

CLEMSON UNIVERSITY  
School of Health, Education, and Human Development  
Department of Park, Recreation, and Tourism Management



PRTM 345 – Tourism Management (19042)  
Critical Thinking Seminar (CT2)  
Spring 2016

Instructor	Lauren Duffy, Ph.D.
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Office	Lehotsky Hall 294
Office Hours	Monday: 12:30pm – 1:30pm <b>Or by appointment</b>
Course Time	M, W, F 11:15am – 12:05pm
Course Location	Lehotsky Hall 246
Teaching Assistant	E'Lisha Fogle

### Course Description

This course is designed to examine the management issues associated with offering tourism products and experiences to travelers by the private and public sector for the purpose of enhancing visitor opportunities making a profit and affecting change in a destination.

Furthermore, this is a *Critical Thinking Seminar (CT2)* that is designed to actively engage you in thinking deeply about various issues related to tourism management. Critical thinking is not about merely learning about content, but having the ability to think clearly and rationally. Because this course has a focus on critical thinking, it will not be taught in only a traditional lecture format but will also take form around class discussions about course readings and case studies. Thus, for you to be successful in this course you must engage with the readings carefully and come prepared to discuss them in class. CT2 seminars are part of the Clemson University's Quality Enhancement Plan – more information can be found here: <http://www.clemson.edu/assessment/thinks2/>.

### Course Objectives

Upon completion of this course, students will be able to:

1. Solve problems associated with tourism safety and security, crisis management, climate change, sustainability, supply chain management, new product development, marketing and communications, human resources and collaborative regional planning.
2. Identify management issues faced by tourism entrepreneurs, small businesses, corporations, nongovernmental organizations, government agencies and destination management organizations (DMOs).
3. Critically analyze a unique tourism management issue, problem, or opportunity faced by a tourism entrepreneur, SME, corporation, nongovernmental organization, government agency, or DMO.
4. Identify and address problems associated with the starting and managing a small or medium tourism enterprise (SMEs).
5. Assess the role of management in establishing standards and systems of service quality.

### HEHD Dispositions

The College of HEHD strives to educate leaders who are prepared to create and administer integrated education, health, and human- service systems. These leaders will be capable of bringing the collective resources of the community together to address the concerns and challenges facing many citizens of South Carolina. Therefore, HEHD will prepare professionals who, in addition to content knowledge and skills, hold these six dispositions:

1. Possess skills necessary to work collaboratively with individuals, families, and community groups from diverse backgrounds;
2. Possess skills necessary to lead effectively and creatively in complex and changing environments and to become agents of change;
3. Demonstrate flexibility, resilience, and adaptability, caring, ethical decision-making and ethical conduct;
4. Possess knowledge of organizational behavior and how governance and systems work;
5. Engage in professional development for continual growth and life-long learning; and
6. Attain a global perspective and level of knowledge and skill necessary to succeed in a complex global economy.

## Required Text & Technology

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There is no textbook for this course, however you must purchase case studies and articles from **Harvard Business**. You are required to purchase the course pack from Harvard Business Publishing (each document costs approximately \$3.95 if all are purchased). They need to be purchased from this website: <https://cb.hbsp.harvard.edu/cbmp/access/43555013>

**Blackboard:** All important material will be posted on the Blackboard site, including announcements, additional readings, etc. It is your responsibility to check Blackboard on a regular basis to stay up to date with this course.

**Laptop/Tablets:** I highly encourage everyone to bring a laptop/tablet if available as there will be in-class activities that may be used for these. However, there will be times when I ask you to put your computers away and take notes the old school way, by hand. When the laptops are out I ask that you please practice self-control on checking social sites, news, games, etc. I will exercise the right to take away laptop privileges if the laptop policy is abused. **Absolutely no electronics are used during guest speakers.**

## Course Policies

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1. Attendance Policy: Attendance is not required but highly recommended. Missed assignments/ points can only be made up with a valid excuse (e.g. death in immediate family, illness/ injury with an appropriately dated doctor's note\*, university sanctioned activity, etc.). Other absences that are planned in advance, communicated with me clearly, and are for good reasons (what is considered a good reason will be evaluated on a case by case scenario) may be considered if points need to be made up.

*\*Each student also has **one** opportunity to make up a participation assignment (e.g., in-class activity, homework assignment, or quiz) in which the student can make that assignment up without questions. This should be reserved for that day in the semester where you need a breather, are sick but not sick enough to go to the doctor, or otherwise can't get it together. \*\*You must notify me within **1 week** of your absence that you want to make these points up.*

Roll may be taken as an additional measure of student performance. Regardless of whether an absence is excused or unexcused, you are held accountable for all of the work covered in each class meeting.

If you miss class for any reason you are responsible for getting the reading assignments, lecture notes, handouts and all other information given out during the class **from your fellow classmates**. Things come up that may keep you out of class, but it is your responsibility to manage your courses and collect information you need. Contact me only if you have an excused absence and need to make-up an in-class points.

2. Critical Thinking. Critical thinking is the "intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency,

relevance, sound evidence, good reasons, depth, breadth, and fairness” (National Council for Excellence in Critical Thinking, 1987).

More simply, critical thinking is a self-aware process of thinking in a clear and systematic way in order to gain a deeper understanding. To do so it requires engaging in metacognition, which means reflecting on your own thinking by recognizing your biases, assumptions, and considering how you create knowledge. Critical thinking does not come naturally to most people; therefore, you must practice critical thinking – which is the goal of this course. While in-class activities, discussions of readings, and other assignments may help you practice critical thinking, the case studies used in this course are being used as critical thinking artifacts.

3. Communication: Email is the quickest way to get hold of me. Make sure you include ‘PRTM 345’ in the subject line. **Also make sure that you address your format your email appropriately: if you do not provide a subject line, do not address me by name, do not sign your own name, or otherwise do not take time to craft a well-constructed email, I may not respond.** Please contact me selectively for emergencies and questions that cannot wait. **Please note that I may not respond immediately on the weekends, 2am in the morning, or 30 minutes before assignments are due; please plan accordingly.**
4. Instructor Tardiness: If the instructor is more than 10 minutes late to class, the class is officially canceled.
5. Cell Phone Policy: Cell phones should not be used during class, please make sure cell phones are on silent before class begins. **Participation points will be deducted for repeat offenders.**
6. Respect: There will be zero toleration for acts of disrespect to myself or fellow classmates. Any students causing disruption will be asked to leave; continual disruption will result in withdraw from the class. **Period.**
7. Academic Integrity Policy: Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment. Cheating includes but is not limited to giving or receiving answers on assignments and test or using any materials or aids pertinent to assignments and tests without permission of the instructor. Any forms of cheating will be penalized under the discretion of the instructor.

“As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.”

When, in the opinion of a faculty member, there is evidence that a student has committed an act of academic dishonesty, the faculty member shall make a formal written charge of academic dishonesty, including a description of the misconduct, to the Associate Dean for Curriculum in the Office of Undergraduate Studies. At the same time, the faculty member may, but is not required to, inform each involved student privately of the nature of the alleged charge.

8. Plagiarism: **It is your responsibility to understand what constitutes plagiarism.** Plagiarism is defined as the intentional act of representing the words of another, as one’s own in any academic exercise. Plagiarism may occur on any paper, report, or other work submitted to fulfill course requirements. This includes submitting work done by another, whether a commercial or non-commercial enterprise, including web-sites, as one’s own work. Works that include copied sentences or paragraphs without proper citations, as well as entire articles, sections of books, periodicals, web articles, work from other students, and work you have previously submitted for a grade, are all considered forms of plagiarism. **Plagiarism is grounds for failing assignments and the course.** All students at Clemson University are

responsible for knowing the rules governing academic conduct. All written assignments will be submitted to Turnitin.com and saved within the repository.

**Resources on plagiarism:**

<http://www.clemson.edu/academics/academic-integrity/integrityplagiarism.html>

<http://www.clemson.edu/academics/academic-integrity/integrityfaq.html>

<https://www.indiana.edu/~istd/examples.html>

9. **Accommodations for students with disabilities:** Students with disabilities who need accommodations should make an appointment with Student Disability Services, to discuss specific needs within the first month of classes. Students should present a Faculty Accommodation Letter from Student Disability Services when they meet with instructors. Student Disability Services is located in Suite 239 Academic Success Building (656-6848; sds-l@clemson.edu). Please be aware that accommodations are not retroactive and new Faculty Accommodation Letters must be presented each semester.
10. **Writing-style Requirements:** All formal written assignments requiring citations should follow APA (6<sup>th</sup> edition) guidelines for writing. If you are considering graduate school, I would recommend purchasing the APA 6<sup>th</sup> Edition Manual now (<http://www.apastyle.org/>). Otherwise, they are for checkout in the library and much of the information can be found online. On written assignments, points will be deducted for excessive grammatical errors so please seek help from the writing center if necessary.

**In-text Citations (just a couple common formats):**

1. According to Kerns (2000) the quality of online surveys has vastly improved. (*not a direct quote*)
2. The quality of online surveys has vastly improved (Kerns, 2000). (*not a direct quote*)
3. Krippendorff (1982) stated that, "There are many kinds of travel – from those designed for the masses of tourists, to anonymous journeys following set patterns" (p. 37). (*direct quote*)
4. "There are many kinds of travel – from those designed for the masses of tourists, to anonymous journeys following set patterns" (Krippendorff, 1982, p. 37). (*direct quote*)

**Format for References:**

**Website:**

Kerns, I. (2000). E-surveys quality ranks higher than print. Retrieved March 6, 2005, from <http://www.aspe.org/archives/2000/02esurveys.html>.

**Journal Article/ Academic Paper:**

Krippendorff, J. (1982). Towards new tourism policies: The importance of environmental and socio-cultural factors. *Tourism Management*, 3(3), 135-148.

**Book:**

Becker, E. (2013). *Overbooked: The exploding business of travel and tourism*. New York: Simon & Schuster.

**Other online resources for APA formatting:**

<http://owl.english.purdue.edu/owl/resource/560/01/>

[http://media.clemson.edu/library/all\\_subjects/styleguides/apa.pdf](http://media.clemson.edu/library/all_subjects/styleguides/apa.pdf)

**\*Peer-reviewed articles** (aka: journal articles, manuscripts, work that has been reviewed by experts in the field) include articles that can be located using an academic search engine such as EBSCO, Academic Search Complete, LexisNexis, Google Scholar, etc. Be mindful that even though some reputable news reports may be included in the search results (e.g. New York Times), they are NOT considered peer-reviewed articles. You should not use Wikipedia and personal blog posts as resources in written papers.

11. **Other Academic Support Services:** Students may access a variety of academic support services to support your learning in the online classroom. Here are links to services available:

- Academic Success Center <http://www.clemson.edu/asc/staff.html>
- The Writing Center <http://www.clemson.edu/centers-institutes/writing/>
- Clemson Online Library Guides <http://libguides.clemson.edu/distanceed>
- Online Library Resources <http://www.clemson.edu/library/>
- Academic Advising <http://www.clemson.edu/academics/advising/index.html>
- Registrar <http://www.registrar.clemson.edu/html/indexStudents.htm>

12. **The Clemson University Title IX (Sexual Harassment) Statement:** Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Mr. Jerry Knighton is the Clemson University Title IX Coordinator. and is also the Director of Access and Equity. His office is located at 111 Holtzendorrf Hall, [864.656.3181](tel:864.656.3181) (voice) or [864.565.0899](tel:864.565.0899) (TDD).
13. **Incllement/Bad Weather Policy:** Class will only be cancelled if the university officially closes campus. Normally the university does not cancel classes due to bad weather. On those rare occasions when conditions indicate that a delay or a cancellation is necessary, an official announcement will be broadcast on local television stations. It is your responsibility to find out the status of campus closings before class and it is ultimately your responsibility to make a decision about your personal safety for traveling to and from campus.
14. **Drop/Withdrawal Dates for Semester:** **The last day to withdraw from this course without a final grade but with a 'W', is March 11<sup>th</sup>, 2016.** If you do not plan to take this course you must officially withdraw from this course by the above deadline.

## Course Assignments & Grading Procedure

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Late Penalty Policy: All assignments are due by their deadline in order to be eligible for full credit. Assignments turned in after the assignment is collected will be subject to the following late penalties: 20% deduction immediately, 50% deduction if it is more than 2 days late, and no credit awarded if it is over a week late. Late assignments should still be submitted to Blackboard under the assignment tab.

Points based grading. All points are weighted equally in this course (i.e. 5 points missed on a case study is the same as 5 points missed from reading questions). **I do not curve final grades.**

Extra Credit: There may be opportunities for extra credit available throughout the semester in the form of community volunteer opportunities, additional writing assignments, or other activity. However, these opportunities will be given to the class as a whole, and not to individual students seeking extra credit.

1. **Class Participation (in-class assignments, homework, and/or quizzes) (45pts)** –Participation is important to your success in this class. This class may have announced/unannounced quizzes, in-class assignments, and/or take-home activities. It is expected that you will be actively involved in class discussions. Class participation points cannot be made up without an excused absence, and can be lost for sleeping, unauthorized computer activity, texting, extreme tardiness, and/or leaving class early.
2. **California Critical Thinking Skills Test (CCTST; pre and post-test at 5pts each):** The CCTST is the premier critical thinking test that has been used across the U.S. as a discipline-neutral measure of reasoning. It has been designed to permit test-takers to demonstrate the critical thinking skills required to succeed in educational or workplace settings where solving problems and making decisions by forming reasoned judgments are important.

The test items range in difficulty and complexity, typically taking 45 – 50 minutes to complete. In PRTM 345, you will complete this exam twice, once at the beginning of the semester (pre) and once at the end (post). You will not be graded based on your performance on this test; however you will receive participation points for completing the exam both times. The length of time spent on the test is also recorded – you will not receive credit if you do not spend the appropriate time to take it. The CCTST has been included so that Clemson can collect data on the effectiveness of this course and other CT2 seminars.

3. **Case Studies (5 at 15pts each)** - The case studies are designed to encourage you to play an active role in the learning process, develop your critical thinking skills, and to be able to present your ideas in a professional fashion. For each case, students will submit a paper (page length to be announced per case; Double-spaced, 1-inch margins, 12pt Times New Roman Font), following the case study method outlined in the handout provided in the introductory module:
  1. **Defining the issue(s)/Problem Statement**
  2. **Analyzing Case Data**
  3. **Generating Alternatives**
  4. **Evaluating Alternatives**
  5. **Final recommendation**

Each case study will have **two dedicated class discussions** that you will need to prepare for (noted on the course calendar): **Part 1** of the discussion will address ‘case specific’ questions which should help guide your reading and are aimed to help strengthen your comprehension of the core issues in each case study. **Part 2** of the discussion will address the case study method as outlined above.

**Each student is expected to contribute to the class discussion.** You will be evaluated on your in-class contributions to the case study discussions as well as your written submission. You can access the course pack on the Harvard Business Education site at <https://cb.hbsp.harvard.edu/cbmp/access/43555013>

*Submission Procedures:* Cases will be collected electronically through Blackboard and submitted to Turnitin.com.

*\*\*Written responses to the case studies are CT2 artifacts*

4. **Exams (90pts)** – Three (3) exams will be given in this class. Question format may be short answer, multiple choice, true/false, fill in the blank, matching, and/or essay.

**Exam 1 (30pts) – February 17**

**Exam 2 (30pts) – March 11**

**Exam 3 (30pts) – April 22**

5. **Comprehensive Final Exam (50pts)** – The final exam will be completed in-class during the final exam period (Tuesday April 26, 8am – 10:30am). Question format may be short answer, multiple choice, true/false, fill in the blank, matching, and/or essay.

Graded Items	Points
California Critical Thinking Skills Test (2 @5pts each)	10
Class participation (in-class assignments/ homework)	45
Case Studies (5 @ 15 points each)	75
Exam 1	30
Exam 2	30
Exam 3	30
Comprehensive Final Exam*	
<i>*Students with a standing of an 'A' before the final may be exempt.</i>	50
<b>TOTAL</b>	<b>200/250</b>

**Grading Scale:**

A	(90 – 100% ) Excellent indicates work of a very high character, the highest grade given
B	(80 – 89%) Good indicates work that is definitely above average, though not of the highest quality.
C	(70 – 79%) Fair indicates work of average or medium character.
D	(60 – 69%) Pass indicates work below average and unsatisfactory, the lowest passing grade.
F	(59% and below ) Failed indicates that the student knows so little of the subject that it must be repeated in order that credit can be received.
I	Incomplete indicates that a relatively small part of the semester’s work remains undone. Grade I is not given to a student who made a grade of F on his/her daily work. The incomplete grade is calculated as an F in the student’s GPA until the work is made up and a final grade is assigned. Students are allowed thirty days after the beginning of the next scheduled session excluding summers and regardless of the student’s enrollment status, to remove the incomplete grade, normally only one extension for each I may be granted, and this is under unusual circumstances. The extension must be approved in writing by the instructor of the course and the chair of the department in which the course was taken. The extension will indicate the nature and amount of work to be completed and the time limit (students under this policy are prohibited from removing the ‘I’ by repeating the course). A letter grade of I converts to F unless the incomplete is removed within the specified time.

Spring 2016 PRTM 345 - Course Outline

(Subject to change)

Module	Date	Readings Due*	Assignments Due*
<b>Course Introduction</b>	Wed. 1/6	Syllabus (yes, I want you to read it!) Case Study Instructions  <i>*There may be other readings throughout the semester not listed in the calendar</i>	<i>*There may be other assignments (e.g. homework, in-class activities) due through the semester; this column does not include these assignments</i>
	Fri 1/8	Critical Thinking, Reading, and Writing (Troyka, 1999)	<b>California Critical Thinking Skills Test (pre)</b>
<b>Module 1: Introduction to Tourism Management</b>	Mon 1/11	Introduction: Conceptualizing Tourism (Hall & Lew, 2009; Chapter 1 of Understanding and Managing Tourism Impacts: An Integrated Approach)	
	Wed 1/13		
	Fri 1/15	Generic Skills for Hospitality Management (Raybould & Wilkins, 2006)	<b>Plagiarism Certificate</b>
	Mon 1/18	No class – MLK Day	
	Wed 1/20	The Darwinian Workplace (Netessine & Yakubovich, 2012) ( <i>This is in the Harvard Business Review Course Pack</i> ) Labor Mobility and Market Structure in Tourism (Riley, 2004)	
	Fri 1/22		
<b>Module 2: Crisis &amp; Social Media Management</b>	Mon 1/25	Social Media Listening Center  Social media in tourism and hospitality: a literature review (Leung, Law, van Hoof, & Buhalis, 2013)	<i>You will be assigned one of these two days to attend a tour of the SMLC; for the day that you do not tour, you will have a recorded lecture that goes with this reading.</i>
	Wed 1/27		

Module	Date	Readings Due*	Assignments Due*
	Fri 1/29	Crisis management in tourism (Tse, 2006)  <b>Case Study Discussion #1 Pt. 1</b>	
	Mon 2/1	<b>Guest Lecture – Shawna Cass</b>	
	Wed 2/3	<b>Case Study Discussion #1 Pt 2</b>	<b>Case Study Report #1: Fritidsresor: Under Pressure</b> <i>(your case study report is due at the beginning of class)</i>
	Fri 2/5		
	Mon 2/8	Who gave that hotel five stars? The concierge... (Mayzlin, Dover, & Chevalier, 2012)  <b>Case Study Discussion #2 Pt. 1</b>	
	Wed 2/10	<b>9:30am – 1pm</b> <b>Hendrix Student Center</b>	
	Fri 2/12	<b>Case Study Discussion #2 Pt. 2</b>	<b>Case Study Report #2: Managing Online Trip Reviews</b>
	Mon 2/15		
	Wed 2/17	<b>Exam 1</b>	
<b>Module 3: Sustainable Tourism and Supply Chain Management</b>	Fri 2/19	The Birth of Sustainability (Edwards, 2005 from 'The Sustainability Revolution: portrait of a paradigm shift) Silent Spring (Morris, 2007) Limits to Growth (Morris, 2007)	

Module	Date	Readings Due*	Assignments Due*
	Mon 2/22	I reckon... which comes first, the tourist gaze or the creation of the abyss? (Zuefle, 2003)	
	Wed 2/24		
	Fri 2/26		
	Mon 2/29		
	Wed 3/2	Consumption dwarfs population as main environmental threat (Pearce, 2009) The elephant in the room (Ridgeway, 2013) Sustainability is not only good business, it's a growth strategy (Leonard, 2011)	
	Fri 3/4	Sustainable Supply Chain Management in Tourism (Font, Tapper, Schwartz, & Kornilaki, 2006)  <b>Case Study Discussion #3 Pt. 1</b>	
	Mon 3/7	<b>Case Study Discussion #3 Pt. 2</b>	<b>Case Study Report #3: Making Green Delicious: Sustainability at Jamie Kennedy Kitchens</b>
	Wed 3/9		
	Fri 3/11	<b>Exam 2</b>	
	Mon 3/14	No class – Spring Break	

Module	Date	Readings Due*	Assignments Due*
	Wed 3/16	No class – Spring Break	
	Fri 3/18	No class – Spring Break	
<b>Module 4: SMEs in Tourism</b>	Mon 3/21	SMEs in tourism (Buhalis & Peters, 2006)	
	Wed 3/23	Advantages and disadvantages of franchising (Chapter 11)	
	Fri 3/25	Five Barriers to Innovation : Key questions and answers (IBM, 2006)	
	Mon 3/28		
	Wed 3/30	Understanding the challenges of implementing best practices in hospitality and tourism SMEs (Hwang & Lockwood, 2006)	
	Fri 4/1		
	Mon 4/4	<b>Case Study Discussion #4 PT. 1</b>	
	Wed 4/6	<b>Case Study Discussion #4 PT. 2</b>	<b>Case Study #4: Morgan’s Rock Hacienda</b>
<b>Module 5: Customer Service and TQM</b>	Fri 4/8		<b>California Critical Thinking Skills Test (post)</b>
	Mon 4/11	Deconstructing Service Quality and Customer Satisfaction (Torres, 2014)	
	Wed 4/13		
	Fri 4/15	<b>Case Study Discussion #5 PT. 1</b>	

Module	Date	Readings Due*	Assignments Due*
	Mon 4/18	Case Study Discussion #5 PT. 2	Case Study #5: The Ritz Carlton Hotel Company
	Wed 4/20		
	Fri 4/22	Exam 3	
Exam Week	Tue 4/26	Comprehensive Final Exam – 8am – 10:30am	