

General Course Information

Instructor: Dr. HS Chris Choi
Email hwchoi@uoguelph.ca
Office Location MACS 304
Office Hours By appointment
Department/School HFTM

Class Schedule: Tuesday 9:00 am – 11:50 am,

Classroom: MACS 200

Course Description

The primary purpose of this course is to introduce students to the issues affecting planning and development of tourism by understanding tourism and sustainable development, hospitality business operation, and to enhance their ability to develop and critically evaluate issues, challenges, opportunities and solution of sustainability, and tourism and hospitality. Core elements include a discussion on tourism impacts (economic, social and environmental), issues of sustainability, performance measurement & monitoring, 'eco-tourism' and other 'alternative forms' of tourism.

Course Learning Outcomes

Upon successfully completing this course, you will be able to:

Knowledge and Understanding:

1. develop a critical understanding of some key concepts, principles, and issues related to tourism and sustainable development;
2. develop an appreciation of the significance of sustainable tourism;
3. acquire an appreciation for how sustainability can be measured in the context of tourism;

Discipline/Professional and Transferable Skills:

4. examine how different business models or approaches may be used to promote sustainable tourism based in real-world examples;
5. explore how researchers analytically approach the study and practice of sustainable tourism;

Attitudes and Values

6. critically review and synthesized diverse viewpoints on some aspect of sustainable tourism;

7. organize material related to some aspect of the study of sustainable tourism and presented it to an audience; and
8. present your thoughts in writing.

Content and Materials

Please Note: This schedule may change.

Week 1 (September 14):

Topic: Brief discussion on Sustainability, Responsibility, Justice and Fairness

Required Reading:

Jacobs, M. (1999). Sustainable development as a contested concept. In Dobson, A. (Ed.) (2003). *Fairness and futurity: Essays on environmental sustainability and social Justice*. New York: Oxford University Press Inc.

Discussion:

What is it? Sustainable for what and whom? Achievable?

Does sustainability equal to Utopia? Why or Why not?

Does the Covid19 pandemic affect on sustainability? Is vaccine passport ethical?

Activities: Syllabus Review

Week 2 (September 21)

Topic: Tourism Impacts

Required Readings:

- **Impacts of Tourism_UNEP Website or**
- **Liu, D. (2016). Social Impact of Major Sports Events Perceived by Host Community. *Journal of Sports Marketing and Sponsorship*, 17(1), 78-91.**
- **Kontogeorgopoulos, N. (2004). Conventional tourism and ecotourism in Phuket, Thailand: Conflicting paradigms or symbiotic partners?. *Journal of Ecotourism*,3(2), 87-108.**

Discussion:

Are tourism impacts inevitable when developing a community as a tourist destination?

What are some of the greenwash "sins" that the tourism and/or hospitality industry might be guilty of?

Do we need to give up maximum growth? If not, what would be another option to replace this capitalistic philosophy, then?

Activity: Justice – Chapter 2

Week 3 (September 28)

Topic: The Myth or Reality of Sustainability Concept and Tourism

Required Readings:

- **Sharpley, R. (2010). The myth of sustainable tourism. Working paper – CSD Centre for Sustainable Development.**

- Liu, Z. (2003). Sustainable tourism development: A critique. *Journal of Sustainable Tourism* 11(6):459 – 475.

Discussion: TBA

Activity: Justice – Chapter 3

Week 4 (October 05):

Topic: Sustainable Planning Tools: Recreation Opportunity Spectrum; Visitor Impact Management; Carrying Capacity; Visitor Activity Management Process; Limits of Acceptable Change; Tourism Optimization Management Model; Indicator

Required Readings:

- Schianetz, K., Kavanagh, L., & Lockington, D. (2007). Concepts and tools for comprehensive sustainability assessments for tourism destinations: A comparative review. *Journal of Sustainable Tourism*, 15(4), 369-389.
- Choi, H.S., & Sirakaya, E. (2006). Sustainability indicators for managing community tourism. *Tourism Management* 27, 1274 – 1289.

Discussion: Which concept is proper to manage a destination at which level? Why? What are the strengths and weaknesses of above management concepts?

Activity: Justice – Chapter 4

Week 5 (October 12):

Fall Break Day

Week 6 (October 19):

Topic selection presentation

- Prepare a 5 min presentation why your topic is important for your critical review assignment.
- Each presenter is expected to prepare a one-page (one-sided, singled spaced) summary of your topic and the key references in your presentation for the class. Hand in one page summary to the instructor on October14.

Activity: Justice – Chapter 5

Discussion: In-class discussion on your research topic. Prepare for the 5 to 7 min presentation!!

Week 7 (October 26):

Topic: Tourism Planning

Required Readings:

- King, B., & Pearlman, M. (2009). Planning for tourism at local and regional levels: principles, practices, and possibilities. *The SAGE handbook of tourism studies*, 416-431.
- Burns, P. M. (2004). Tourism planning: A third way?. *Annals of Tourism Research*, 31(1), 24-43.

Discussion: Which concept is proper to manage a destination at which level? Why? What are the strengths and weaknesses of above management concepts?

Activity: Justice – Chapter 6

Week 8 (November 2):

Topic: Implementation

Required Readings:

- Jovicic, D. Z. (2014) Key issues in the implementation of sustainable tourism. *Current Issues in Tourism*, 17(4), 297-302.
- Jamal, T. & Tanase, A. (2005). Impacts and conflicts surrounding Dracula Park, Romania: The role of sustainable development principles. *Journal of Sustainable Tourism*, 13(5):440 – 455.

Activity: Justice – Chapter 7

Week 9 (November 09):

Topic: CSR initiatives in Hospitality and Tourism

Required Readings:

- Font, X., & Lynes, J. (2018). Corporate social responsibility in tourism and hospitality. *Journal of Sustainable Tourism*, 26(7), 1027-1046.
- Sheth, H., & Babiak, K. M. (2010). Beyond the game: Perceptions and practices of corporate social responsibility in the professional sport industry. *Journal of Business Ethics*, 91(3), 433-450.

Discussion: TBA

Activity: Justice – Chapter 8

Week 10 (November 16):

Topic: Future directions of sustainability research; Is the concept of sustainability utopian: Ideally perfect but impractical?

Required Readings:

- Weaver, D. (2014). Can sustainable tourism survive climate change? *Journal of Sustainable Tourism*, 19(1), 5-15.

- Bramwell, B., Higham, J., Lane, B. & Miller, G. (2017). Twenty-five years of sustainable tourism and journal of sustainable tourism: Looking back and moving forward. *Journal of Sustainable Tourism*, 25(1), 1-9.

Activity: Justice – Chapter 9

Week 11 (November 23):

Activity: Justice – Chapter 10

Activities: Final Presentation & Wrap up

Week 12 (November 30):

Take home Exam

Course Assessment

If at any time you feel that you were unfairly evaluated for the work you have completed, you are encouraged to contest and actively seek feedback as to reasons for lost marks.

			Associated Learning Outcomes	Due Date/ location
Assessment 1:	10%	Class participation	LO 1 - 7	<i>Weeks 1-11</i>
Assessment 2:	20%	Weekly Reflection Journal on Reading Assignments	LO 1 - 8	<i>Weeks 1-11</i>
Assessment 3:	15%	Mini-lecture	LO 1,2,6,8	
Assessment 4:	30%	Critical Review (Topic selection, (5%) & Final Paper (25%))	LO 1-8	<i>Week 5 Week 11</i>
Assessment 5:	10%	Final Presentation	LO 6-8	<i>Week 11</i>
Assessment 6:	15%	<i>Take home Exam</i>	LO 1-8	<i>Week 12</i>
Total	100%			

Teaching and Learning Practices

Lectures

- The basic method of instruction will be in-class discussion. Guest speakers are incorporated where possible.
- Class feedback is welcomed and encouraged.
- Students are strongly encouraged to prepare for, attend, and participate in class regularly.

Course Resources

Required Text: Sandel, M. (2010). Justice: What's The Right Thing To Do?. New York, NY: Farrar, Straus and Giroux.

Other Resources: Selected readings from research journals will be posted on the courselink for class discussion.

Assignment Description & Course Policies

Mini-lecture (15%)

The 15-minute mini-lecture should use Power Point.

The mini lecture should cover the full summary of each chapter reviewed, critique and two discussion questions.

The lecture may be on a chapter from Michael Sandel's Justice: What the rights thing to do.

The lecture may be done with one partner with my permission.

Lecture slots are limited. First come first served.

You must reserve a date for your lecture by September 17. Each student should choose two chapters.

Topics

- The greatest happiness principle: utilitarianism
- Do we own ourselves?: libertarianism
- Hired help: markets and morals
- What matters is the motive: Immanuel Kant
- The case for equality: John Rawls
- Arguing affirmative action
- Who deserves what?: Aristotle
- Justice and the common good.

Critical Review (25%)

You are asked to submit a critical review of a collection of related papers (minimum of 20) on a topic selected either from the list below or on a topic of your choosing (this must be approved by your instructor). The review will be graded both for technical content and quality of writing (style, organization, format and mechanics). You are encouraged to discuss the assignments with your fellow students and the instructor, but the written work must be completed on an individual basis. All assignments must be typewritten and submitted in the appropriate format. They must be turned by the beginning of class in Week 12. Late assignments are penalized (see course policy). The university policies regarding examinations and academic dishonesty will be strictly followed.

Some possible topics are

- The future challenges of sustainable development in tourism or sports
- The darker side of corporate social responsibility
- Conceptualizing fair tourism
- Pro-poor tourism (PPT)
- Slow tourism
- Justice and tourism or justice and sport
- Environmental Issues and Sport
- Fairness in sport sector
- Over-tourism
- Mega sport event and sustainability
- Is economic sustainability in tourism or sport achievable?
- Ecological modernization and sustainable development
- Political logic of sustainability
- Is ecotourism (or green tourism) a viable tool to rural development?
- Is sport tourism a viable tool for development in developing countries?

Criteria for evaluating a paper

Format, grammar, writing style – clear, coherent, free of unnecessary jargon. (15%)

Quality of references – refereed journal articles should be the majority (15%)

Overall substance of the body of report – depth, content, logic, use of empirical data or other evidence (50%)

Conclusions, implications (20%)

The assignment must conform to APA style. Your term paper should be 10 to 12 pages long (Title and reference pages are not included). You are allowed to use 3 quotes (max); otherwise, always use your own words (paraphrase). This assignment is due NOV/27/2018(Tuesday) at 2:30 p.m. The late assignments will be penalized (see course policy).

Topic selection & presentation (10 mins) (5%)

According to Poynter (1993), selecting a research topic should be approached with the same caution as selecting a spouse. Most students find that one of the major challenges they face in conducting research is an inability to narrow their topic so that it can be fully treated within a reasonable period of time. Identifying a research question/topic or defining the research problem that is neither too broad nor too narrow is a challenge. Few choose well the first time around. You may have to revise your research questions/topics several times. The problem encountered most often is selecting a topic that is too broad, but the reverse problem is also sometimes true. An outcome of this course should be the development of a concrete topic for your major assignment or thesis.

Each student is required to select a topic. Have the topic approved by the instructor and write an outline for their critical review and submit the outline to the assignment section for grading. The outline must be detailed and formatted in APA Style. The Final Project Topic

Selection Assignment is worth 10% of the student's final course grade.

A 6 to 7-minute presentation (excluding 3 to 4 minute Q/A session) should contain the following components: a selected research topic, a list of the critical keywords, importance of the research topic in tourism, hospitality or food, the outline for their critical review and a list of the references used for preparing the presentation. Submit a two-page (double space) word document.

Class Participation (10%)

We should work together to make each class session a lively, 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, attentive, and contributing when and if appropriate 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 contribution about our various topics is welcome.

Also, one to two student(s) will be asked to prepare an article critique of two to three assigned readings (1 page, single spaced, times new roman) each week. Each student will take 2 turns leading discussion on assigned articles during the semesters. Discussion leads will present a brief summary of the paper, prepare discussion topics/questions, and lead discussion on the paper. The participation mark will be based on participation in discussion and class contributions throughout the semester.

Weekly Reflection Journal (20%)

You should note your highlights from the ASSIGNED readings, and to record your reflections. For weekly journal, use the following headings:

Weekly Journal for Week 2

1). Assigned reading for Week 2

 Highlights (sub-heading)

 Reflection (sub-heading)

- Submit your weekly journal at the beginning of each class for my signature.
- You will be asked to grade your own journal and submit it on Week 12 for assessment. Each week's journal is rated on a 5-point scale (5 = outstanding, far exceeds expectations; 4 = above average, exceeds expectations; 3 = satisfactory, meets expectations; 2 = needs improvement; and 1= not able to evaluate).
- Your self-graded journal mark can be lower or higher by 30%.
- The journal should be one-single spaced, typed.
- It is an individual assignment and I strongly recommend you not to discuss or share any portion of your journal with other students in this class.

Final Presentation (10%)

You will present your short version literature review assignment during our final in-person class meeting. The presentation should mirror the literature review itself. The presentation will be marked on its coherence, organization and style.

Final Exam (15%)

The final exam will be a take-home test. The format of the questions will be essay questions which require synthesis and application of course material to promote critical

thinking. The content of the exam will cover course material from the entire term. You may write up to 8 pages double-spaced, 12-point font, at least ¾ inch on all sides of the paper. The exam questions will be given in Week 11.

Late Submission & Absence

For this class, there are two types of absences: excused and unexcused. Excused absences include absences due to religious observances, intercollegiate athletics, University student government, a death in the family, and confirmed medical illnesses. All other reasons for an absence (e.g., heavy snowfall, car problems, job interview, vacation, computer problems, cat stuck in tree, etc.) are considered unexcused absences (talk to me ASAP if you think you might miss class for whatever reason).

For excused absences: You or a family member should contact me within 48 hours (if possible) of the assignment due date to request an extension.

If you get sick, I'll need documentation.

For unexcused absences: turned in on the date due at the beginning of class (10% penalty each day it is late)

A few more things that will help the class run more smoothly:

- Please do not leave the room while the class is in progress, except in the case of necessity (e.g., emergency, nature call). Drinks are allowed in the classroom, but no food (it can be disruptive to your neighbors and also me – should I call on you.). Turn off your cell phones before the start of class. If you have a special need to have it on, please visit with me to discuss the matter.
- If it is foreseeable that you must leave class early (e.g., doctors appt.), please let me know ahead of time so that I will know this when you get up and walk out. (Preparing for another class or an exam for other courses is not a valid reason to leave my class early.)

ASSIGNMENT FORMAT

All written work is to be professionally prepared and the following guidelines are to be followed where appropriate including:

- o Typed and double spaced (single spaced for weekly journal)
- o Free of typographical/spelling errors
- o Sources properly cited (APA style)
- o Stapled or bound
- o Turned in on the date due at the beginning of class (10% penalty each day it is late)
- o Include your name, due date and course number
- o Clarity of approach
- o Structure and organization
- o Logic and level of analysis
- o Focus
- o Support for your comments

- o Lack of grammatical and spelling errors
- o Comprehensiveness

Final Thoughts

If you are having problems, SPEAK UP! I am more than happy to help you with difficulties you are having in the course. This help is conditional upon you doing your job. That is, you should read the text and study the topics before you come to see me. The session is much more fruitful if you have tried to understand the material first. Please attend the lectures; it makes everyone's life much easier. Review and or read any material to be covered in a class before class.

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/2018-2019/genreg/sec_d0e2502.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 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/2018-2019/genreg/sec_d0e2952.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/>

Diversity, Equity, and Inclusion

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](#)

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, 2012. For regulations and procedures for Dropping Courses, see the Academic Calendar: <https://www.uoguelph.ca/registrar/calendars/graduate/current/sched/sched-dates-f10.shtml>

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.

Online Etiquette and Expectations

Despite being a virtual lecture. you are expected to behave the same as if you were arriving to class in person. It is crucial that each of you give (and receive!) respect to/from your colleagues within the online environment, and that at no point in time any student engages in behaviours that would be deemed as inappropriate or disrespectful in a non-virtual setting. This includes, but is not limited to, inappropriate virtual backgrounds, name-calling, verbal insults to the instructor/TA/other students, vulgar imagery or video content, intentional misuse of the Zoom system (e.g., repeatedly muting/unmuting oneself), sexually implicit comments or images, and so on. Essentially, nothing hurtful or offensive.

Please remember that the lectures will be recorded, and any such behaviours deemed inappropriate within the online context will result in the student being asked to leave the lecture room, and possibly removed entirely from the course depending on the severity of their actions, and being reported to the program director. My top priority is to ensure that students have a safe space where they are free to learn and work without fear of judgment or harassment. Especially in these difficult times, it is important that we come prepared to build each other up, rather than tear each other down.

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