

TRMH*6200
Contemporary Issues in Tourism and Hospitality
W21
0.5 Credits

General Course Information

Instructor:	Marion Joppe
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<i>Office Location</i>	MACS #306
<i>Office Hours</i>	By appointment
<i>Department/School</i>	HFTM
Class Schedule:	Monday, 9:00-11:50 synchronous
Pre-requisites:	TRMH*6100 Foundations of Tourism and Hospitality Theories
Restrictions:	N/A

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

			Due Date
Assessment 1:	30%	Class engagement (including critiques)	Throughout the course
Assessment 2:	15%	Topic selection and literature review	Feb 5
Assessment 3:	20%	Contemporary topic presentation	TBD
Assessment 4:	35%	Literature review assignment	April 5
Total	100%		

Assignment 1: 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. Your industry sector and COVID-19 impacts as well as developments and future outlook will be a part of this

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

You are to prepare six article critiques of six readings (each 2 pages, Word 1.5 spacing, posted in discussion and in dropbox) 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.

Assignment 2: Contemporary Topic Selection & Initial Literature Outline (15%)

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).

Develop a table of content structure of your literature review with references related to each sub-section. The assignment format is as follows:

1. Introduction
 - List the LR objectives
 - List major components of the LR rationale with references
2. 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
3. Conclusion
 - List the existing studies' flaws or gaps with references
 - List strategies for how you might address the flaws or gaps.

Assignment 3: Contemporary topic presentation (20%)

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.

Assignment 4: Literature review assignment (35%)

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

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 18.

Course Resources

Required Text:

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

Tentative Schedule

Week 1 (January 11): Introduction

Topic: Review of Tourism Past, Present and Future.

Reading: Course syllabus.

Activity: Discuss what is happening in your sectors re COVID-19 and recovery. Discuss Term 1 theories (TRMH6100 book report) and research directions (thesis topics of potential interest).

Week 2 (January 18): Destinations & Place Branding

Topic: Advances in Tourism Marketing & Management

Presentation: Most Influential Tourism Brands (Elliot, 2015)

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 Cobranding: Image Shifts, Transfers and Reputational Impacts", *I(1)*, 7-33.

Activity: Read these articles; identify their 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 25): Tourist Well-Being

Topic: Philosophical background of hedonic and eudaimonic wellbeing

Readings:

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

Chen, Y., & Li, X. R. (2018). Does a happy destination bring you happiness? Evidence from Swiss inbound tourism. *Tourism Management*, 65, 256-266.

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

Week 4 (February 1): Technology & Social Media

Topic: IT Advances in Hospitality & Tourism

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. (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; identify their 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 8):

Activity: Student presentations and class discussion

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

Week 6 (February 22): Smart Tourism

Topic: Smart Tourism

Reading:

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

Li, Y., Hu, C., Huang, C., & Duan, L. (2017). The concept of smart tourism in the context of tourism information services. *Tourism Management*, 58, 293-300.

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

Week 7 (March 1): Tourism Experiences

Topic: Co-creation and the Tourist Experience

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.

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

Week 8 (March 8):

Contemporary Issues

Reading: tbd

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

Week 9 (March 15):

Contemporary Issues #1&2: TBA

Activity: Student presentations and class discussion

Reading: tbd

Week 10 (March 22):

Contemporary Issues #3&4: TBA

Activity: Student presentations and class discussion

Reading: tbd

Week 11 (March 29):

Contemporary Issues #5&6: TBA

Activity: Student presentations and class discussion

Reading: tbd

Week 12 (April 5):

Final Wrap up/ Literature review assignment due

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.

https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e2225.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 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 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/current/genreg/sec_d0e2221.shtml

Illness

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

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/current/genreg/sec_d0e2674.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 December 4, 2020. For regulations and procedures for Dropping Courses, see the Academic Calendar: <https://www.uoguelph.ca/registrar/calendars/graduate/current/sched/index.shtml>

Disclaimer

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://news.uoguelph.ca/2019-novel-coronavirus-information/> and circulated by email.

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.