



TRMH \* 6100  
Foundations of Tourism and Hospitality Theories  
F 2023  
0.5 Credits

## General Course Information

**Instructor:** Dr. Susan Dupej  
*Email* sdupej@uoguelph.ca  
*Office Location* TBA  
*Office Hours* By appointment/via Microsoft TEAMS/Zoom or in-person  
*Department/School* HFTM

**Class Schedule:** Mondays, 11:30am-2:30pm

**Pre-requisites:** N/A

**Restrictions:** N/A

**Classroom:** MacDonald Hall rm. 233

## Course Description

In this course, theoretical concepts and theories that provide an understanding of societal, managerial, and strategic aspects of tourism and hospitality are discussed. An emphasis is placed on key theories and concepts from relevant disciplines which may affect tourism and hospitality research. The course is the first step in developing a thesis proposal and, eventually, completing a thesis.

## Course Learning Outcomes

Upon successfully completing this course, students will be able to demonstrate their understanding of major concepts, theories, empirical findings, and research trends in tourism and hospitality in their own planning and execution of independent research.

## Knowledge and Understanding:

1. Understand the significant theories, models and literature in hospitality, tourism and other social sciences, and develop rigor in 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 as it applies to your own research.

3. Demonstrate the basic competencies which will aid your personal development.
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

This course reviews 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)
- Environment and tourism & hospitality
- Stakeholder collaboration
- Social networks and social enterprise

#### Course Assessment

#	%	Brief Description	Associated Learning Outcomes	Due Date
<b>Assessment 1:</b>	10%	Tourism in the News (oral)	LO 2, 4,7,9	Every class
<b>Assessment 2:</b>	15%	A Personal Definition of Tourism & Hospitality	LO 2, 9	Sept, 22, 2023 by 11:59pm

<b>Assessment 3:</b>	15%	Mini-Lecture on Readings & Leading Class Discussion	LO 6, 8, 9	Various (students will choose a date)
<b>Assessment 4:</b>	15%	Biographical Profile of a Hospitality & Tourism 'Giant' (oral)	LO 1, 2, 6, 9	Oct. 16, 2023 (in-class presentation)
<b>Assessment 5:</b>	15%	Presentation of Research Topic	LO 3, 5, 7, 9	November 20, 27 & December 1, 2023
<b>Assessment 7:</b>	15%	Literature Review of Theory & Identification of the 'GAP'	LO 1, 2, 5, 7, 8, 9	December 8, 2023
<b>Assessment 8:</b>	15%	Participation	LO 2, 3, 4, 8	Ongoing throughout the term.
<b>Total</b>	<b>100%</b>			

## Teaching and Learning Practices

**Class Format** Classes will take on a seminar format and generally start with a review and discussion of 'tourism in the news'. Based on articles from online news/media sources, a wide range of topics relating to tourism will be covered. Students will play a role in delivering course content through in-class presentations.

## Course Resources

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

**Other Resources:** Additional readings can be downloaded through the library's on-line journal access. Links to additional readings may also be posted to Course Link.

## Class Schedule

Class #	Lecture	Topic	Readings
1	Sept. 11	Course Introduction Review Assignment #1 Review Assignment #2	<ul style="list-style-type: none"> <li>Syllabus</li> <li>Instructions for Assignment #1 Tourism in the News</li> <li>Instructions for Assignment #2 A Personal Definition of Tourism</li> </ul>
2	Sept. 18	Theories, Concepts & Models Review Assignment #3	<ul style="list-style-type: none"> <li>Bricker, K., &amp; Donohoe, H. (2015). Chapter 1: Theoretical Perspectives on</li> </ul>

		Review Assignment #4	<p>Tourism – An Introduction (from textbook)</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Instructions for Assignment #3 Mini Lecture on Readings</li> <li>• Instructions for Assignment #4 Biographical Profile</li> <li>• Review the “Portrait” series in <i>Anatolia: An International Journal of Tourism and Hospitality Research</i></li> </ul>
3	Sept. 25	<p>Tourism &amp; Hospitality: How Are They Different?</p> <p><u>Guiding Questions:</u> How will the terms hospitality and tourism be used in this class? What are the basic concepts and terminology associated with each? What are the different types of visitors and different forms of tourism? What is the nature of tourism and hospitality research? What, if anything, distinguishes it from general social science research?</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Smith, S. 2017. Chapter 1, “The Nature of Tourism Research”, <i>Practical Tourism Research</i>, CABI.</li> <li>• Towner, J. 1995. What Is Tourism’s History? <i>Tourism Management</i>, 16: 339-343.</li> </ul>
4	Oct. 2	<p>The Management of Services: The Supply Side</p> <p><u>Guiding Questions:</u> How do we understand customer needs from a managerial perspective? What is the importance of expectations and perceptions of quality? How are operations (including marketing and human resources) integrated across sectors?</p>	<ul style="list-style-type: none"> <li>• Bricker, K., &amp; Donohoe, H. (2015). Chapter 3: Theoretical Perspectives on Stakeholders in <i>Tourism Management</i> (from textbook)</li> <li>• 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.</li> <li>• Lusch, R., and Vargo, S. 2011. Service-Dominant Logic: A Necessary Step. <i>European Journal of Marketing</i>, 45: 1298-1309.</li> <li>• Smith, S. 1994. The Tourism Product. <i>Annals of Tourism Research</i>, 21: 582-595.</li> </ul>

5	Oct. 9	No Class (rescheduled for Dec. 1)	<ul style="list-style-type: none"> <li>No Readings</li> </ul>
6	Oct. 16	Oral Presentations of Biographical Profiles	<ul style="list-style-type: none"> <li>Review the "Portrait" series in <i>Anatolia: An International Journal of Tourism and Hospitality Research</i></li> </ul>
7	Oct. 23	<p>The Demand Side</p> <p><u>Guiding Questions:</u> What shapes motivation for tourism? What forces can influence the market? What is the difference between psychological and sociological perspectives?</p>	<ul style="list-style-type: none"> <li>Cohen, E. 2008. The Changing Faces of Contemporary Tourism, <i>Society</i>, 45: 330-333.</li> <li>Dann, G. 1981. Tourist Motivation: An Appraisal. <i>Annals of Tourism Research</i> 8: 187-219.</li> <li>Mannell, R. and Iso-Ahola, S. 1981. Psychological Nature of Leisure and Tourism Experience. <i>Annals of Tourism Research</i>, 14: 314-331.</li> <li>Ritchie, J.; Tung, V.; and Ritchie, R. Tourism Experience Management Research. <i>International Journal of Contemporary Hospitality Management</i>, 23: 419-438.</li> <li>Tung, V. and Ritchie, J. 2011. Exploring the Essence of Memorable Tourism Experiences. <i>Annals of Your Research</i>. 38: 1367-1386.</li> </ul>
8	Oct. 30	<p>Global Value Chains</p> <p><u>Guiding Questions:</u> How do we think about the fixed and dynamic capabilities of tourism?</p>	<ul style="list-style-type: none"> <li>Gereffi, G., &amp; 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.</li> <li>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</li> </ul>
9	Nov. 6	<p>Destination Image &amp; Branding</p> <p><u>Guiding Questions:</u> How is a destination's image created? What role do brands play in destination management?</p>	<ul style="list-style-type: none"> <li>Bricker, K., &amp; Donohoe, H. (2015). Chapter 9: Theoretical Perspectives on Destination Image (from textbook)</li> <li>Bricker, K., &amp; Donohoe, H. (2015). Chapter 13: Theoretical Perspectives on Place Perceptions (from textbook)</li> <li>Gallarza, M. G., Saura, I. G., &amp; Garcia, H. C. (2002). Destination image: towards a conceptual framework. <i>Annals of Tourism Research</i>, 29(1): 56-78.</li> <li>Elliot, S., Papadopoulos, N., &amp; Kim, S. (2011). An Integrative Model of Place Image: Exploring Relationships between Destination, Product, and Country</li> </ul>

			Images. Journal of Travel Research, 50(5): 520-534.
10	Nov. 13	Tourism-Related Attitudes, Beliefs & Behaviours <u>Guiding Questions:</u> What are the relationships amongst attitudes, beliefs and behaviors?	<ul style="list-style-type: none"> <li>• Bricker, K., &amp; Donohoe, H. (2015). Chapter 14: Theoretical Perspectives on Environmental Attitudes and Travel Choices (from textbook)</li> <li>• Carr, N. (2002). The Tourism-Leisure Behavioural Continuum. Annals of Tourism Research, 29: 972-986</li> <li>• March, R. and Woodside, A. (2005). Testing Theory Of Planned versus Realized Tourism Behavior. Annals of Tourism Research, 32: 905–924.</li> <li>• Pearce, P. L. and Lee, U-I. (2005). Developing the Travel Career Approach to Tourist Motivation. Journal of Travel Research, 43: 226-237.</li> </ul>
11	Nov. 20	Student Presentations*	<ul style="list-style-type: none"> <li>• No readings</li> </ul>
12	Nov. 27	Student Presentations	<ul style="list-style-type: none"> <li>• No readings</li> </ul>
13	Dec. 1	Student Presentations	<ul style="list-style-type: none"> <li>• No readings</li> </ul>

\*students will sign up for a date to present

## 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.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 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.

## **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>

### **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](mailto: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, December 1, 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>


## **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.



<b>Date Submitted to Chair:</b>	August 17, 2023
<b>Chair Signature (Approval):</b>	
<b>Date Approved by Chair:</b>	August 29, 2023