

TRMH*6200 - Contemporary Issues in Tourism, Hospitality, Food & Sport Management W19 [0.50]

General Course Information

Instructor: Dr. Norm O'Reilly, Professor
Email noreilly@uoguelph.ca
Office Location MACS 222
Office Hours by appointment
Department/School School of Hospitality, Food & Tourism Management

Class Schedule: Thursday 2:30pm to 5:20pm 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, food and/or sport. 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, apply their literature review to an organizational setting, 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, write a literature review to support a research agenda, and apply that literature review to an organizational setting.

Course Learning Outcomes

1. To familiarize students with meaningful contemporary research issues and trends in tourism, hospitality, food, and sport 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): A 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

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|------|---|-----|---------------------|
| i. | Topic Selection/Outline (LR and Case Study) | 10% | January 30 |
| ii. | Topic Selection/Outline Presentation (In Class) | 10% | January 30 |
| iii. | Topic Presentation (Individual In Class) | 20% | Various (see below) |
| iv. | Literature Review Inspired Case Study | 25% | March 19 |
| v. | Literature Review Assignment | 35% | April 6 |

i. Topic Selection & Initial Literature/Case Study Outline (10%) Due January 30th

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.

ii. Topic Selection & Outline Presentation (10%) Due January 30th

Each student will present their LR plan and outline to the class for feedback and discussion. Evaluation will be done by peers and the professor via rubrics to be provided.

iii. Topic presentation (20%) on various dates (see calendar below)

You will present your contemporary research topic, literature review, and case-extension of that literature in class. The presentation should mirror the literature review itself. The presentation will be marked on its coherence, organization and style. A 60 minute presentation (including 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, sport, hospitality or food, and an organized list of the references used for preparing the presentation. The extension of your literature review to your case study selection (a specific organization) should also be included.

iv. Literature review-inspired case study assignment (25%) due March 19th

As part of your literature review, you will select one key concept, theory, framework or guiding principle from that review and apply it to an organization of your choice in the form of a written case study. The case study should be hypothetical (i.e., no primary research required) and based on secondary research. The focus is applying your literature review work. Your case study will be formatted based on a peer-review journal requirements in your field: tourism, sport, hospitality or food. Further details to be shared in class.

v. Literature review assignment (35%) Due April 6th

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 at least 20 peer-reviewed journal articles that are pertinent to your research topic. Your literature review should be at least 10 pages, but no longer than 20 pages, long. Minimize quotes to emphasize your own words and perspective.

Teaching and Learning Practices

Lectures

There are readings (academic journal articles and/or a book chapter) assigned for many sessions. It is vital that all of the required reading be thoroughly analyzed by students prior to each session. Penalties to overall grades will be given for those who are not prepared or who do not contribute to class.

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 as noted in the course schedule.

Course Resources

Required:

Journal articles 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>

Course Schedule

Week 1 (January 9): Introduction

Topic: Review of Tourism, Sport, Food and Hospitality Research.

Reading: Course syllabus.

Activity: Round table of TRMH6100 outcomes (each student).

Week 2 (January 16): The Literature Review: A Research Journey

Topic: Literature Review Details and Specifics

Lecture: The Literature Review (Professor); Preparation for January 30th submission

Reading: Articles to be distributed by Professor ahead of class

Activity: Each student to provide a 1-pager to the professor of their potential thesis topics prior to this class.

Week 3 (January 23): Literature Area Example #1: Destinations, Images & Place Branding

Topic: Advances in Destination Marketing and Place Branding – Implications for Tourism, Sport, Hospitality and Food.

Lecture: Destination Marketing, Brands and Images (Professor)

Readings:

- 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.
- Nadeau, J., O'Reilly, N. & Heslop, L. (2015). "Cityscape Promotions at Mega-Events: The Role of Place Image", *Marketing Intelligence & Planning*, 33(2), 147 - 163.
- Heslop, L., Nadeau, J., O'Reilly, N. & Armenakyan, A. (2013). "Mega-event and Country Co-branding: Image Shifts, Transfers and Reputational Impacts", 1(1), 7-33.
- Nadeau, J., Heslop, L., O'Reilly, N. and Luk, P. (2008). "Destination in a Country Image Context", *Annals of Tourism Research*, 35(1), 84-106.

Activity: Read these articles, come prepared to discuss in class.

Week 4 (January 30): Literature Review Outlines and Plans

Topic: Literature Review Plans and Outlines

Presentations: Each student to present their plan (details discussed in class).

Activity: Prepare presentation on literature review topic and plan.

Week 5 (February 6): Literature Area Example #2: Technology, Digital Marketing & Social Media

Topic: Digital Advances and Innovations in Tourism, Sport, Hospitality and Food.

Lecture: Digital Marketing (Professor)

Readings:

- 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.
- Abeza, G., O'Reilly, N., Seguin, B. & Nzindukiyimana, O. (2015). "Social Media Scholarship in Sport Management Research: A Critical Review", *Journal of Sport Management*, 29(6), 601-618.
- Abeza, G., O'Reilly, N., & Seguin, B. (2019). "Social Media in Relationship Marketing: The Perspective of Professional Sport Managers in the MLB, NBA, NFL, and NHL", *Communication and Sport*, 70(1), 80-109.

Activity: Read these articles, come prepared to discuss in class.

Week 6 (February 13): Literature Area Example #3: Co-Creation of Value via Experiences

Topic: Experiences and Co-Creation of Value

Lecture: Co-creation of Value (Professor)

Readings:

- 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.
- Gretzel, U., M. Sigala, Z. Xiang, C. Koo (2015). Smart tourism: foundations and developments. *Electronic Markets*. 25: 179-188.
- Ramaswamy, V. & Ozcan, K. (2018). What is co-creation? An interactional creation framework and its implications for value creation, *Journal of Business Research*, 84 (March), 196-205.
- Cossío-Silva, Francisco-José, Revilla-Camacho, Maria, Vega-Vazquez, Manuela, & Palacios, Beatriz (2015). Value co-creation and customer loyalty, *Journal of Business Research*, 69(10), 1621-1625.

Activity: Read these articles, come prepared to discuss in class.

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

Week 7 (February 27):

Student Presentations #1: 3 students will present their topics, initial literature reviews and application (literature review inspired case study) – 1 hour each. Details to follow in class.

Activity: Student presentations and discussion

Week 8 (March 5):

Student Presentations #2: 3 students will present their topics, initial literature reviews and application (literature review inspired case study) – 1 hour each. Details to follow in class.

Activity: Student presentations and discussion

Week 9 (March 12):

Student Presentations #3: 3 students will present their topics, initial literature reviews and application (literature review inspired case study) – 1 hour each. Details to follow in class.

Activity: Student presentations and discussion

Week 10 (March 19):

Writing Time / Literature Review Case Study due by midnight March 19th (by email to professor)

Class time as help session

Week 11 (March 26):

Student Presentations #4: 3 students will present their topics, initial literature reviews and application (literature review inspired case study) – 1 hour each. Details to follow in class.

Activity: Student presentations and discussion

Week 12 (April 2):

Writing Time / Literature Review Due by Midnight April 6th (by email to professor in MS Word format)

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