

TRMH*6200 - Contemporary Issues in Tourism & Hospitality Management W22 [0.50]

General Course Information

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

Class Schedule: Monday 8:30am to 11:20am MicrosoftTeams/ MACS 200

Pre-requisites: TRMH*6100 Foundations of Tourism & 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, and write a literature review to support a research agenda with theoretical and managerial implications.

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. 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.* Identify and pinpoint documents of relevance (Rowley & Slack, 2004).
- *Comparing and contrasting previous research.* Identify other people working in the field (Bourner, 1996 in Greenfield), compare their contributions, identify relationships among studies and contrast opposing views (Hart, 1998).
- *Identify gaps in the literature.* Distinguish 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).
- *Identify issues.* Provide “a clearly organized, well-argued statement of what the literature does and does not say about some key issue or question” (Boote & Beile, 2005).
- *Define the proposed research contributions.* Highlighting the intended contributions and justifying the research (Jonsson, 2006).
- *Build the foundation.* Provide “the foundation stone on which one's own work is built” (Massey, 1996), as well as the background to new research (Bruce, 1994, *The Curious Researcher*).
- *Situate the work in the research literature.* Help “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.* Create “new understandings of the topic” and build a premise about what the existing evidence suggests for future inquiry (Boote & Beile, 2005; Khoo, Na & Jaidka, 2011).

Course Assessment

i.	Class engagement & article critiques	30%	Throughout course
ii.	Topic Selection & Literature Review Outline	15%	February 7
iii.	Topic Presentation (Individual In Class)	20%	Various (see below)
iv.	Literature Review Assignment	35%	April 4
		100%	

i. Class Engagement & Article Critiques (30%)

You are to write six article critiques of six readings (each 2 pages, Word 1.5 spacing, post in discussion and in dropbox) for 6 weeks of your choice during weeks 2 to 11. Each week one student will critique a main article (rotation tbd week 1); others will present a critique of their selected article from the reference list of a main article (book reviews are good examples of critique style writing). Engagement marks will be based on the six critiques, participation in discussions and class contributions throughout the semester.

ii. Topic Selection & Literature Review Outline (15%) Due February 7th

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):

For examples, most journal articles in good research journals will have a substantive literature review section (20+ articles), and book chapters are often extended topic-specific literature reviews. Utilizing the techniques above (see 2. "Crafting an LR"), write an outline of your review with references related to the components below. The suggested assignment format is as follows:

Introduction

List the LR objectives and/or

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

referencesConclusion

List the existing studies' flaws or gaps with references

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

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

You will present your contemporary research topic, literature review in class. The presentation should mirror the literature review itself. The presentation will be marked on its comprehensiveness, organization, and insight. A 30-minute presentation (followed by a Q&A session) should contain the following components: an overview of your selected research topic, a list of the critical keywords, the importance of the topic to tourism, sport, hospitality or food, a discussion of research trends, themes, methods, and your conclusion.

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 underpins new research and the advancement of knowledge: the literature review may address a controversy, establish the need for additional research, and/or develop a topic of inquiry.

Use a minimum of 20 peer-reviewed journal articles that are pertinent to your research topic. Your review should be at least 10 pages; no longer than 20 pages. Minimize quotes to emphasize your own words and perspective.

Course Schedule

Week 1 (January 10): Introduction (online)

Lecture Topic: Contemporary Tourism & Hospitality Challenges

Readings: Course syllabus and

- Yeoman, I.S. (2020). COVID-19 means the future of tourism is a blank piece of paper. *Journal of Tourism Futures*. Vol. 6(2), pp. 119. <https://doi.org/10.1108/JTF-03-2020-0044>.

Activity: Round table introductions and research interests; topic discussion.

Week 2 (January 17): Technology, AR & Smart Tourism (online)

Lecture Topic: Technology, Systematic Reviews, Smart Tourism

Reading:

- Gretzel, U., M. Sigala, Z. Xiang, C. Koo (2015). Smart tourism: foundations and developments. *Electronic Markets*. 25: 179-188.
- Liang, L. & Elliot, S. (2021). A systematic review of augmented reality tourism research: What is now and what is next? *Tourism & Hospitality Research*, Vol 21 (1), 15-30.

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

Week 3 (January 24): Destinations & Sport Tourism (in-class tbc)

Lecture Topic: Destinations, Sport Tourism, Brands and Images

Readings:

- Gammon, S. (2021). Key components of sport tourist experiences, in R. Sharpley (Ed.), *Routledge Handbook of the Tourist Experience*, Taylor & Francis Group, London. pp. 424-437.
- 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.

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

Week 4 (Jan 31): Capacity to Care & Wellness (in-class)

Lecture: Caring, hedonic & eudemonic well-being

Readings:

- Smith, M.K. (2021). Creating wellness tourism experiences, in R. Sharpley (Ed.), *Routledge Handbook of the Tourist Experience*, Taylor & Francis Group, London. pp. 364-377.
- Chen, Y., & Li, X. R. (2018). Does a happy destination bring you happiness? Evidence from Swiss inbound tourism. *Tourism Management*, 65, 256-266.

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

Week 5 (February 7): Digital Marketing & Social Media

Lecture Topic: Digital Marketing & Innovations in Tourism, Sport, Hospitality

Readings:

- Lever, M., Elliot, S., and Joppe, M. (2021). Exploring destination advocacy behavior in a virtual travel community. *Journal of Travel & Tourism Marketing*, Vol 38(5), pp431-443.
- 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.

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

Week 6 (February 14): Co-Creation of Value via Experiences

Lecture: Experiences & Value Co-Creation

Readings:

- 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.
- Elliot, S. (2021). Finding flow in the travel experience. in R. Sharpley (Ed.), *Routledge Handbook of the Tourist Experience*, Taylor & Francis Group, London. pp. 101-112.

Activity: All - Read these articles; **Lead**- identify their theoretical foundations & critique; **Option** - 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): Regenerative Tourism

Lecture: Improving destinations, challenging unsustainable practices

Readings:

- Pollock, A. (2019). Regenerative Tourism: The Natural Maturation of Sustainability. *Activate the Future*. Accessed on 02 08 2021. Accessed at: <https://medium.com/activate-the-future/regenerative-tourism-the-natural-maturation-of-sustainability-26e6507d0fcb>
- Regenerative Travel (2020). Taking Regenerative Tourism to Scale-Everyone has a Role to Play <https://www.regenerativetravel.com/impact/taking-regenerative-tourism-to-scale-everyone-has-a-role-to-play/>

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

Week 8 (March 7):

Student Presentations #1: student will present their topic, literature review and conclusion. Details to follow in class.

Activity: Student presentation and discussion. **Option** - select 1 reference of interest to you, write a two-page critique of your article to share with the class.

Week 9 (March 14):

Student Presentations #2 student will present their topic, literature review and conclusion. Details to follow in class.

Activity: Student presentation and discussion. **Option** - select 1 reference of interest to you, write a two-page critique of your article to share with the class.

Week 10 (March 21):

Student Presentations #3 student will present their topic, literature review and conclusion. Details to follow in class.

Activity: Student presentation and discussion. **Option** - select 1 reference of interest to you, write a two-page critique of your article to share with the class.

Week 11 (March 28):

Student Presentations #4 student will present their topic, literature review and conclusion. Details to follow in class.

Activity: Student presentation and discussion. **Option** - select 1 reference of interest to you, write a two-page critique of your article to share with the class.

Week 12 (April 4):

Final discussion of contemporary issues/ Literature review assignment due.

.....end.

Teaching and Learning Practices

Lectures There will be weekly lectures on a range of contemporary issues. Students are expected to engage in class discussions and will lead one class as noted in the course schedule. Assigned readings (academic journal articles and/or a book chapters) are to be analyzed prior to each class. Engagement marks will be lost if not prepared or contributing to class.

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 arises that causes you to miss a class, please get in touch asap.
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 slot, I will incorporate a break in the middle of the class. Please use the break to check text messages.

Grading Policies

All written work must be submitted, e-copy, at the beginning of class on the due date. Penalties are stiff — up to 50% if late; zero if not submitted. The instructor has the right to use Turnitin.com plagiarism detection.

Expected Behavior:

Wearing Masks in the Classroom is Mandatory

It is necessary for all students, faculty, and staff to wear facemasks 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. The University of Guelph as a community views the adoption of mask wearing as a sign of keeping others safe. 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.wdgpulichealth.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 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 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.

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

Academic Consideration:

[Grounds for Academic Consideration < University of Guelph \(uoguelph.ca\)](https://www.uoguelph.ca/academic-consideration)

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 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://calendar.uoguelph.ca/graduate-calendar/general-regulations/academic-misconduct/>

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/>

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.

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, April 8th. For regulations and procedures for Dropping Courses, see the Academic Calendar:

[Registration Changes < University of Guelph \(uoguelph.ca\)](https://www.uoguelph.ca/registration-changes)

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, midterms, and final examination 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.

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., final exam or major assignment).

For information on current safety protocols, follow these links:

<https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>

<https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>.

Please note, these guidelines may be updated as required in response to evolving University, Public Health, or government directives.

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