

# TRMH\*6200 - Contemporary Issues in Tourism & Hospitality Management W23 [0.50]

## General Course Information

<b>Instructor:</b>	Dr. Statia Elliot, Professor
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<i>Office Location</i>	MACS 308
<i>Office Hours</i>	by appointment
<i>Department/School</i>	School of Hospitality, Food & Tourism Management

**Class Schedule:** Monday 8:30am to 11:20am 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 6
iii.	Topic Presentation (Individual In Class)	20%	Various (see below)
iv.	Literature Review Assignment	35%	April 3
		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 6<sup>th</sup>

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 3rd**

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.

## 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.

## 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 \(uoguelph.ca\)](http://uoguelph.ca)

## **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](mailto: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, April 7th. For regulations and procedures for Dropping Courses, see the Academic Calendar:

[Registration Changes < University of Guelph \(uoguelph.ca\)](#)

## Course Schedule

### Week 1 (January 9): Introduction

**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 16): Technology, AR & Smart Tourism

**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 23): Destination Image & Tourism Marketing

**Lecture Topic:** Destinations, Tourism, Brands and Images

**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.
- Elliot, S., Khazaei, A., Durand, L. (2016). Measuring dimensions of brand influence for tourism products and places, *International Journal of Culture, Tourism & Hospitality Research*, Vol 10(4), pp. 396-409.

**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 30): Capacity to Care & Wellness

**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 6): 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), pp 431-443.
- 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 13): 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 27): 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 6): Destinations & Sport Tourism

**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 9 (March 13):

**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 10 (March 20):

**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 11 (March 27):

**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 12 (April 3):

Final discussion of contemporary issues/ Literature review assignment due.

.....end.

Approved by: 

Approved on: Jan 6, 2023