

## **COURSE OUTLINE**

### **Destination Geography – Eastern & Western Hemisphere**

**Course Description:** HM 210. Destination Geography – Eastern & Western Hemispheres. 3 hours credit. This course will enable the student to identify geographical and cultural components of the Eastern and Western Hemisphere countries, cities and states. The student will learn how to identify specific tourist destination sites and events. This course will enable the student to retrieve specific information for his/her tourism clients.

**Course Relevance:** The principles learned in this course will allow the student to understand the process of researching and making travel plans for both leisure and business travelers all over the world. The principles are relevant in designing itineraries for all types of travelers. It will develop his/her ability to think analytically and critically in regard to all types of travel planning.

#### **Required Materials:**

Textbook: Starr, N. (2001). *Exploring the world – Geography for travel professionals* (1<sup>st</sup> ed.). Wellesley, MA: ICTA Institute of Certified Travel Agents.

#### **Learning Outcomes:**

The intention is for the student to be able to:

1. Identify the different areas of the country in regard to tourism and travel
2. Develop critical thinking skills in regard to the responsibility of planning a client's itinerary
3. Demonstrate a working knowledge of retrieving information and planning different types of itineraries worldwide
4. Apply the theory to skills that will enhance the quality of his/her work experience
5. Apply the theory to current events as they unfold in the community, state, and nation

#### **Primary Learning PACT Skills that will be DEVELOPED and/or documented in this course:**

Through the student involvement in this course, he/she will develop his/her ability in the following primary PACT skill areas:

1. Critical Thinking
  - The student will identify and research travel destinations throughout the world. They will examine the needs of their travel clients and then apply their destination knowledge to present alternatives for their clients.
2. Coping with Change

- Through activities conducted in class, the student will respond to the effects of the travel industry based on the market changes.
3. Writing
    - Through a variety of types of written work, the student will practice his/her writing skills; including his/her use of standard English wording and phrasing and his/her knowledge of standard English spelling and punctuation and grammar.
  4. Computer/Internet Use
    - Through the production of research assignments that require that a text itinerary be word processed and that the student makes use of the internet to find information, the student will use computers to do research on their itinerary destinations, to create a complete itinerary and produce a hard copy of the document to be turned in to the instructor.

Secondary Skills (developed but not documented)

Self-concept  
 Time management  
 Teamwork  
 Valuing diversity  
 Leadership  
 Problem solving  
 Reading  
 Listening  
 Ethical conduct

**Major Summative Assessment Task(s):**

These learning outcomes and primary Learning PACT skills will be demonstrated by:

1. Preparation of assignments using guest speaker knowledge received and experiences gathered during field trips
2. Preparation of final project using service learning activities and its relationship to the hospitality industry
3. Preparation and oral presentation of an individual written project

**Course Content:**

- I. Themes – Key recurring concepts that run throughout the course:
  - A. Identification of different countries throughout the world
  - B. Analyzing the countries through hospitality terms, culture and economy
  - C. Responsibilities of client needed information for traveling to various countries
- II. Issues – Key issues that will be addressed in this course: areas of conflict that must be understood in order to achieve the intended outcome:
  - A. Identifying the customers needs accurately for global travel
  - B. Communication skills to achieve the best outcome for the customer travel experience
  - C. Identifying the differences in culture and its people as travelers would relate in touring the country

- III. Concepts – Key concepts that must be understood to address the issues:
  - A. Basics of each country's cultures
  - B. Understanding of different cultures with regard to tourists
  - C. Efficient methods of retrieving the pertinent information to make the travel experience match the customers' needs
- IV. Skills / Competencies – Actions that are essential to achieve the course outcomes:
  - A. Comprehend the different cultural aspects of tourism throughout the world
  - B. Apply these cultural aspects to the tourist's expectations for travel
  - C. Critically appraise the cultural aspects to the tourist's anticipated travel plans
  - D. Provide evidence of the ability to perform the above skills in a research itinerary that is clearly and precisely written

**Learning Units:**

- I. Destination Geography
  - A. Finding a destination
  - B. Describing the environment
  - C. Exploring cultures
  - D. Understanding tourism
  - E. Learning about destinations
- II. The Eastern United States
  - A. New England
  - B. New York
  - C. Mid-Atlantic states
  - D. The South
  - E. Florida
- II. The Midwest
  - A. The Great Lakes states
  - B. The Great Plains states
  - C. Texas
- III. The Western States, Alaska, Hawaii
  - A. The Mountain states
  - B. The Pacific states
  - C. Alaska
  - D. Hawaii
- IV. Canada
  - A. The Atlantic Provinces
  - B. Quebec
  - C. Ontario
  - D. The Prairie Provinces
  - E. British Columbia

- F. The North
  
- V. Bermuda and the West Indies
  - A. The Bahamas
  - B. The Greater Antilles
  - C. The Lesser Antilles
  - D. The Islands off the South American Coast
  
- VI. Mexico and Central America
  - A. Mexico
  - B. Belize, Costa Rica, and Panama
  
- VII. South America and Antarctica
  - A. The Inca Lands
  - B. Brazil
  - C. Argentina
  
- VIII. The British Isles
  - A. England
  - B. Scotland
  - C. Wales and Northern Ireland
  - D. The Republic of Ireland
  
- IX. Northern Europe
  - A. The Benelux
  - B. Germany
  - C. Switzerland, Liechtenstein and Austria
  - D. Nordic Europe
  
- X. Eastern Europe
  - A. The Baltic Region
  - B. The Heart of Europe: Czech Republic and Hungary
  - C. Russia
  
- XI. Southern Europe
  - A. The Iberian Peninsula
  - B. France
  - C. Italy
  - D. Greece
  
- XII. Africa and the Middle East
  - A. Morocco
  - B. Egypt
  - C. The Safari Lands
  - D. Israel

E. Turkey

XIII. India and Southeast Asia

- A. India
- B. Indonesia
- C. Thailand

XIV. East Asia

- A. China
- B. Japan

XV. The Pacific

- A. Australia
- B. New Zealand
- C. Oceania

**Learning Activities:**

Independent and collaborative learning activities will be assigned within and outside the college classroom to assist the student to achieve the intended learning outcomes. Learning activities will be geared toward practices and analysis of managerial situations to understand the principles of management in the hospitality industry. Field trips and guest speakers will allow the student to know what is required of managerial jobs in the hospitality industry. Use of computers, written assignments, examinations and oral presentations will be the medium by which those skills are expressed.

**Grade Determination:**

The student will be graded on satisfactory completion of learning activities (including the required assessment task as stated earlier in the document). Grade determinates may include the following: Daily work, tests, both essay and objective (including quizzes, chapter or unit tests and comprehensive examinations), writing assignments (both inside and outside of class), research paper, student projects, student presentations, attendance, class participation and other methods of evaluation employed at the discretion of the individual instructor. These methods may be used individually or in combination by all instructors.