



TRMH*6200 Contemporary Issues in Tourism & Hospitality W19 [0.50]

General Course Information

Instructor:	Dr. Statia Elliot
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<i>Office Location</i>	MACS 201
<i>Office Hours</i>	by appointment
<i>Department/School</i>	School of Hospitality, Food & Tourism Management

Class Schedule: Thursday 10:00am to 12:50pm in MACS 200

Pre-requisites: TRMH*6100 Foundations of Tourism and Hospitality Theories

Course Description

The purpose of the course is to build students' ability to develop and critically evaluate contemporary research topics in tourism, hospitality and food. The course explores a variety of research trends, from classic to new topical areas. It encourages students to develop their own research ideas, to write an insightful literature review, and it supports the development of a research proposal that makes a contribution to knowledge. The course takes a "hands on" approach to research by asking students to read and critically evaluate research, develop study rationale, and write a literature review to support a research agenda.

Course Learning Outcomes

1. To familiarize students with meaningful contemporary research issues and trends in tourism, hospitality and food research.
2. To enhance students' ability to develop and critically evaluate research papers.
3. To develop students' understanding of how to evaluate research in terms of its contribution to knowledge.
4. To help students' integrate their knowledge of different research issues, and identify potential areas for future research activity.
5. To socialize graduate students into the process of developing research ideas and developing researchable topics.

Indicative Content

1. Selecting a research topic: Many students find that one of the major challenges they face in conducting research is to narrow their topic so that it can be fully treated within a reasonable time period. Identifying a research topic or defining a research problem that is neither too broad nor too narrow is a challenge, and research questions often take several iterations to perfect. Weeks 7 to 11 will focus on student-selected research topics.

2. Crafting a Literature Review (LR): An LR can serve many purposes:

- *Source identification.* Identifying and pinpointing documents of relevance (Rowley & Slack, 2004).
- *Comparing and contrasting previous research.* Identifying other people working in the same field (Bourner, 1996 in Greenfield), comparing their contributions, identifying the relationships amongst studies and contrasting opposing views (Hart, 1998).
- *Identifying gaps in the literature.* Distinguishing what has already been achieved from what still needs to be understood and accomplished, thus identifying existing gaps in literature and raising questions that hold potential for exploration (Boote and Beile, 2005; Bourner, 1996 in Greenfield).
- *Identifying issues.* Providing “a clearly organized, well-argued statement of what the literature does and does not say about some key issue or question” (Boote & Beile, 2005).
- *Defining the proposed research contributions.* Highlighting the intended contributions and justifying the research (Jonsson, 2006).
- *Building the foundation.* Providing “the foundation stone on which one's own work is built” (Massey, 1996), as well as the background to the research (Bruce, 1994, The Curious Researcher).
- *Situating the work in the research literature.* Helping “the reader understand your thinking and what has impacted it, [adding] credibility to your expertise as an author, and [situating] your writing in the larger scholarly dialogue” (Hinchliffe, 2003).
- *Reinterpretation of results.* Creating “new understandings of the topic” and building a premise about what the existing evidence suggests for future inquiry (Boote & Beile, 2005; Khoo, Na & Jaidka, 2011).

Course Assessment

i.	Class Engagement (including Critiques)	30%	Weekly
ii.	Topic Selection & Literature Outline	15%	February 14
iii.	Contemporary Topic Presentation	20%	February 28, March 7, 14, 21, 28
iv.	Literature Review Assignment	35%	April 4
		100%	

i. Class Engagement (30%)

We will work together to make each class a stimulating and intellectually rewarding venture in group learning. Participation in class activities and discussion is presumed as a matter of course. Students are expected to be actively engaged and attentive, and to contribute to class discussions. Critical dissent, probing questions, and suggestions for further investigation are not only strongly encouraged, but will be solicited actively. The manner and content of participation are closely interrelated, so respectful contributions to our various topics are welcome.

Critiques: Your choice of 6 due during weeks 2 to 11

You are to prepare six article critiques of six readings (each 2 pages, double spaced, prefer double-sided printed hard-copy) for 6 weeks of your choice during weeks 2 to 11. Each week one student will critique the main article (rotation tbd week 1); others will present a critique of their selected article from the reference list of the main article (book reviews are good examples of critique style writing). The engagement mark will be based on the six critiques, participation in discussions and class contributions throughout the semester.

ii. Contemporary Topic Selection & Initial Literature Outline (15%) Due February 14th

An outcome of this course should be the development of a concrete topic, potentially for your thesis. Students are encouraged to consult their supervisor to come up with research ideas. Also, students are asked

to list critical keywords (Max. 6) of their research topic. By utilizing the keywords, search 20 important state-of-the-art and key articles relating to your research topic.

Literature Review structure (table of content):

Every research paper is expected to have some kind of literature review. Papers in good research journals and your thesis are expected to have a fairly substantive literature review section (20+ articles).

Utilizing the techniques above (see 2. "Crafting an LR"), develop a table of content structure of your literature review with references related to each sub-section. The assignment format is as follows:

Introduction

List the LR objectives

List major components of the LR rationale with references

Major discussion

List chronologically highlighted trends of the relevant studies with references

List identified scope and themes of the relevant studies with references

List identified types of research methods used with references

Conclusion

List the existing studies' flaws or gaps with references

List strategies for how you might address the flaws or gaps.

iii. Contemporary topic presentation (20%) from February 28 to March 28

You will present your contemporary research topic and literature review in class (weeks 7 to 11). The presentation should mirror the literature review itself. The presentation will be marked on its coherence, organization and style. A 30 minute presentation (excluding Q/A session) should contain the following components: your selected research topic, a list of the critical keywords, importance of the research topic to tourism, hospitality or food, and an organized list of the references used for preparing the presentation.

iv. Literature review assignment (35%) Due April 4th

A literature review summarizes, interprets, and critically evaluates existing "literature" (or published materials) to establish current knowledge of a research topic. The purpose for doing so relates to ongoing research to develop that knowledge: the literature review may address a controversy, establish the need for additional research, and/or develop a topic of inquiry.

You will need to use 20+ peer-reviewed journal articles and/or book chapters that are pertinent to your research topic. Your literature review should be 10 to 12 pages long. Minimize quotes to emphasize your own words and perspective.

Teaching and Learning Practices

Lectures

There will be readings (academic journal articles and/or a book chapter) assigned for each session. It is vital that all of the required reading be thoroughly analyzed by students prior to each session. Students are required to prepare an assignment almost every week, including critiques of selected articles, beginning January 17th.

What a student gets out of this course depends on what the student and other classmates contribute. Each student is expected to engage in class discussions, and will lead one class between February 28th and March 28th.

Course Resources

Required:

Journal articles and/or book chapters will be distributed via the courselink site.

Course Policies

Course Policies

For a small and motivated cohort of students in a course like this, the policies are few. Things to consider:

1. Participation is of paramount importance. If you know in advance that you will miss a class, please e-mail me. If an emergency situation arises that causes you to miss a class, please get in touch when convenient.
2. Keeping with the participation theme—please ensure you are keeping up on the readings.
3. Class starts on time, so please be there a minute or two early to get settled. If you need to leave before the end of class, please let me know.
4. With a three hour time slot, I will incorporate a break in the middle of the class. Please use that break time to check text messages.

Grading Policies

All written work must be submitted, hard-copy, at the beginning of class on the due date. Penalties are stiff — up to 50% if late. The instructor has the right to use Turnitin.com plagiarism detection.

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. See the academic calendar for information on regulations and procedures for

AcademicConsideration:

https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e2481.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 submission. 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/current/genreg/sec_d0e2931.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 (SAS) as soon as possible.

For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: <http://www.uoguelph.ca/csd/>

Course Evaluation Information

Please refer to the Course and Instructor Evaluation Website: <https://courseeval.uoguelph.ca/>

Drop date

The last date to drop one-semester courses, without academic penalty, is Friday, March 8th. For regulations and procedures for Dropping Courses, see the Academic Calendar:

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

Tentative Course Schedule

Week 1 (January 10): Introduction

Topic: Review of Tourism Past, Present and Future.

Reading: Course syllabus.

Activity: Discuss Term 1 theories (TRMH6100 book report) and research directions (thesis topics of potential interest).

Week 2 (January 17): Destinations & Place Branding

Topic: Advances in Tourism Marketing & Management

Presentation: Most Influential Tourism Brands (Elliot, 2015)

Reading: Campelo, A., Aitkee, R., Thyne, M. & Gnoth, J. (2014). Sense of Place: The importance for destination branding. *Journal of Travel Research*, Vol. 53(2), pp. 154-166.

Activity: Read this article; identify its theoretical foundations; select 1 reference of interest to you, write a two-page critique of your article to share with the class.

Week 3 (January 24): Tourist Well-Being

Topic: Philosophical background of hedonic and eudaimonic wellbeing

Reading: Smith, M.K. & Diekmann, A. (2017). Tourism and Wellbeing. *Annals of Tourism Research*, 66, 1-13.

Activity: Read this article; identify its theoretical foundations; select 1 reference of interest to you, write a two-page critique of your article to share with the class.

Week 4 (January 31): Technology & Social Media

Topic: IT Advances in Hospitality & Tourism

Reading: Lu, Y., Chen, Z., Law, R. (2018). Mapping the Progress of Social Media Research in Hospitality and Tourism Management from 2004 to 2014. *Journal of Travel & Tourism Marketing*, 35:2, 102-118.

Activity: Read this article; identify its theoretical foundations; select 1 reference of interest to you, write a two-page critique of your article to share with the class.

Week 5 (February 7): Smart Tourism

Contemporary Issue: Smart Tourism

Reading: Gretzel, U., M. Sigala, Z. Xiang, C. Koo (2015). Smart tourism: foundations and developments. *Electronic Markets*. 25: 179-188.

Activity: Read this article; identify its theoretical foundations; select 1 reference of interest to you, write a two-page critique of your article to share with the class.

Week 6 (February 14) Tourism Experiences

Topic: Co-creation and the Tourist Experience

Reading: Prebensen, N.K., H.L. Kim & M. Uysal (2016). Cocreation as Moderator between the Experience Value and Satisfaction Relationship. *Journal of Travel Research*. 55(7): 934-945.

Activity: Read this article; identify its theoretical foundations; select 1 reference of interest to you, write a two-page critique of your article to share with the class.

-----STUDY WEEK-----

Week 7 (February 28):

Contemporary Issues #1&2: TBA

Activity: Student presentations and class discussion

Reading: tbd

Week 8 (March 7):

Contemporary Issues #3&4: TBA

Activity: Student presentations and class discussion

Reading: tbd

Week 9 (March 14):

Contemporary Issues #5&6: TBA

Activity: Student presentations and class discussion

Reading: tbd

Week 10 (March 21):

Contemporary Issues #7&8: TBA

Activity: Student presentations and class discussion

Reading: tbd

Week 11 (March 28):

Contemporary Issues #9&10: TBA

Activity: Student presentations and class discussion

Reading: tbd

Week 12 (April 4):

Final Wrap up/ Literature review assignment due

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