

General Course Information

Instructor:	Dr. Susan Dupej
<i>Email</i>	sdupej@uoguelph.ca
<i>Office Location</i>	MACS 103
<i>Office Hours</i>	By appointment/via Microsoft TEAMS/Zoom (no in person meetings)
<i>Department/School</i>	HFTM
Class Schedule:	Wednesdays, 2:30PM - 05:20PM
Pre-requisites:	14.00 credits including HFTM*3160
Classroom:	MCKN, Room 119A

Course Description

Differences in cultural characteristics across an increasingly international tourism environment are an important consideration for the tourism industry. In this class, we use a cross-cultural perspective that highlights the importance of cultural differences in: regional destination planning & development, tourism management, host-guest relationships, tourist behaviour, travel characteristics, and marketing strategies. Case studies from around the globe are used to understand the issues and trends that shape various tourism industry sectors in each world region, as well as the associated destination specific social, political and economic impacts of tourism. The unprecedented harm Covid-19 has on the tourism industry is a theme interwoven throughout the course, as are the travel measures implemented during a global pandemic and the new travel related metrics relevant to international tourism.

Course Learning Outcomes

Upon successfully completing this course, students will be able to:

Knowledge and Understanding:

1. Demonstrate an understanding of global tourism environments around the globe and trends driving developments in different world regions, especially in terms of arrivals and expenditures.
2. Discuss patterns of development in tourism regions and connect them to current events.

- Analyze the nature of the international tourism industry as well as describe its key sectors, explain how they are interconnected and speculate how each sector is likely to evolve into the future.

Discipline/Professional and Transferable Skills:

- Locate important tourism resources (i.e., UNTWO dashboards), apply data interpretation skills, as well as demonstrate an ability to read statistical tables and provide meaningful analysis.
- Illustrate advanced writing and presentation skills through a variety of critical and analytical assignments.

Attitudes and Values

- Think critically about world trends as they pertain to tourism.
- Engage in collaboration and provide constructive feedback to peers.

Summary of Course Content and Materials

Lecture #	Date	Meeting Type	Topic	Reading/Resources
INTRODUCTIONS & INSTRUCTIONS				
1	Jan. 12	Asynchronous	Course Introduction & PRE-PANDEMIC International Travel & Tourism Trends	<ul style="list-style-type: none"> Course Syllabus
		Synchronous	Class Introductions & Topic Assignments	
LARGE SCALE GLOBAL TRAVEL & TOURISM TRENDS				
2	Jan. 19	Asynchronous	POST-PANDEMIC International Travel & Tourism Trends	<ul style="list-style-type: none"> Tourism Towards 2030/Global Overview International Tourism Highlights 2020 (UNWTO) Global Travel Report 2021 (YOUGOV) Yeoman, I (2012). 2050 Tomorrow's Tourism. CHAPTER 2 – WORLD ECONOMIC ORDER: THE TOURISM ECONOMY IN 2050. Channel View Publications. TOURISM 2020 VISION VOL. 7 GLOBAL FORECAST AND PROFILES OF MARKET SEGMENTS: https://www-e-unwto-org.subzero.lib.uoguelph.ca/doi/book/10.18111/9789284404667 UNWTO DESTINATION TRACKER: https://www.unwto.org/unwto-iata-destination-tracker
		Synchronous	Discussion/Analysis: In this class we will identify important <u>pre-pandemic</u> and <u>post-pandemic</u> travel and tourism trends.	
GLOBAL REGIONS: PLANNING, DEVELOPMENT & IMPACTS				
3	Jan. 26	Asynchronous	North America (Canada & US) & Europe	<ul style="list-style-type: none"> Revisiting Tourism Report 2021 (CANADA)
			Regional Presentations: TBA	

		Synchronous	Discussion/Analysis: In this class, we will identify current events impacting tourism in North America & Europe.	<ul style="list-style-type: none"> TOP 15 CITIES IN THE UNITED STATES: https://www.travelandleisure.com/worlds-best/cities-in-us
4	Feb. 2	Asynchronous	Asia (East, South, Southeast, Pacific) Regional Presentations: TBA	<ul style="list-style-type: none"> Yeoman, I (2012). 2050 Tomorrow's Tourism. CHAPTER 2 – WORLD ECONOMIC ORDER: THE TOURISM ECONOMY IN 2050. Channel View Publications.
		Synchronous	Discussion/Analysis: In this class, we will identify current events impacting tourism in Asia.	
5	Feb. 9	Asynchronous	Africa & The Middle East Regional Presentations: TBA	<ul style="list-style-type: none"> Christie, I., Frenandes, E., Messerli, H., Twining-Ward, L. (2014). Tourism In Africa: Harnessing Tourism for Growth and Improved Livelihoods. Washington, DC: International Bank for Reconstruction and Development & The World Bank.
		Synchronous	Discussion/Analysis: In this class, we will identify current events impacting tourism in Africa and the Middle East.	
6	Feb. 16	Asynchronous	Central & South America, The Caribbean Regional Presentations: TBA	<ul style="list-style-type: none"> Baumann, R., & Matheson, V. (2018). Mega-Events and Tourism: The Case of Brazil. Contemporary Economic Policy 36(2), 292-301. Rabahy, W. A. (2020). Tourism Analysis and Perspectives in Brazil. Rev. Bras. Pesq. Tur. 14(01), Uvinha, R. R., et al. (2020). Sport Tourism: A Comparative Analysis of Residents from Brazil & Hong Kong. Rev. Bras. Pesq. Tur. 12 (01), 1-27.
		Synchronous	Discussion/Analysis: In this class, we will identify current events impacting tourism in Central & South America & The Caribbean	
7	WINTER BREAK (NO CLASSES OR READINGS)			
TOURISM SECTORS				
8	Mar. 2	Asynchronous	Lodging Sector Sector Presentations: TBA	<ul style="list-style-type: none"> GLOBAL TOURISM INDUSTRY – STATISTICS & FACTS: https://www.statista.com/topics/962/global-tourism/#dossierKeyfigures Yeoman, I. (2012). 2050 – Tomorrow's Tourism. CHAPTER 11 – SHANGHAI 2050: THE FUTURE OF HOTELS. Channel View Publications. Dogru, T., et al. (2020). The Effects of Airbnb on Hotel Performance: Evidence from Cities Beyond the United States. Tourism Management 79
		Synchronous	Discussion/Analysis: In this class, we will identify current events impacting the lodging sector.	
9	Mar. 9	Asynchronous	Food & Beverage Sector Sector Presentations: TBA	<ul style="list-style-type: none"> Cousins, J., Foskett, D., Graham, D., & Hollier, A. (2019). Food and Beverage Management for the Hospitality, Tourism and Event Industries. Oxford, UK: Goodfellow Publishers Limited.
		Synchronous	Discussion/Analysis: In this class, we will identify current events impacting the food & beverage sector.	
10	Mar. 16	Asynchronous	Transportation Sector Presentations: TBA	<ul style="list-style-type: none"> Yeoman, I. (2012). 2015 – Tomorrow's Tourism. CHAPTER 12 – 2050 THE FUTURE OF TRANSPORT. Channel View Publications.
		Synchronous	Discussion/Analysis: In this class, we will identify current events impacting the transportation sector.	
11	Mar. 23	Asynchronous	Attractions, Events & Outdoor Recreation Sector Presentations: TBA	<ul style="list-style-type: none"> WORLD'S MOST VISITED TOURIST ATTRACTIONS, RANKED: https://www.farandwide.com/s/most-visited-tourist-destinations-bc849c0424864219 THE TOURIST ATTRACTIONS YOU CAN'T VISIT IN 2022: https://www.cnn.com/travel/article/tourist-attractions-closed-2022/index.html
		Synchronous	Discussion/Analysis: In this class, we will identify current events impacting the attractions, events and outdoor recreation sector.	

12	Mar. 30	Asynchronous	Travel Trade & Tourism Distribution	<ul style="list-style-type: none"> Halim, M. A., et al. (2018). Discovering New Tourist Attractions Through Social Media Data: A Case Study in Sabah Malaysia. 8th International Conference on System Engineering and Technology 15-16 October, Bandung, Indonesia.
			Sector Presentations: TBA	
		Synchronous	Discussion/Analysis: In this class, we will identify current events impacting the travel trade and tourism distribution.	
CONCLUSIONS, CONNECTIONS & FINAL ASSIGNMENT				
13	Apr. 6	Asynchronous	Course Conclusion & Final Assignment Distribution	
		Synchronous	Closing, Q&A	

Course Assessment

#	%	Brief Description	Associated Learning Outcomes	Due Date
Assessment 1 Presentation: Destination Tourism Profile	25%	Students will be assigned an important source/destination country or region and will present a regional tourism profile including: economic and socio-political context, the importance of tourism as an export and import (issues & trends), the impact of Covid-19, a forecast for tourism performance. Further details will be provided.	1, 2, 4, 5, 6, 7	Due dates will vary by region.
Assessment 2 Presentation: Tourism Sector Analysis	25%	Students will be assigned a sector and will present a sector analysis including: a description of the sector, the sector's evolution, the trends of greatest importance to the sector, challenges and anticipated future impacts. Further details will be provided.	1, 3, 4, 5, 6, 7	Due dates will vary by region.
Assessment 3: Participation	20%	Participation grades will be based on the meaningful contributions made by students to class discussions throughout the course. Further details will be provided.	1, 4, 6, 7	Throughout course.
Assessment 4: Final Assignment	30%	A final assignment will be posted on the last day of class (Apr. 6) and will require students to write a formal essay on some aspect of the course. Further details will be provided.	1, 2, 3, 5, 6	April 13, 2022
Total	100%			

Teaching and Learning Practices

CLASS FORMAT

The University of Guelph plans for a 'remote start' for winter 2022 classes. Winter semester classes will begin as scheduled on Jan. 10, 2022 but will be held virtually for the first two weeks (dates for 4170 classes: Jan. 12 & Jan. 19). The plan is for students to return to campus

for in-person classes (date for 4170 class: Jan. 26) for the remainder of the semester. Please note, the plan is subject to change.

Online vs. In-Person

Synchronous and asynchronous learning styles are used for both online and in-person class delivery formats. Classes are made up of two parts: (1) lecture (asynchronous/recorded) and (2) discussion/analysis (synchronous via TEAMS meeting and/or in-person meetings).

For the online format, the scheduled class time on Weds. between 2:30pm-5:20pm are SYNCHONOUS. Students are expected to attend a TEAMS meeting and participate in class discussions, weekly. The in-person delivery format requires students to attend in-person classes on campus during the scheduled class time.

Except for week 1, and in both online and in-person learning scenarios, students are responsible for reviewing weekly ASYNCHONOUS class material (i.e. recorded lectures) BEFORE attending the scheduled class meetings. Lecture material included as part of recorded asynchronous course material will provide the broader framework in which student presentations on specific destinations will be situated. Lecture material and student presentations provide the foundations for analysis and discussion during the synchronous and/or in-person class meetings.

Students are expected to come to either synchronous TEAMS and/or in-person meetings prepared.

Course Resources

Required Readings: Links to weekly class readings will be posted to CourseLink. For some classes, additional readings and resources may be added as part of course material closer to the date of class. The instructor will announce any changes to readings on CourseLink.

Other Resources: Links to asynchronous class material (i.e. lecture recordings) will be posted to CourseLink.

Course Policies

Grading Policies

Unless an extension has been discussed with the instructor well in advance of the due date, late penalties of 5% of the total grade earned per day (including weekends) will be assigned to any assessment (i.e. deducted from the total mark). Extensions will only be granted on the basis of valid medical or personal reasons, and need to be requested via email to the instructor as soon as possible. Late assignments will not be accepted once graded assignments have been returned officially to the class at large, unless circumstances permit and alternative arrangements have been made.

Students who find themselves unable to meet course requirements by the deadlines or the criteria expected because of medical or personal reasons, should review the regulations on academic consideration in the

Academic Calendar and discuss their situation with the instructor, program counselor or other academic counselor as appropriate.

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds.shtml>

Missed Assignments:

A grade of zero will be assigned if students fail to submit an assignment, unless the reason is illness or the student has other compassionate reasons. Please read the Undergraduate Calendar for the regulations regarding illness and compassionate grounds. Please note, vacation travel, moving house, or outside work commitments will not be accepted as valid reasons for missing deadlines.

If students have religious observances that conflict with the course schedule or if students are registered with Student Accessibility Services, please contact the course instructor in order to make arrangements for alternative assessments, if appropriate.

****NEW** Special Statement on COVID-19 and in-class seminars**

I recognize since March 2020 things have been difficult and even as we move forward there is still uncertainty. Your safety, health, and well-being is a primary concern for me and I am willing to support you in any way that I can. In order to ensure safety in the face-to-face classroom I'm asking that we all must do our part to reduce risk to ourselves and others.

Expected Behavior:

Wearing Masks in the Classroom is Mandatory

It is necessary for all students, faculty, and staff to wear facemasks or cloth face coverings in classrooms, laboratories and other public spaces where in-person instruction occurs. We require the wearing of masks covering the nose and mouth in all physical classrooms to help mitigate the transmission of COVID-19. The University of Guelph as a community views the adoption of mask wearing as a sign of keeping others safe. Students who cannot wear a face covering due to a medical condition or disability, or who are unable to remove a mask without assistance, should contact their professor.

Health-related Class Absences

Please regularly evaluate your own health according to Guelph – Wellington Public Health (<https://www.wdgpUBLICHEALTH.ca/>) or <https://www.uoguelph.ca/covid19/covid-info-for-students>. Do not attend class if you are ill / having any COVID symptoms.

You are encouraged to seek appropriate medical attention, the UofG Student Wellness Centre (<https://wellness.uoguelph.ca/>) is available to book an appointment with a medical professional.

. In the event of having COVID-19 or other contagious illness, please do not come to class. Instead, email me about your absence as soon as you are able so that appropriate accommodations can be explored.

Please note that documentation (a Doctor's note) for medical absences is not required. As part of their commitment to maintain confidentiality, to encourage more appropriate use of healthcare staff resources, and to support meaningful dialogue between instructors and students, Student Health Services will not provide documentation of illness.

Academic Consideration

If you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for Academic Consideration:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Equity, Diversity, and Inclusion Statement

At the Lang School of Business and Economics, we are committed to developing leaders with a social conscience, an environmental sensibility, and a commitment to their communities. A core tenet within this vision is that diversity is a strength with which we can experience greater connection and understanding.

As such, we affirm the importance and shared responsibility of our students, faculty, and staff creating and promoting equity and inclusion within our learning spaces. Creating these kinds of learning cultures is a process, not a destination; it requires ongoing willingness on the part of each person to thoughtfully and critically listen, unlearn, learn, and engage as they are exposed to a multitude of perspectives and lived experiences. We encourage dialogues between students and instructors to address and advance opportunities for fostering greater diversity and inclusion in the learning environment. Openness to conversations with each other enables us to reflect and grow as we learn from one another respectfully and holistically.

As a department that is training the professionals of the future, we expect our learning spaces to abide by all institutional policies and guidelines, in particular those outlined by the Office of Diversity and Human Rights and the University of Guelph Human Rights Policy. Discrimination and harassment, as defined by our policies, will not be tolerated. Individuals should inform the appropriate party as per University policies if they experience any such behaviours.

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or see the website: <https://wellness.uoguelph.ca/accessibility/>

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#)

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Drop date

The last date to drop one-semester courses, without academic penalty is the last day of classes (April 8, 2022). For regulations and procedures for Dropping Courses, see the Academic Calendar:

<https://www.uoguelph.ca/registrar/calendars/graduate/current/>

More information about Dropping Courses can also be found here:

<https://www.uoguelph.ca/registrar/coursesaddrop>

Date Submitted to Chair:	
Chair Signature (Approval):	<i>S Elliot</i>
Date Approved by Chair:	Jan 6/22