENATIVE COURSE OUTLINE

Class Period:

Topic: Introduction to course/Interaction in a diverse world/Understanding Intercultural and Co-Cultural Communication/Basic understanding and overview/ Importance of food in culture/Understanding the importance of journal writing

Assigned Reading: Charting a Hero's Journey Stage I/II/III Geography Text 1-15

Assignments: Define vocabulary terms/Set-up a journal for your first entries/Enter answers from questions on page 31 of charting a hero's journey/ Answer questions 1 and 4 in Geography Text Answer questions from lecture

Class Period:

Topic: Understanding culture/Defining intercultural communications/Exploring fundamental axioms of Intercultural Communication/Brief history of food & culture and world tourism/Journal writing procedures

Assigned Reading: Read the ten step inventory from page Continue reading Charting a Hero's Journey Stage I/II/II

Assignments: Define vocabulary terms/Enter answer from questions on page 39 of charting a hero's journey/Answer questions from lecture

Class Period:

Topic: Define culture/location geography/Identify elements of a cultural system/Describe institutional subsystems within culture/Describe means by which cultures develop

Assigned Reading: Read geography text 35-52/Continue reading charting a Hero's Journey I/II/III

Assignments: Define vocabulary terms/Enter answer from Hero's Journey question on page 43 questioned 2 and also page 51 questions 1/2/3 Think paper 1

Class Period: Understanding rhetorical strategies used between in-groups and out-groups in their communication/Identify the models associated with perception of cultural diversity and micro-cultures/List geography factors that block effective intercultural communication concerning cultural diversity/Models associated with food rhetoric and tourism

Assigned reading: Geography Text 61-82 Charting a Hero's Journey I/II/III

Assignments: Define vocabulary terms Enter questions from Hero's Journey page 51 questions 1/2/3 and page 54 questions 1 and page 57 question 1

Class Period: Discuss the important of underlying themes and values of culture as they influence communication Understand mono-chronic poly-chronic cultural orientations/Food and community/geography

Assigned Reading Geography Text 87-114 Charting a Hero's Journey I/II/III

Assignments: Define vocabulary terms/Lecture page 114 question numbers 2/ Enter questions from Hero's Journey Page 63 question 1 page 68 question 1 and 2 and page 75 questions 1 and 2 and page 77 question 2/ Think paper 1 is due

Class Period: Understanding intercultural language and non verbal communication Describe perceptual differences and attitudes people hold toward individuals with accented speech/Linguistic diversity with food and culture

Assigned Reading: Charting a Hero's Journey IV

Assignments: /Define vocabulary/Geography question 1 page 130/Think paper II/ Charting A Hero's Journey page 84 question/page 86 question 1 and 2 page 87 question 1 and page 95 question 1 and 2

Class Period Intercultural communication and non-verbal messages/Define nonverbal communication and its functions/Identify significance of nonverbal communication/Identify nonverbal differences among cultures/Nonverbal communication and food

Assigned Reading: Geography Text lecture questions/Charting a Hero's Journey V

Assignments: Define Vocabulary/Dodd page 152 question 1/Charting a Hero's Journey answer question 2 on page 106 question 1 and 2 on page 111 and question on page 118/Think paper II is due

Class Period: Cultural adaptation and communication effectiveness/ Cope with anxiety upon entering a new culture/Adjusting in a new culture/identify negative and positive effects/Cultural adaptation to food and geography

Assigned Reading: Geography Text 157-170 Charting a Hero's Journey VII/IX/X

Assignments: Define vocabulary terms/Charting a Hero's Journey answer questions 2 on page 162 and questions 2 and 3 on page 166 and question 1 on page 171 and question 3 on page 180/Think paper III

Class Period: Intercultural communication competencies associated with intercultural effectiveness/ Define effectiveness and its dimensions/ List factors of intercultural competency associated with intercultural effectiveness outcomes/Effective competencies with food and communication

Assigned Reading: Geography Text 173-184 Charting a Hero's Journey IX/X/XI

Assignments: Define vocabulary terms/Charting a Hero's Journey answer questions 1 and 2 on page 205 question 1 on page 206 questions 1 and 2 on page 213 and question 3 on page 215 Think paper III is due

Class Period: Social influence of network/Cultures and information flow/ Determine how similarity homophile influences information and culture/Apply strategies to manage credibility for influence in intercultural interactions/Social influence and food interactions

Assigned Reading: Geography Text 208-232 charting a Hero's Journey IX/X/XII

Assignments: Define vocabulary terms/Charting a Hero's Journey answer 123 on page 227 question 2 on page 230 question 1 and 4 on page 236 and question 1 on page 247/Think Paper IV

Class Period: Media as source of influence on intercultural communication/Identify way in which the mass media influence cultural change/List effects of mass media on cultural thought/Demonstrate the relationship between mass media and cultural learning/Understanding mass media and food culture

Assigned Reading: Geography Text 236-245 Charting a Hero's Journey XI/XII

Assignments: Review For Final Exam/Charting a Hero's Journey answer question 1 on page 256 questions 2-4 on page 259 and question 2 on 266/Due date for final entries in Charting a Hero's Journey to be determined in class.