



TRMH*6100
Foundations of Tourism and Hospitality Theories
F21
0.5 Credits

General Course Information

Instructor: Kimberly Thomas-Francois
Email kthoma08@uoguelph.ca
Office Location MACS 126
Office Hours Wednesdays 3:00 – 4:00 pm, or by Appointment
Department/School School of Hospitality and Tourism Management

Class Schedule: Monday, 9:00-11:50 AM

Pre-requisites: N/A

Classroom: MAC#233

Course Description

The course is designed to discuss theoretical concepts and theories which provide an understanding of societal, managerial and strategic aspects of tourism and hospitality. An emphasis will also be placed on key theories and concepts of relevant disciplines which may affect tourism and hospitality research. The course is the first step in developing a thesis proposal and, eventually, doing your thesis.

Course Learning Outcomes

Upon successfully completing this course, you will:

- Be able to show your understanding of major concepts, theories, empirical findings, and research trends in tourism and hospitality through the planning and execution of independent research.
- Be capable of thinking critically and presenting juxtaposing theoretical views.
- Acquired the skills necessary to develop an independent research idea.

Knowledge and Understanding:

1. Understand much of the theory, model and literature in hospitality, tourism and other social sciences and develop more rigor in your thinking about scientific theories.
2. Demonstrate an understanding of the existing terms used in hospitality and tourism and be able to define an improved definition for your own research.
3. Demonstrate the basic competencies which will aid your personal development should you wish to pursue a PhD degree.
4. Demonstrate an understanding of the global nature of the tourism and hospitality sectors and their diverse constituents (e.g., workforces, communities, businesses, NGOs, governments)

Discipline/Professional and Transferable Skills:

5. Select a researchable topic and critically review relevant literature found via your own library research.
6. Prepare a mini-lecture from the assigned readings and other relevant literature
7. Draw practical and theoretical meaning from research results and apply to current phenomena in tourism and hospitality
8. Communicate research findings

Attitudes and Values

9. Clearly uphold the highest standards of academic integrity; behave responsibly and act with integrity in the professional and academic societies of tourism and hospitality.

Summary of Course Content and Materials

Review tourism and hospitality scholarship including conceptual and theoretical issues:

- Tourism and hospitality systems
- Tourism as a demand side phenomenon: tourist motivations
- Organization of the supply side and its measurement
- Intersection of demand and supply: the destination, hosts & guests
- Relationships with other disciplines (including marketing, management, public administration, sociology, geography and urban planning, sports)
- Environment and tourism & hospitality
- Stakeholder collaboration
- Social networks and social enterprise

Course Assessment

			Associated Learning Outcomes	Due Date
Assessment 1:	15%	Biographical profile – oral and written	LO 6, 8, 9	<i>Sept 27+30</i>
Assessment 2:	15%	Personal definition of tourism and of hospitality	LO 2, 9	<i>Oct 15</i>
Assessment 3:	15%	Reflective Exercise on Guest Lecture (Summary)	LO 2 - 3	<i>Nov 8</i>
Assessment 4:	15%	Cultural Canvas Summary	LO 2-3, 7-9	<i>Nov 19</i>
Assessment 5:	15%	Critical Analysis of a relevant theory/model - oral	LO 1-3, 5-9	<i>Nov 22 or 29</i>
Assessment 6:	15%	Critical Analysis of a relevant theory/model - written	LO 1-3, 5, 7-9	<i>2 weeks after oral presentation.</i>
Assessment 7	10%	Participation in class and general preparedness	LO 1-9	<i>Throughout the term</i>
Total	100%			

Teaching and Learning Practices

Lectures

Most classes will start with a review of news items for a brief discussion on a number of wide-ranging topics and their relationship to tourism. Students will be randomly called upon to briefly summarize the key points of the readings and present a critique. It is therefore important that students prepare in advance by reading the materials before lectures to enhance the learning process.

Seminars

Students are encouraged to attend the PhD/MSc seminars offered by the Gordon S. Lang School of Business and Economics whenever possible. This will give student the opportunity to see theoretical applications to research in practice.

Workshop

There are numerous workshops held by the library providing study and research assistance as well as workshops on various statistical techniques. Students are encouraged to attend these whenever possible. Most are free.

One-to one Sessions with Facilitator

Take advantage of your office hours or feel free to make appointments as necessary to gain clarity or brainstorm theoretical ideas and concepts, even while you consider your own research areas.

Course Resources

Required Text:

Bricker, K., & Donohoe, H. (2015). *Demystifying theories in tourism research*. CABI.

Other Resources:

The readings can be downloaded through the library's on-line journal access. Some may be provided through Courselink.

Miles, J. A. (2012). *Management and Organization Theory: A Jossey-Bass Reader* (1. Aufl.). Jossey-Bass. (Hard copy available at the library).

Course Schedule

Sept 13	<p>Course introduction</p> <ul style="list-style-type: none"> • Assignment of “giant” for biographical profile Reading: “Portrait” series in Anatolia an international journal of tourism and hospitality research.
Sept 20	<p>What is tourism, hospitality, and are they different?</p> <ul style="list-style-type: none"> • Hospitality and tourism as we will use the terms in class • Basic concepts and terminology • Types of visitors, forms of tourism • Is hospitality and tourism an industry? • What is the nature of tourism and hospitality research? What, if anything, distinguishes it from general social science research? <p>Readings:</p> <ul style="list-style-type: none"> • Chen, K-C. and Groves, D. 1999. “The importance of examining philosophical relationships between tourism and hospitality curricula, <i>International Journal of Contemporary Hospitality Management</i>, 11(1): 37-42. • Smith, S. 2017. Chapter 1, “The Nature of Tourism Research”, <i>Practical Tourism Research</i>, CABI. • Towner, J. 1995. What Is Tourism’s History? <i>Tourism Management</i>, 16: 339-343
Sept 27	<p>Oral presentations of biographical profile</p>
Oct 4	<p>Theories, concepts, and models</p> <p>Readings:</p> <ul style="list-style-type: none"> • Chapter 1: Theoretical Perspectives on Tourism – An Introduction • Smith, S.; Xiao, H.; Nunkoo, R.; and Tukamushaba, E. 2013. Theory in Hospitality, Tourism, and Leisure Studies, <i>Journal of Hospitality Marketing and Management</i>, 22: 875 – 894. • Wacker, J. (1998). A definition of theory: Research guidelines for different theory-building research methods in operations management. <i>Journal of Operations Management</i>, 16: 361-385.
Oct 11	<p>Thanksgiving – no class</p>
Oct 18	<p>The management of services - The supply-side</p> <ul style="list-style-type: none"> • Understanding customer needs from a managerial perspective 4 • Expectations and perceptions of quality • Integrating of operations, marketing and human resources <p>Readings:</p> <ul style="list-style-type: none"> • Grönroos, C. 1994. From Scientific Management to Service Management: A Management Perspective for the Age of Service Competition. <i>International Journal of Service Industry Management</i>, 5: 5-20. • Lusch, R., and Vargo, S. 2011. Service-Dominant Logic: A Necessary Step. <i>European Journal of Marketing</i>, 45: 1298-1309.

	<ul style="list-style-type: none"> • Smith, S. 1994. The Tourism Product. <i>Annals of Tourism Research</i>, 21: 582-595 <p>The demand-side: What does it connote?</p> <ul style="list-style-type: none"> • What shapes motivation for tourism • What forces can influence the market • Differences between psychological and sociological perspectives <p>Readings:</p> <ul style="list-style-type: none"> • Cohen, E. 2008. The Changing Faces of Contemporary Tourism, <i>Society</i>, 45: 330-333. • Dann, G. 1981. Tourist Motivation: An Appraisal. <i>Annals of Tourism Research</i> 8: 187-219. • Mannell, R. and Iso-Ahola, S. 1981. Psychological Nature of Leisure and Tourism Experience. <i>Annals of Tourism Research</i>, 14: 314-331. • Ritchie, J.; Tung, V.; and Ritchie, R. Tourism Experience Management Research. <i>International Journal of Contemporary Hospitality Management</i>, 23: 419-438. • Tung, V. and Ritchie, J. 2011. Exploring the Essence of Memorable Tourism Experiences. <i>Annals of Your Research</i>. 38: 1367-1386. <p>Guest Presentation by Dr. Ye (Sandy) Shen: “Understanding the impact of culture on tourist behaviour” and complete the culture canvas for your home country (unless it’s China and then do Canada)</p>
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<p>Oct 25</p>	<p>Guest lecture: Dr. Michael Lever</p> <p>Destination image and branding</p> <ul style="list-style-type: none"> • How is a destination’s image created? • What role does branding play in destination management? <p>Readings:</p> <ul style="list-style-type: none"> • Chapter 9: Theoretical Perspectives on Destination Image • Chapter 13: Theoretical Perspectives on Place Perceptions • Gallarza, M. G., Saura, I. G., & Garcia, H. C. (2002). Destination image: towards a conceptual framework. <i>Annals of Tourism Research</i>, 29(1): 56-78. • Elliot, S., Papadopoulos, N., & Kim, S. (2011). An Integrative Model of Place Image: Exploring Relationships between Destination, Product, and Country Images. <i>Journal of Travel Research</i>, 50(5): 520-534 <p>Guest Lecture: Dr. Aseel Al Ghamdi</p> <p>Managerial Decisions: Relationship between Sports Resources and On-Field Performance</p>
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	<p>Readings:</p> <p>Alghamdi, A. (2016). The effect of managerial decisions on sport resources over On-field performance in European soccer clubs (Doctoral dissertation).</p>
Nov 1	<p>Guest Lecture: Dr. Simon Somogyi</p> <p>Value alignment: Agri-food value chain analysis and management</p> <p>Readings:</p> <ul style="list-style-type: none"> • Wang, O., Somogyi, S., Charlebois, S. (2019). Mapping the value chain of imported shellfish in China. <i>Marine Policy</i>, Vol 99, pp- 69-75. • Wang, O., Somogyi, S. (2018), Chinese consumers and shellfish: Associations between perception, quality, attitude and consumption, <i>Food, Quality & Preference</i>, Vol 66, 6, pp 52-63. <p>Global value chains</p> <ul style="list-style-type: none"> • How to think about fixed and dynamic capabilities • Issues for food, lodging and tourism businesses <p>Readings:</p> <ul style="list-style-type: none"> • Gereffi, G., & Lee, J. (2016). Economic and social upgrading in global value chains and industrial clusters: Why governance matters. <i>Journal of Business Ethics</i>, 133(1): 25-38. • Humphrey, J. (2006). <i>Global Value Chains and Production Networks: Prospects for Upgrading by Developing Countries</i>, Institute of Development Studies University, Sussex, Brighton, UK
Nov 8	<p>Tourism-related Attitudes, Beliefs, and Behaviours</p> <ul style="list-style-type: none"> • What are the relationships among these concepts? <p>Readings:</p> <ul style="list-style-type: none"> • Chapter 14: Theoretical Perspectives on Environmental Attitudes and Travel Choices • Carr, N. (2002). The Tourism-Leisure Behavioural Continuum. <i>Annals of Tourism Research</i>, 29: 972-986 • March, R. and Woodside, A. (2005). Testing Theory of Planned versus Realized Tourism Behavior. <i>Annals of Tourism Research</i>, 32: 905–924. • Pearce, P. L. and Lee, U-I. (2005). Developing the Travel Career Approach to Tourist Motivation. <i>Journal of Travel Research</i>, 43: 226-237
Nov 15	<p>Pragmatic example of demystifying theories in tourism and hospitality research</p> <p>Readings:</p> <ul style="list-style-type: none"> • Thomas-Francois, K., von Massow, M., & Joppe, M. (2017). Service-oriented, sustainable, local food value chain – A case study. <i>Annals of Tourism Research</i>, 65, 83–96.

	<ul style="list-style-type: none"> • Thomas-Francois, K., Joppe., & von Massow., M (2020). The impact of customer engagement and service leadership on the local food value chain of hotels. <i>Journal of Hospitality and Tourism Insights</i>, 4(1), 35–58.
Nov 22	Student presentations on chosen theory
Nov 29	Student presentations on chosen theory
Dec 6	No Lecture – Course Reflection & Wrap-up activities

Detail Description of Assessments

Assessment 1:

Select a well-known academic from the “portrait” series in [Anatolia an international journal of tourism and hospitality research](#). You will be expected to provide a personal background on the researcher and describe the contribution made to tourism knowledge and research. Students should also indicate whether the renowned academic has contributed to the establishment of well-known and cited theoretical framework(s), also highlighting the contribution to Tourism and/or Hospitality Research and Development in the academic’s region or internationally.

The oral presentation should be a maximum of 10 minutes in length. Presentations will be graded for comprehensiveness of the profile, coherence and organization of the material, creativity in the presentation, confidence, voice and demeanor of the presenter.

The written biographical profile should be a maximum length of 3 pages, a word document in 12-point font, 1.15 spacing. The written profile will be graded for comprehensiveness of the profile, coherence and organization of the material, breadth of research undertaken, grammar and spelling and APA referencing.

Peers will also participate in the evaluation of all profiles presented and assigned grades in accordance with the rubric provided. 10% of the grades awarded by peers will be averaged with the instructor’s awarded grade.

Assessment 2:

Identify an area of interest in hospitality and/or tourism. Examine the existing definitions of key terms that are related including hospitality and /or Tourism. Analyze and critically assess the existing definitions with the end purpose of presenting a personal definition. This should be done considering the existing gaps in the definitions assessed. The necessary theoretical support should be provided throughout the discourse for ideas purported.

A well written personal definition paper should demonstrate an understanding of the definitions used, critically analyze the strengths and weakness of the definitions, and justify the adopted definition. Formatting and grammar as well as APA referencing will be considered for grading. This paper should be 2-4 pages in length.

Assessment 3:

Based on the readings and the material presented, provide a critical analysis that demonstrates your understanding of the topics. Considering the issues presented identify whether there are any gaps in the literature and propose or develop ideas for future actions and the benefits of those actions. A well written Guest lecture summary will demonstrate critical analysis of the readings, identify theoretical frameworks, provide evidence of the extent of research undertaken and overall, the paper should be coherence and flow well. Formatting, spelling, and grammar as well as APA referencing will be considered for grading. Summary paper should be 2-3 pages in length.

Assessment 4:

This assignment is for you to do some research and succinctly outline the elements that make up culture for a country. An example of this for China will be done during your October 18, class session. Using the Culture Canvas diagram which will be provided via Courouselink, re-create the Canvas based on your country's culture in a one-page document by filling in all the elements – there must be evidence of sources to back up your ideas. These sources can be footnotes to save space and be submitted as an additional page. At least 8 sources should be used for this assignment. Wikipedia or investopedia.com are not credible sources and will not be accepted. Assignments must be submitted with an appropriate title page and bibliography (in this case footnotes with appropriate APA references).

Assessment 5 & 6:

Identify an area of your research interest. Introduce the topic by providing a background of the area and by highlighting the importance of the research. Based on extensive research on the topic, identify a theory or model that will allow you to investigate the research area. It is good practice to identify alternative, competing or advance models. A well written paper will demonstrate critical thinking; identify main issues, deliberate on the strengths and weakness of the theories or models explained and discuss the research methods that were used for conceptual or theoretical validity.

The written paper should conclude with a summary of major points and weakness or gaps with the theories or models and research or literature, together with recommendations for future work in the area. Formatting, spelling, and grammar as well as APA referencing will be considered for grading. This paper should be 10-12 pages in length.

For the oral presentation of the Theory or Model Analysis, presentation skills will be assessed, the knowledge based as presented, evidence of critical thinking which includes theoretical positions backed by empirical evidence from existing literature and the overall impression of the presentation. All peers will be involved in the grading of the oral presentation and will be provided with a marking rubric. Fifty percent (50%) of the sum of peer grades will be averaged with the instructor's grade.

Assessment 7:

Throughout the term, most classes will start with a review of news items for a brief discussion on a number of wide-ranging topics and their relationship to tourism. Students will be randomly called upon to briefly summarize the key points of the readings and present a critique. It is therefore important that students prepare in advance by reading the materials before lectures to enhance the learning process. The level of participation in these activities will therefore be considered for evaluating students' participation grade.

Course Policies

Grading Policies

Unless you have discussed an extension well ahead of the due date with the instructor, 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 you fail to submit an assignment, unless you are ill or have other compassionate reasons. Please read your Graduate 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 you have religious observances which conflict with the course schedule or if you are registered with Student Accessibility Services, please contact the course instructor in order to make arrangements for your assessment if appropriate.

University Policies

Academic Consideration

When 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:

https://www.uoguelph.ca/registrar/calendars/graduate/2018-2019/genreg/sec_d0e2502.shtml

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g. major assignment).

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 Graduate Calendar:

https://www.uoguelph.ca/registrar/calendars/graduate/2018-2019/genreg/sec_d0e2952.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/>

Diversity, Equity, and Inclusion

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.

Course Evaluation Information

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

****NEW** Special Course Guide on COVID-19 and in-class course**

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 am asking that we all must do our part to reduce risk to ourselves and others.

Expected Behaviour:

Wearing Masks in the Classroom is Mandatory

It is necessary for all students, faculty, and staff to wear face masks 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. 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/>). 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 as mentioned above 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.

I am committed to working with students with pre-existing medical and mental health needs, as well as new needs that may arise within the semester. I encourage you to reach out to me as early as possible to discuss any adjustments you think may be necessary in this course. Reasonable accommodations may include leveraging the course modules that have been developed in creative ways to maximize your access during times when students need to quarantine due to COVID exposure, or during an absence related to a disability or COVID-19 diagnosis. While I cannot guarantee any specific outcome, I am committed to working with you to explore all the options available in this course.

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website (<https://www.uoguelph.ca/covid19/>) and circulated by email.

For information on current safety protocols, follow these links: <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>
<https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.

This includes on-campus scheduling during the semester, in-class presentations and final assignment schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

Recording of Materials

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 class. For regulations and procedures for Dropping Courses, see the Academic Calendar:

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

Date Submitted to Chair:	
Chair Signature (Approval):	
Date Approved by Chair:	