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SENATE COUNCIL

## Course Information

Date Submitted: 10/21/2015

Current Prefix and Number: RTM - Retailing & Tourism Management, RTM 772 SEMINAR IN RETAILING AND TOURISM MGT

Other Course:

Proposed Prefix and Number: RTM 772

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

## 1. General Information

a. Submitted by the College of: AGRICULTURE, FOOD AND ENVIRONMENT

b. Department/Division: Retailing & Tourism Management

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Scarlett Wesley

Email: scarlett.wesley@uky.edu

Phone: 859-257-7778

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

## 2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: SEMINAR IN RETAILING AND TOURISM MANAGEMENT

Proposed Title: SEMINAR IN RETAILING AND TOURISM MANAGEMENT

c. Current Transcript Title: SEMINAR IN RETAILING AND TOURISM MGT

Proposed Transcript Title: SEMINAR IN RETAILING AND TOURISM MGT

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

SEMINAR: 3

Proposed Meeting Patterns

SEMINAR: 3

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: *Graduate School Grade Scale*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? Yes

Proposed to be repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 6

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: Current investigation of topics relevant to both retailing and tourism management.

Proposed Course Description for Bulletin: Current investigation of topics relevant to both retailing and tourism management.

2j. Current Prerequisites, if any:

Proposed Prerequisites, if any: Graduate student standing

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name: Scarlett Wesley

Instructor Email: Scarlett.wesley@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? This course syllabus does conform to the University Senate Syllabus Guidelines, specifically the Distance Learning Considerations. All materials for this course will be managed on the student Canvas system.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Content for the Distance Learning student will be the same as for a classroom-based student. Students taking an online course will be offered the same services as students enrolled in face to face courses at the University of Kentucky in the Department of Retailing and Tourism Management. When two sections of the same course are offered, one being face to face and one being distance, students will be held to the same requirements for each, have the same content presented to them, and be assessed in the same ways for each.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. Students will submit work in Canvas using the appropriate course website. Canvas is a password protected system. Students are given the University's policy regarding academic integrity on their syllabus. There will be no exams given for assessment in this course.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? no

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Students in an online section of this course will be given access to the same materials and information as any face to face students taking this course. These materials and information will be delivered to students via Canvas and the course webpage located on Canvas. Online students will have access to all services at the University of Kentucky. The instructor for this course will also be available electronically to the students taking the online section via virtual office hours and the Canvas course webpage.

6. How do course requirements ensure that students make appropriate use of learning resources? Students in both the distance learning and classroom setting sections of this course will be given all course materials via Canvas.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. All necessary access for students enrolled in an online section of this course is provided on the Canvas course webpage. This includes course materials, discussion boards, submission of assignments, syllabus, and readings. The instructor will also use Canvas to communicate with students and as a way to provide the most updated information about the course.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? The following statement appears on the syllabus: Canvas Course website, syllabus, course materials, assignments, grades and external resources and important announcements will be posted on Canvas from time to time; therefore, it is crucial that you make it a habit to check the course website frequently. The Blackboard system utilizes your @uky e-mail address as the default. The instructor will use the Canvas "communications" tab to send important information and announcements during the semester. Therefore, you should make it a habit to check your UK email account regularly, or make arrangements to have your e-mail forwarded to the account you check most frequently. If you have technical problem to access the course materials please contact TASC ([www.uky.edu/TASC/](http://www.uky.edu/TASC/); 859-257-8272) and Information Technology Customer Service Center ([www.uky.edu/UKIT/](http://www.uky.edu/UKIT/); 859- 257-1300).

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. Course will be delivered using Canvas.

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Scarlett Wesley

SIGNATURE|VPWICK0|Vanessa P Jackson|RTM 772 CHANGE Dept Review|20150417

SIGNATURE|LGRABAU|Larry J Grabau|RTM 772 CHANGE College Review|20150925

SIGNATURE|ZNNIKO0|Roshan Nikou|RTM 772 CHANGE Graduate Council Review|20151028

Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

Browse...

Upload File

ID	Attachment
Delete 5575	RTM 772 Seminar in Retailing and Tourism Mgmt DIST

First 1 Last

NOTE: Start form entry by choosing the Current Prefix and Number (\*denotes required fields)

Current Prefix and Number:		RTM - Retailing & Tourism Management RTM 772 SEMINAR IN RETAILING AND TOURISM MGT	Proposed Prefix & Number: (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	RTM 772
* What type of change is being proposed?		<input type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exception for the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not in in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in cc content or emphasis, or which is made necessary by the elimination or sign alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No				
If YES, check the areas that apply:				
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics				
1. General Information				
a. Submitted by the College of:		AGRICULTURE, FOOD AND ENVIRONMENT		Submission Date: 10/21/2015
b. Department/Division:		Retailing & Tourism Management		
c.* Is there a change in "ownership" of the course?				
<input type="radio"/> Yes <input checked="" type="radio"/> No    If YES, what college/department will offer the course instead? Select...				
e.* * Contact Person Name: Scarlet Wesley    Email: scarlett.wesley@uky.edu    Phone: 859-257-7778				
* Responsible Faculty ID (if different from Contact)    Email:    Phone:				
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval	OR	Specific Term: <sup>2</sup>
2. Designation and Description of Proposed Course.				
a. Current Distance Learning(DL) Status:		<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> Please Drop		
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box ) tha proposed changes do not affect DL delivery.				
b. Full Title:		SEMINAR IN RETAILING AND TOURISM MANAGEMENT	Proposed Title: *	SEMINAR IN RETAILING AND TOURISM MANAGEMENT
c. Current Transcript Title (if full title is more than 40 characters):		SEMINAR IN RETAILING AND TOURISM MGT		
c. Proposed Transcript Title (if full title is more than 40 characters):		SEMINAR IN RETAILING AND TOURISM MGT		
d. Current Cross-listing:		<input checked="" type="checkbox"/> N/A	OR	Currently <sup>2</sup> Cross-listed with (Prefix & Number): none
Proposed - ADD <sup>2</sup> Cross-listing (Prefix & Number):				

Proposed - REMOVE <sup>2</sup> / <sub>2</sub> Cross-listing (Prefix & Number):					
<b>e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours <sup>2</sup> for each meeting pattern type.</b>					
Current:	Lecture	Laboratory <sup>2</sup>	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar 3	Studio	Other Please explain:		
Proposed: *	Lecture	Laboratory <sup>2</sup>	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar 3	Studio	Other Please explain:		
<b>f. Current Grading System:</b>		Graduate School Grade Scale			
Proposed Grading System:*		<input type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input checked="" type="radio"/> Graduate School Grade Scale			
<b>g. Current number of credit hours:</b>		3	Proposed number of credit hours:*		3
<b>h.* Currently, is this course repeatable for additional credit?</b>					<input checked="" type="radio"/> Yes <input type="radio"/> No
* Proposed to be repeatable for additional credit?					<input checked="" type="radio"/> Yes <input type="radio"/> No
If YES:		Maximum number of credit hours:		6	
If YES:		Will this course allow multiple registrations during the same semester?			<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>i. Current Course Description for Bulletin:</b>					
Current investigation of topics relevant to both retailing and tourism management.					
* Proposed Course Description for Bulletin:					
Current investigation of topics relevant to both retailing and tourism management.					
<b>j. Current Prerequisites, if any:</b>					
* Proposed Prerequisites, if any:					
Graduate student standing					
*					
<b>k. Current Supplementary Teaching Component, if any:</b>					<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both

	Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change
<b>3.</b>	<b>Currently, is this course taught off campus?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>*</b>	<b>Proposed to be taught off campus?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, enter the off campus address:	
<b>4.*</b>	<b>Are significant changes in content/student learning outcomes of the course being proposed?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, explain and offer brief rationale:	
<b>5.</b>	<b>Course Relationship to Program(s).</b>	
<b>a.*</b>	<b>Are there other depts and/or pgms that could be affected by the proposed change?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, identify the depts. and/or pgms:	
<b>b.*</b>	<b>Will modifying this course result in a new requirement<sup>2</sup> for ANY program?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES <sup>2</sup> , list the program(s) here:	
<b>6.</b>	<b>Information to be Placed on Syllabus.</b>	
<b>a.</b>	<input type="checkbox"/> Check box if <b>changed to 400G or 500.</b>	If <b>changed to 400G- or 500-level</b> course you must send in a syllabus and <i>you must include the differentiation</i> undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

### Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for  
**All fields are required!**

**Introduction/Definition:** For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, **distance learning** is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructor in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technology. A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the Instructor to have read and understood the university-level assurances regarding an equitable experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	RTM 772	Date:	4/17/2015
Instructor Name:	Scarlett Wesley	Instructor Email:	Scarlett.wesley@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.			
Internet/Web-based <input checked="" type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid <input type="checkbox"/>			

**Curriculum and Instruction**

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?  
 This course syllabus does conform to the University Senate Syllabus Guidelines, specifically the Distance Learning Considerations. All materials for this course will be managed on the student Canvas system.
  
2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.  
 Content for the Distance Learning student will be the same as for a classroom-based student. Students taking an online course will be offered the same services as students enrolled in face to face courses at the University

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

Students will submit work in Canvas using the appropriate course website. Canvas is a password protected system. Students are given the University's policy regarding academic integrity on their syllabus. There will be no

4. Will offering this course via DL result in at least 25% or at least 50%\* (based on total credit hours required for completion) of a degree program being offered via a DL, as defined above?

no

Which percentage, and which program(s)?

\*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Students in an online section of this course will be given access to the same materials and information as any face-to-face students taking this course. These materials and information will be delivered to students via

#### Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

Students in both the distance learning and classroom setting sections of this course will be given all course materials via Canvas.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

All necessary access for students enrolled in an online section of this course is provided on the Canvas course webpage. This includes course materials, discussion boards, submission of assignments, syllabus, and readings.

#### Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

The following statement appears on the syllabus: Canvas Course website, syllabus, course materials, assignments, grades and external resources and important announcements will be posted on Canvas from time to time; therefore,

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

Yes

No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

Course will be delivered using Canvas.

10. Does the syllabus contain all the required components, below?  Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
  - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/libraries/DLIS>)
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: [dlservice@email.uky.edu](mailto:dlservice@email.uky.edu)
  - DL Interlibrary Loan Service: [http://www.uky.edu/libraries/libpage.php?lweb\\_id=253&lib\\_id=16](http://www.uky.edu/libraries/libpage.php?lweb_id=253&lib_id=16)

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Scarlett Wesley

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help/>)



<sup>111</sup>See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "n form will be sent to appropriate academic Council for normal processing and contact person is informed.

<sup>112</sup>Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>113</sup>Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>114</sup>Removing a cross-listing does not drop the other course - it merely unlinks the two courses.

<sup>115</sup>Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

<sup>116</sup>You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>117</sup>In order to change a program, a program change form must also be submitted.



An Equal Opportunity University  
Retailing & Tourism Management  
Hospitality & Tourism Management  
College of Agriculture Food & Environment  
318 Erikson Hall  
Lexington, KY 40506-0050  
Phone: (859) 257-4917  
Fax: (859) 257-1275

## **RTM 772**

### **Seminar in Retailing and Tourism Management**

#### **INSTRUCTOR:**

Dr. Scarlett Wesley  
315-B Erikson Hall  
257-7778

[Scarlett.wesley@uky.edu](mailto:Scarlett.wesley@uky.edu) (preferred method, will respond within 2 business days)

Office Hours – Tuesday & Thursday 9:00-11:00 or by appointment

#### **TEACHING ASSISTANT: TBD**

#### **COURSE DESCRIPTION:**

Current investigation of topics relevant to both retailing and tourism management. May be repeated to a maximum of six credits. Prereq: Graduate student standing.

THIS COURSE IS A SEMINAR THAT ROTATES TOPICS ACCORDING TO WHAT IS GOING ON IN THE RTM INDUSTRY AT THE TIME. THIS SYLLABUS REPRESENTS ONE TOPIC EXAMPLE.

#### **SPECIFIC COURSE DESCRIPTION FOR THIS SEMESTER:**

This course will focus on issues of sustainability in the retailing and tourism management industry.

This is a **distance learning course**. The course materials will be delivered via Canvas. If you have any problem to access Canvas and have questions regarding a distance class please contact Distance Learning Program (DLP) (<http://www.uky.edu/DistanceLearning/>; 859-257-3377) and Information Technology Customer Service Center ([www.uky.edu/UKIT/](http://www.uky.edu/UKIT/); 859-257-1300).

#### Contact information for Distance Learning Library Services

Phone: (859) 218-1240

Fax: (859) 257-0505

E-mail: [dllservice@lsv.uky.edu](mailto:dllservice@lsv.uky.edu)

Librarian: Carla Cantagallo

2-2, north wing, William T. Young Library 0456

Website: <http://libraries.uky.edu/dlls>

## **COURSE OBJECTIVES:**

1. To provide knowledge about sustainability practices currently taking place in the retailing and tourism management industries.
2. To grasp the meaning of the sustainable environment within a retailing and tourism management context.
3. To compare the methods with which an individual in the retailing and tourism management industry can make a contribution to the sustainable environment.
4. To identify the components of a sustainable program in the retailing and tourism management industry.

## **STUDENT LEARNING OUTCOMES:**

At the end of this course, students will be able to:

- Create an action plan for designing products and services sold in the retailing and tourism management industries.
- Describe the steps involved to incorporate sustainable business practices into the retailing and tourism management industries.
- Identify the process for developing a sustainable product or service.
- Identify the appropriate recycle or disposal methods for an organization to support a sustainable focus.
- Use product life cycle analysis to assess a product or service.
- Design an advertising and promotional plan for a sustainable product or service.
- Summarize the post-consumer use of sustainable products and services.

## **REQUIRED READING:**

Rivoli, Pietra (2009) The Travels of a T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade, 2<sup>nd</sup> Edition, John Wiley & Sons Inc. ISBN: 978-0-470-28716-3

## **ASSIGNMENTS:**

### **1. Weekly Reflection Journal**

Keep a reflection journal on Canvas documenting your personal feelings about each week's topics. All journal entries will be due each **Friday @ 12:00 pm EST**. Please see the course calendar for the schedule.

#### **What is a reflective journal?**

A reflective journal - often called a learning journal - is a steadily growing document that you (the learner) write, to record the progress of your learning.

A reflective journal is not...

- simply a summary of the course material. Focus more on your reactions to in class discussion and what you've read, and what you've been reading.
- a learning log. On a learning log you might write down the times and days when you read something. A log is a record of events, but a journal is a record of your reflections and thoughts.

### **Who benefits from a reflective journal?**

You, the learner. The fact that you are keeping a record of what you learn is an incentive to keep pushing ahead. There's an old saying "you don't know what you know till you've written it down" - and several research studies have found this to be true. By telling yourself what you've learned, you can track the progress you've made. You also begin to notice the gaps in your knowledge and skills.

### **How to write a reflective journal**

Entries in a reflective journal can include:

- Points that you found especially interesting in class discussion or in your reading, and would like to follow up in more detail.
- Questions that came up in your mind.
- Your reflections on this course, and how well it is meeting your needs.
- How your learning in this course is related to what you're learning in other ways.
- Thoughts that aren't yet fully formed, but that you want to refine later. This could include your feelings about the course and your progress in it, and theories that are developing in your mind.

### **How long will it take?**

As a rough guide, each journal entry should take approximately 20-30 minutes. You may take more or less time depending upon your time constraints and the amount of detailed information you wish to include. Feel free to add comments but the minimum requirements are included in the template.

**For each journal entry**, include answers to the following every time you journal:

- Date of class
- What was the highlight of today's class?
- What part of the discussion or reading for today caused you the most anxiety?
- Was there any discussion or part of the reading for today that surprised you?
- What were the three most important things you took away from today's class?
- What have I changed my mind about as a result of today's class?

**For each journal entry**, include answers to two of the following questions:

1. One thing I learned in class today that I may be able to use in the future is.....
2. I am still unsure about.....
3. Issues that interested me a lot, and that I would like to study in more detail are.....
4. What did we not cover that I expected we should?

### **Submitting your journal:**

- You are asked to type your journal entry
- Submit your journal entry on Canvas following the schedule on the class calendar by **Friday @ 12:00 pm EST**

## **2. Sustainable Topic Paper**

Prepare a written paper on the sustainable topic of your choice. Include the

following elements in your paper:

- INTRODUCTION - Definition of Sustainable Topic as it relates to the Retailing and Tourism Industry.
- BACKGROUND - Review the Background or History of your topic as it relates to Industry Retailing and Tourism.
- ENVIRONMENTAL ISSUES – Identify the issues and concerns related to the traditions or history of your topic.
- CHANGING THE CONCEPT -
  - How has your area changed?
  - Why did it change? Regulations, Programs & Organizations - Supply &
  - Demand of Product and/or Resources, etc.
  - Map the history of that change. Who, what, when and how?
  - Who or what has changed? Provide specific examples.
  - What has been the cost of change on both the industry & consumer?
  - How did the change affect the 'consumer', the 'industry' and the 'environment'?
- OTHER INFORMATION – include any other information that you find relevant and important.
- SUMMARY OR OVERVIEW OF YOUR TOPIC
- REFERENCES - Minimum of 10 references which can include Internet websites.

**Due Date:** Your paper is due **Week 16 by Friday @ 12:00 pm EST submitted to Canvas**

### **3. Global Travels of a T-Shirt Chapter Questions**

You are responsible for answering the following questions for each chapter. Each chapter has six questions. You will submit a type written copy of your questions to Canvas according to the following schedule:

Questions from Chapters 1-8 **DUE Week 14 by Friday @ 12:00 pm EST submitted to Canvas**

Questions from Chapters 9-15 **DUE Week 15 by Friday @ 12:00 pm EST submitted to Canvas**

**Keep your answers brief. Try to answer each question in only a few sentences. Don't quote passages from the book, but put the answers in your own words. If you give an opinion be sure to provide a reason why behind your opinion. EXPLAIN YOURSELF!!!**

#### **Questions Chapter 1-8**

##### **Chapter 1: How America has Dominated the Global Cotton Industry for 200 Years**

1. Consider the various risks faced by cotton growers each season. How are they different or similar to the risks faced in other businesses?
2. By what measures does the United States dominate the world cotton industry today?
3. To what does Oxfam, the British NGO, attribute the dominance of American cotton growers?
4. Does the author agree with Oxfam? Explain.
5. Explain how and why cotton remains a "sticking point" in global trade negotiations.

6. Does the author consider the West Texas cotton growers she met to be “tradition bound”? Is tradition a strength or a weakness when competing in this industry?

### **Chapter 2: Winning by Ducking the Labor Markets**

1. According to the author, why did US cotton production so dramatically overtake production in other areas of the world in the period preceding the Civil War?

2. How did the institution of slavery affect the risks faced by cotton plantation owners? 3. What were the challenges associated with relying on a traditional labor market in producing cotton in the pre-Civil War period?

4. Consider Eli Whitney’s experience. Why do you think he was willing to devote time to inventing the cotton gin?

5. The author writes on page 18, “All of the Eli Whitney’s in China had no reason to try...” Explain the lesson implicit in this statement for communities and countries that wish to encourage innovation.

6. How did the America South cope with the loss of its slave labor at the conclusion of the Civil War?

### **Chapter 3: Back at the Reinsch Farm**

1. How have academic institutions contributed to the competitiveness of the Texas cotton industry?

2. What influence did the cotton labor cycle and cultural factors have on the mechanization of cotton production in different regions of the American South?

3. Which invention once and for all freed US cotton farmers from their dependence from the risks of erratic labor supply and availability? Conversely, what new problems did this invention introduce?

4. How widespread is mechanized cotton picking in the developing world? Why is this the case?

5. What repercussions did the introduction of Monsanto’s Roundup Ready cotton have on the cotton industry in the 1990s?

6. What are the risks that were addressed by the Bracero program? Who did this program benefit?

### **Chapter 4: All God’s Danger Ain’t the Subsidies**

1. Besides the white lint used for t-shirt production, what by-products are produced in cotton farming? What uses do these by-products have?

3. Until the 1970s, Texas cotton was considered to be of low quality. How did Texas cotton farmers address buyer concerns about quality Texas cotton?

4. What advantages are there for the Texas cotton farmer in joining an organization such as the Plains Cotton Cooperative Association (PCCA)?

5. Explain how cotton is graded or “classed” in the United States today. What advantages does this system have for the farmer when compared to the traditional method of grading cotton?

7. Describe the impact of U.S. agricultural subsidies on the U.S. taxpayer.

9. How was the 2007 Farm Bill passed in the face of widespread opposition?

### **Chapter 5: Cotton Comes to China**

1. Why has Chinese demand for American cotton increased in recent years? What role does the US consumer play in generating this demand?
2. Explain the “race to the bottom” argument employed by the anti-globalization movement.
3. What part of the T-shirt manufacturing process has proven the most difficult to mechanize? How does this help to explain where T-shirts are produced?
4. The author writes that some consider the success of the Chinese textile and apparel industry to be a “failure.” Explain the rationale for this point of view.
5. The author suggests that in contrast to US cotton producers, countries traditionally dominate the textile industry for only a “fleeting moment.” Why might this be the case?
6. Describe the trend in apparel prices during the last decade. Is this trend related to international trade?

### **Chapter 6: The Long Race to the Bottom**

1. The author writes (page 93) that “a choking bottleneck in the production of cotton cloth launched the modern world.” Explain this statement.
2. Why were women and children the preferred sources of labor for British textile factory owners?
3. What were the desired attributes or skills of the ideal worker in the early British textile industry?
4. What happened to the British cotton industry in the face of American competition?
5. The author describes how dominance of the textile industry shifted geographically over time. What were the factors that drove this industry from one place to the next?
6. The author describes the textile industry as the “ignition switch.” Explain. What was ignited and how?

### **Chapter 7: Sisters in Time**

1. What is the Chinese hukou system and why was it originally developed?
2. Why did the Chinese government relax the hukou system in the 1980s? What have been the demographic implications of that decision?
3. Describe the role of the hukou system in industries such as textiles or construction.
4. Describe China’s Custody and Repatriation regulations. What burdens – legal, financial and social – did they place upon China’s “floating” population?
5. What are the effects on society of the mass employment of women in China’s factories? What were they for America and Britain?
6. The author notes that in each country, a paycheck was only one of the benefits for the women working in the factories. Outside of income, what were some of the other effects of factory work for young female workers?

### **Chapter 8: The Unwitting Conspiracy**

1. Has labor activism been successful in improving the working conditions for factory workers in Britain and the United States? Cite examples.

2. What is the most widespread health and safety concern of today's textile workers in developed countries? How does this differ from the health and safety environment for textile workers in the mid-1800s in England?
3. What is the Workers Right Consortium? Why was it founded?
4. Define the *environmental Kuznets curve*. How does the curve relate to the notion of the *scale problem*?
5. What is the role of "falsification engineers," according to Alexandra Harney? What is a "5 star factory"?
6. While British researchers found that international trade had virtually no effect on the environmental profile of a T-shirt (page 131), the researchers also found that the largest potential for ameliorating the environmental damage from the T-shirt's life cycle lies with the consumer. The consumer can cut the energy consumption in the T-shirt's life cycle by more than half by taking what steps?

### **Questions Chapters 9-15**

#### **Chapter 9: Returning to America**

1. What is the American Manufacturing Trade Action Coalition? Why does Auggie Tantillo think that AMTAC might be fighting its last fight in Washington?
2. List 3 parties who are:
  - a. harmed by increasing apparel imports from China
  - b. helped by increasing apparel imports from China
3. What is the "yarn-forward" rule? Who does it benefit and who does it harm?
4. What is the "fabric-forward" rule? Who does it benefit and who does it harm?
5. What is Julia Hughes highlighting when she suggests that US "free trade agreements" have made it harder, not easier, to trade in textiles?
6. Explain the 2008 "pocketing rules" and list the parties that likely supported and opposed these new rules.

#### **Chapter 10: Dogs Snarling Together**

1. Why has the US textile and apparel industry retained extensive power in Washington? Why haven't these industries "faded away" like other now defunct US sectors such as television manufacturers?
2. Historically, why have textile and apparel industry groups been able to "snarl together" more effectively than their opponents?
3. Historically, what justifications has the United States provided for its support of the doctrine of free trade?
4. What were the ramifications of President Ronald Reagan's broken "textile promise" to Strom Thurmond in 1980?
5. In what ways does offering trade protection to some industries actually allow a free trade agenda to progress?
6. The author quotes one observer as stating that for a Congressperson, a vote for free trade is "an unnatural act" (page 165). Why is it "unnatural" for a member of Congress to vote in favor of free trade?

#### **Chapter 11: Perverse Effects and Unintended Consequences of T-Shirt Trade Policy**

1. What are the major causes of the decline in employment in the US textile manufacturing industries?



2. What impact do quotas have on the quality of textile and apparel imports entering into the US? In what way does this impact suggest a self-defeating policy?
3. Beyond protecting the US textile and apparel manufacturing industry, what other purposes do trade barriers serve? Cite examples.
4. What types of American jobs are *created* by international trade in apparel?
5. What types of jobs in this industry are *created* by increased attention to environmental issues?
6. What is the biggest challenge confronting US high-tech textile and apparel manufacturers today? How does this differ from the challenges faced by traditional T-shirt manufacturers?

#### **Chapter 12: Years of “Temporary” Protectionism Ends in 2009—Now What?**

1. What non-market factors partially explain the surge in Chinese apparel imports to the United States that occurred in 2005?
2. What are “safeguard” provisions and how are they triggered?
3. How did the Bush administration solicit support for CAFTA in 2005?
4. Cumulatively, what events prompted the Bush administration to reinstate textile and apparel quotas on Chinese imports in 2005? When will the new quotas expire?
5. Explain how the sources of apparel imports into the US changed after 2005.
6. What is the “wink and nod” that the author refers to?

#### **Chapter 13: Where T-Shirts Go After the Salvation Army Bin**

1. Why does the United States export used clothing? That is, what has engendered the emergence of a used clothing export industry in the United States?
2. What is the “snowflake factor” in the used clothing industry?
3. Initially, recycled textiles were sorted into which three categories for resale? How did this sorting process evolve and why?
4. Which country is the largest (by value) importer of US used clothing? Why do you think this is so?
5. What factors explain the popularity of US recycled clothing in Eastern Europe?
6. What was the selling price per pound price of used T-shirts in 2008? Have these prices been on an upward or downward trend? Why?

#### **4. Sustainable Book Report & Review**

The purpose of a **review** of a work (book or article) is generally to let readers know what the work is about and what its merits are so that readers can decide whether they want to read the work. Because the readers of a review probably have not read the work under discussion, you must describe the work as well as evaluate it.

A book review should provide an **overview of the contents and an evaluation of the book's relevance**. However, more than a summary of contents should be provided. The review should address additionally the **main ideas, approaches and interpretations of the author**. A good review should provoke reflection on the part of the reader. **Both the strengths and weaknesses of the book** should

be addressed.

Week 4 , you will be given a list of books to choose from for your book review. You may only select a book to review from this list.

### **Book Review Type Written Report:**

At the beginning of the review, include:

- Title of book (with edition if appropriate)
- Names of authors or editors
- Year of publication
- Name and complete address of publisher
- Number of pages, ISBN number, and whether available in hard or paper cover

The following phrases may be helpful in suggesting a subset of points to address in the body of the review (use these as a guide):

- Purpose of the book?
- Intended for who (the commercial sector or academia)?
- Worthwhile contribution to the existing literature?
- How is it different or what does it add?
- Accurate? Clear? Concise? Interesting? Well-organized? Flow well? Up to date? Authoritative?
- Adequately tied to the relevant literature?
- Author's writing style works well with the material?
- Valuable as resource for students, entry-level practitioners, managers, experienced practitioners, educators, researchers or who?
- Of use in the classroom? Reference text for a library?
- Conclusions or summary appropriate and supported by the content?
- Did you like or dislike this book? Why?
- Would you recommend the book to others? Why or why not?
- How could this book have been improved?

***Remember that your review is not just a summary, but a critique of the book!!!***

### **One-page Fact Sheet:**

- Create a one-page fact sheet from the contents of your book. Include what you consider to be the most important, most interesting, and relevant information found in your book.
- Make your fact sheet interesting and visually appealing.

### **Book Review due Week 11 by Friday @ 12:00 pm EST:**

1. Book review – type written submitted on Canvas by 3:00 pm EST
2. One-page fact sheet **submitted on Canvas** by 3:00 pm EST

## **EVALUATION & Grading Scale:**

<b><u>Course Requirement</u></b>	<b><u>Points Possible</u></b>	<b><u>Grading Scale</u></b>
Weekly Reflection Journal (13 @25 points each)	225	1,000-900 = A
Sustainable Topic Research Paper	250	899-800 = B
<i>Global Travels of a T-Shirt</i> Chapter Questions	250	799-700 = C
Sustainable Book Report & Review	275	Below 699 = E
<b>TOTAL POINTS</b>	<b>1000</b>	

## **COURSE POLICIES:**

**Missed or late work:** If your assignment is turned in after a deadline listed on the course calendar, there will be a deduction of 20 percent per day for each day it is late. All assignments are due as stated on the syllabus. Only late assignments with a University Approved excuse will be taken with no penalty.

**Academic Integrity:** Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

***Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.***

**Accommodations due to disability:** If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

To receive a grade in this course, you must sign a form that will be passed around in class indicating that you have read the syllabus in its entirety, understand the assignments, and the basis which grades are determined.

**Emergency Safety:** "If an emergency arises in this classroom, building or vicinity, your instructor will advise you of actions to follow to enhance your safety. If a situation requires emergency shelter (i.e., during a severe weather event), the nearest shelter location is <insert location here>. If building evacuation occurs (i.e., fire alarm), follow posted evacuation routes and assemble at <insert the evacuation location> so the instructor can help ensure their students have evacuated the building safely and they are not hindering emergency personnel access to the building. If you may require assistance during an emergency, notify the instructor at the beginning of the semester. In order to prepare for emergencies while on campus please continue to the below links for detailed emergency response guidelines: the UK Division of Crisis Management & Preparedness website (<http://www.uky.edu/EM/emergency-response-guide.html>) and the College of Agriculture, Food and Environment (<http://www.ca.uky.edu/>). To receive emergency messages, sign up for UK Alert (<http://www.uky.edu/EM/UKAlert>). Always turn cellular phones to silent mode when entering the classroom. If you observe or receive an emergency alert, immediately and calmly inform your instructor."

**Canvas Course Website:** Syllabus, course materials, assignments, exam guides, grades and external resources and important announcements will be posted on Canvas from time to time; therefore, it is crucial that you make it a habit to check the course website frequently. The Canvas system utilizes your @uky e-mail address as the default. The instructor will use the Canvas "communications" tab to send important information and announcements during the semester. Therefore, you should make it a

habit to check your UK email account regularly, or make arrangements to have your e-mail forwarded to the account you check most frequently.

If you have technical problem to access the course materials please contact TASC ([www.uky.edu/TASC/](http://www.uky.edu/TASC/); 859-257-8272) and Information Technology Customer Service Center ([www.uky.edu/UKIT/](http://www.uky.edu/UKIT/); 859-257-1300).

**Technology:** The University of Kentucky strongly recommends that each student purchase a personal laptop computer or equivalent tablet device. A student's program requirements, budget, and preference should be the primary factors in choosing a laptop/tablet. Most laptops on the market will meet basic needs; however, UK offers a few guidelines. A student should also consider the major he or she will be pursuing, as some areas of study may have more stringent requirements than the recommendations listed below. Minimum technology requirement: High speed Internet Connection, PDF, MS office (Word, Excel, PowerPoint), Window Media Player

**Minimum suggested laptop computer hardware:**

- Processor: Dual Core 1.3 Ghz or higher
- RAM: 4 GB minimum (more preferred)
- Hard Drive: 250 GB or larger preferred (minimum 100 GB or larger)
- Wireless card: 802.11n preferred (minimum 802.11 b/g compatible)
- Operating system: Most recent version for your hardware (for example, Mac OS 10.7+ or Windows 7+)
- Up-to-date virus software, preferably installed before coming to campus
- Webcam (some laptops come with an integrated webcam and will not require an external device)
- Headphones or headset with microphone
- *Other helpful options:* DVD/CD drive/burner, external hard drive (for data backup/extra storage), wired usb mouse, and laptop security cable

**Minimum suggested tablet computer hardware:**

- Processor: Dual Core 1.3 Ghz or higher | Apple A5 or higher
- Storage capacity: 32 GB or larger
- Wireless card: 802.11n preferred (minimum 802.11 b/g compatible)
- Operating system: Most recent version for your hardware (for example, Windows 8.1, Windows RT, iOS 7)
- *Other helpful options:* Adapters / Other Hardware.

## COURSE SCHEDULE

Week	Topics & Course Requirement Due Dates
1	<ul style="list-style-type: none"> <li>▪ Knowledge about Sustainability survey</li> </ul>
2	<ul style="list-style-type: none"> <li>▪ <i>What is sustainability in the retailing and hospitality industries?</i></li> </ul>
3	<ul style="list-style-type: none"> <li>▪ How can individuals contribute to a sustainable environment?</li> <li>▪ Assignment of project topic</li> </ul>
4	<ul style="list-style-type: none"> <li>▪ Fashioning the Future – Where will Fashion &amp; Hospitality be in 2020?</li> <li>▪ Assign books for Book Report</li> <li>▪ <b>Reflection Journal Due by Friday @ 12:00 pm EST</b></li> </ul>
5	<ul style="list-style-type: none"> <li>▪ <i>Topic – Design of Sustainable Products or Services – Conceptualizing &amp; Promotion of a 'Sustainable Product &amp; Service' – advertising, promotion, &amp; presentation of the sustainable product or service</i></li> <li>▪ <b>Reflection Journal Due by Friday @ 12:00 pm EST</b></li> </ul>
6	<ul style="list-style-type: none"> <li>▪ <i>Topic – Selling a 'Sustainable Product or Service' – selection of sustainable materials for products &amp; services</i></li> <li>▪ <b>Reflection Journal Due by Friday @ 12:00 pm EST</b></li> </ul>
7	<ul style="list-style-type: none"> <li>▪ <i>Topic – Production of a 'Sustainable Product or Services' – manufacturing &amp; creation</i></li> <li>▪ <b>Reflection Journal Due by Friday @ 12:00 pm EST</b></li> </ul>
8	<ul style="list-style-type: none"> <li>▪ <i>Topic – Packaging &amp; Delivery of a 'Sustainable Product or Service'</i></li> <li>▪ <b>Reflection Journal Due by Friday @ 12:00 pm EST</b></li> </ul>
9	<ul style="list-style-type: none"> <li>▪ <i>Topic – Care, Maintenance, &amp; Delivery of a 'Sustainable Product or Service' – the entire life of the product or service</i></li> <li>▪ <b>Reflection Journal Due by Friday @ 12:00 pm EST</b></li> </ul>
10	<ul style="list-style-type: none"> <li>▪ <i>Topic – Post Consumer Use of a 'Sustainable Product or Service'</i></li> <li>▪ <b>Reflection Journal Due by Friday @ 12:00 pm EST</b></li> </ul>
11	<ul style="list-style-type: none"> <li>▪ <i>Topic – Best Practices in Sustainability in the Retailing and Hospitality Industry</i></li> <li>▪ <b>Book Report Due by Friday @ 12:00 pm EST</b></li> <li>▪ <b>Reflection Journal Due by Friday @ 12:00 pm EST</b></li> </ul>
12	<ul style="list-style-type: none"> <li>▪ Buying Power &amp; Consumer Involvement in Sustainability of Products and Services</li> <li>▪ <b>Reflection Journal Due by Friday @ 12:00 pm EST</b></li> </ul>
13	<ul style="list-style-type: none"> <li>▪ Eco-Challenge – what are company's doing to become more sustainable?</li> <li>▪ <b>Reflection Journal Due by Friday @ 12:00 pm EST</b></li> </ul>
14	<ul style="list-style-type: none"> <li>▪ <i>The Travels of a T-Shirt in a Global Economy discussion on Canvas</i></li> <li>▪ Chapters 1-8 - <b>QUESTIONS DUE CHAPTERS 1-8 by Friday @ 12:00 pm EST</b></li> <li>▪ <b>Reflection Journal Due by Friday @ 12:00 pm EST</b></li> </ul>
15	<ul style="list-style-type: none"> <li>▪ <i>The Travels of a T-Shirt in a Global Economy discussion on Canvas</i></li> <li>▪ Chapters 9-15 - <b>QUESTIONS DUE CHAPTERS 9-15 by Friday @ 12:00 pm EST</b></li> <li>▪ <b>Reflection Journal Due by Friday @ 12:00 pm EST</b></li> </ul>
16	<ul style="list-style-type: none"> <li>▪ The future of Sustainability for the Retailing and Hospitality industry</li> <li>▪ <b>Sustainable Topic Research Paper due by Friday @ 12:00 pm EST</b></li> </ul>