



HFTM* 4170 International Tourism
W 2023
0.5 Credits

General Course Information

Instructor:	Dr. Susan Dupej
Email	sdupej@uoguelph.ca
Office Location	MACS 103
Office Hours	By appointment/via Microsoft TEAMS/Zoom
Department/School	HFTM
Class Schedule:	Tues., 2:30PM - 05:20PM
Pre-requisites:	14.00 credits including HFTM*3160
Classroom:	MCKN, Room 311

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 had on the tourism industry is a theme interwoven throughout the course, as are the travel measures implemented in a post-global pandemic recovery 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.

3. 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:

4. 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.
5. Illustrate advanced writing and presentation skills through a variety of critical and analytical assignments.

Attitudes and Values:

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

Summary of Course Content and Materials

Lecture #	Date	Topic	Reading/Resources
INTRODUCTIONS & INSTRUCTIONS			
1	Jan. 10	Course Introduction & PRE-PANDEMIC International Travel & Tourism Trends Class Introductions & Topic Assignments	<ul style="list-style-type: none"> • Course Syllabus • Assessment/Assignment Instructions • Tourism Towards 2030/Global Overview • International Tourism Highlights 2020 (UNWTO) • Reisinger, Y. (2009). Chapter 14: 'Cultural influences on tourist buying behaviour. In <i>International Tourism: Cultures and Behavior</i> (pp. 331-345). Routledge: London & New York.
LARGE SCALE GLOBAL TRAVEL & TOURISM TRENDS			
2	Jan. 17	International Travel & Tourism: Pandemic Trends & Post-Pandemic Recovery Discussion/Analysis: In this class we will identify important <u>pre-pandemic</u> and <u>post-pandemic</u> travel and tourism trends.	<ul style="list-style-type: none"> • Global Highlights and Risks October 2021 TOURISM ECONOMICS • Global Travel Report 2021 YOUNGOV • UNWTO Barometer November 2022 • Tourism 2020 Vision Vol. 7: Forecast & Profiles of Market Segments UNWTO • Yeoman, I (2012). Chapter 2: 'World Economic Order: The Tourism Economy in 2050'. In <i>Tomorrow's Tourism</i>. Channel View Publications. • UNWTO DESTINATION TRACKER: https://www.unwto.org/unwto-iata-destination-tracker
GLOBAL REGIONS: PLANNING, DEVELOPMENT & IMPACTS			
3	Jan. 24	North America (Canada & US) & Europe Regional Presentations	<ul style="list-style-type: none"> • Adie, A. B., Falk, M., & Savioli. (2020). Overtourism as a perceived threat to cultural heritage. <i>Current Issues in tourism</i> 23 (14), 1737-1741.

4		Discussion/Analysis: In this class, we will identify current events impacting tourism in North America & Europe.	<ul style="list-style-type: none">Milano, C., Cheer, J., & Novelli, M. (2018). Overtourism: a growing global problem. <i>The Conversation</i>.U.S. Travel & Tourism Overview 2019, US Travel AssociationNicolau, J. L., Sharma, A., & Shin, S. (2020). The tourism effect of President Trump’s participation on Twitter. <i>Tourism Management</i> (81).TOP 15 CITIES IN THE UNITED STATES: https://www.travelandleisure.com/worlds-best/cities-in-us
	Jan. 31	Asia (East, South, Southeast, Pacific) Regional Presentations Discussion/Analysis: In this class, we will identify current events impacting tourism in Asia.	<ul style="list-style-type: none">Yang, E. C. L., Lee, J, S. H., & Khoo-Lattimore, C. (2018). Asian cultures and contemporary tourism: locating Asia, Cultural Differences and Trends. In E. C. L. Ying and C. Khoo-Lattimore (Eds). <i>Perspectives on Asian Tourism</i>. (pp.1-20) Singapore: Spring Nature.
5	Feb. 7	Africa & The Middle East Regional Presentations Discussion/Analysis: In this class, we will identify current events impacting tourism in Africa and the Middle East.	<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.Silva, J.A., & Khatiwada, L. K., (2014). Transforming conservation into cash? Nature tourism in Southern Africa. <i>Africa Today</i> 61(1), 16-45.Mbaiwa, J. E. (2011). Cultural commodification and tourism: the Goo-Moremi community in Central Botswana. <i>Tijdschrift voor Economische en Sociale Geografie</i> 102(3), 290-301.Saarinen, J., & Manwa, H. (2008). Tourism as a socio-cultural encounter: host guest relations in tourism development in Botswana. <i>Botswana Notes & Records</i> 39, 43-53.Hazbun, W. (2010). Revising itineraries of tourism and tourism studies in the Middles East and north Africa. <i>Journal of Tourism and Cultural Change</i> 8(4), 225-239.
6	Feb. 14	Central & South America, The Caribbean Regional Presentations Discussion/Analysis: In this class, we will identify current events impacting tourism in Central & South America & The Caribbean	<ul style="list-style-type: none">Dehoorne, O., Murat, C., Petit-Charles, N. (2010). Caribbean area: current status and future prospects. <i>Caribbean Studies, Open Edition Journals</i> 16, 1-16.Healy, N., & Jamal, T. (2017). Enclave Tourism In L. Lowery (ed). <i>The Sage International Encyclopedia of Travel and Tourism</i> (pp. 418-419). Thousand Oakes.Rabahy, W. A. (2020). Tourism analysis and perspectives in Brazil. <i>Brazilian Journal of Tourism Research</i> 1491), 1-13.
7	WINTER BREAK (NO CLASSES OR READINGS)		
TOURISM SECTORS			
8	Feb. 28	Lodging Sector Sector Presentations Discussion/Analysis: In this class, we will identify current events impacting the lodging sector.	<ul style="list-style-type: none">GLOBAL TOURISM INDUSTRY – STATISTICS & FACTS: https://www.statista.com/topics/962/global-tourism/#dossierKeyfiguresYeoman, 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. <i>Tourism Management</i> 79
9	Mar. 7	Food & Beverage Sector Sector Presentations Discussion/Analysis: In this class, we will identify current events impacting the food & beverage sector.	<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.
10	Mar. 14	Transportation Sector Presentations Discussion/Analysis: In this class, we will identify current events impacting the transportation sector.	<ul style="list-style-type: none">Yeoman, I. (2012). 2015 – Tomorrow’s Tourism. CHAPTER 12 – 2050 THE FUTURE OF TRANSPORT. Channel View Publications.

11	Mar. 21	Attractions, Events & Outdoor Recreation Sector Presentations Discussion/Analysis: In this class, we will identify current events impacting the attractions, events and outdoor recreation sector.	<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
12	Mar. 28	Travel Trade & Tourism Distribution Sector Presentations Discussion/Analysis: In this class, we will identify current events impacting the travel trade and 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.
CONCLUSIONS, CONNECTIONS & FINAL ASSIGNMENT			
13	Apr. 4	Course Conclusion & Final Assignment Distribution Course Theme Summary	<ul style="list-style-type: none"> No readings

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 sector.
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 14, 2023
Total	100%			

Teaching and Learning Practices

CLASS FORMAT

Lectures/Seminar

The course instructor will deliver a lecture in the first half of each class that will provide a background/context for the topics presented and discussed in the second part of the class. Lecture resources will be posted on CourseLink for student reference. Students will present and lead seminar discussions in the second half of each class, which will provide an opportunity to build on, draw from and connect to lecture material. Seminars are a forum for student participation. It is an opportunity to not only make connections to course material but to extend student learning by way of engaging one another in small group activities and discussions.

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.

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.

Assignment Submissions

All assignments are to be submitted ELECTRONICALLY as a Word Doc. or PDF file to the appropriate dropbox on Course Link.

Health-related Class Absences

Please regularly evaluate your own health according to Guelph – Wellington Public Health (<https://www.wdgppublichealth.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 U of G 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.

Guidelines Around COVID

Ongoing health situations remain fluid. The University of Guelph sets the protocols and guidelines that must be followed by staff, students, faculty, and visitors. Please be sure that you have reviewed all information relating to COVID protocols and any other health-related restrictions for face-to-face interaction in class and on campus. Any changes made by the University once the course has started will be also shared through our CourseLink announcements and email.

Please remember that we are community members within the class and on campus. If you are experiencing symptoms of illness, it is always best to remain at home and connect with your peer team (see above section!) about missed content.

A couple of quick links:

COVID Information for Students:

<https://www.uoguelph.ca/covid19/covid-info-for-students>

UofG Wellness Centre:

<https://wellness.uoguelph.ca/>

University Policies

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 10, 2023). 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:	Jan. 4 2023
Chair Signature (Approval):	<i>S Elliot</i> 
Date Approved by Chair:	Jan 5, 2023