




# Business Administration

Course Number:	<b>BUAD 498</b>
Course Title:	<b>DIRECTED STUDIES IN BUSINESS</b>
Credits:	3
Calendar Description:	This course is open ordinarily to students in Business and may consist of supervised reading, participation in a seminar, and one or more applied research projects. This three-credit course may be taken over one or two semesters. A student may receive credit for this course twice with a different topic.
Semester and Year:	<b>FALL 2020</b>
Prerequisite(s):	Fourth-year standing, permission of the department and agreement of a Department of Business faculty member to supervise the directed study.
Corequisite(s):	No
Prerequisite to:	No
Final Exam:	No
Hours per week:	5 (one hour scheduled with professor and minimum 4 hours outside of official meeting times)
Graduation Requirement:	Elective – all options
Substitutable Courses:	No
Transfer Credit:	
Special Notes:	
Originally Developed:	Fall 2009
EDCO Approval:	January 2015

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Chair's Approval: 
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A Directed Study examining culturally sustainable rural tourism development through supervised reading and research is proposed for Fall 2020. The student, Amy Kneller 300220466, will meet the instructional objectives of the course outlined below under the guidance and direction of the faculty member, Danielle Robinson. The directed study will have the following learning outcomes:

- Examine the reciprocal effects of globalization, agriculture, rural areas and tourism.
- Describe theories of cultural sustainability and their application within rural tourism development contexts with particular attention to the Thompson Okanagan region.
- Evaluate the role of policy, planning and voluntary certification systems in culturally sustainable rural tourism with particular consideration to Covid-19 responses.
- Identify a variety of opportunities for funded applied research related to rural tourism.
- Explore knowledge mobilization strategies for rural tourism applied research

### Evaluation

Systems bibliography annotating 20 readings	25%
2-pager on 'best' practices in applied research and knowledge mobilization	5%
Summary of applied research opportunities	5%
Research project proposal	10%
Final research project/paper/presentation	40%
Self-reflection journals	15%

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### Weekly Schedule

Week	Theme	Tentative Reading List	Connect	Deliver (by following Sunday 11:59pm)
1	Rural tourism as a response to, and agent of globalization	<p>George, E. W., Mair, H., &amp; Reid, D. G. (2009). <i>Rural Tourism Development: Localism and Cultural Change</i>. Channel View Publications. Chapters 1 and 2.</p> <p>MacDonald, R., &amp; Jolliffe, L. (2003). Cultural rural tourism. <i>Annals of Tourism Research</i>, 30(2), 307–322.</p> <p>Senese, D. (2010). Amenity Resources and Rural Change in the Okanagan Valley of British Columbia. In <i>The Rural-Urban Fringe in Canada: Conflict &amp; Controversy</i> (pp. 158–175).</p>	1 hour Zoom meeting 12-1pm Thursdays	Summary of assignment expectations and confirmed reading list selections
2	Food systems and agritourism	<p>Agricultural Land Commission (ALC). (2016). <i>Agricultural Land Commission Act, Policy L-04, October 2016. Activities Designated as Farm Use: Agri-tourism activities in the Agricultural land reserve (ALR)</i>.</p> <p>Chase, L., Stewart, M., Schilling, B., Smith, B., &amp; Walk, M. (2018). Agritourism: Toward a Conceptual Framework for Industry Analysis. <i>Journal of Agriculture, Food Systems, and Community Development</i>, 8(1), 1–7. <a href="https://doi.org/10.5304/jafscd.2018.081.016">https://doi.org/10.5304/jafscd.2018.081.016</a></p> <p>Everett, S., &amp; Slocum, S. L. (2013). Food and tourism: an effective partnership? A UK-based review. <i>Journal of Sustainable Tourism</i>, 21(6), 789–809. <a href="https://doi.org/10.1080/09669582.2012.741601">https://doi.org/10.1080/09669582.2012.741601</a></p> <p>Sidali, K. L., Morocho, P. Y., &amp; Garrido-Pérez, E. I. (2016). Food tourism in indigenous settings as a strategy of sustainable development: The case of Ilex guayusa Loes. In the Ecuadorian amazon. <i>Sustainability</i></p>		

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		<p>(Switzerland), 8(10). <a href="https://doi.org/10.3390/su8100967">https://doi.org/10.3390/su8100967</a></p> <p>Skim read:</p> <p>Vaugeois, N., Bence, S., &amp; Romanova, A. (2017). <i>Farm Diversification Through Agri-tourism: A Manual to Guide Development</i>. www.gov.bc.ca/agriservicebc</p>		
3	Reciprocal effects of agriculture, rural areas and tourism	<p>Berno, T., Laurin, U., &amp; Maltezas, G. (2014). The special role of agriculture in food tourism. In <i>Have Fork Will Travel</i> (pp. 105–114). WFTA.</p> <p>Brimm, B. K., Kerssen, T., &amp; Brent, Z. (2014). <i>Food Sovereignty Tours: Can “alternative tourism” contribute to food sovereignty?</i></p> <p>Carrigan, M., Lazell, J., Bosangit, C., &amp; Magrizos, S. (2017). Burgers for tourists who give a damn! Driving disruptive social change upstream and downstream in the tourist food supply chain. <i>Journal of Sustainable Tourism</i>, 25(11), 1563–1582. <a href="https://doi.org/10.1080/09669582.2017.1291652">https://doi.org/10.1080/09669582.2017.1291652</a></p> <p>Johnson, L. Schnakenberg, G. &amp; Perdue, N. (2016). Placing local food systems: Farm tours as place-based sustainability education. <i>Journal of Sustainability Education</i>, 11.</p> <p>Kim, S., Lee, S. K., Lee, D., Jeong, J., &amp; Moon, J. (2019). The effect of agritourism experience on consumers’ future food purchase patterns. <i>Tourism Management</i>, 70(August 2018), 144–152. <a href="https://doi.org/10.1016/j.tourman.2018.08.003">https://doi.org/10.1016/j.tourman.2018.08.003</a></p>		Self-reflection journal #1
4	Exploring approaches to applied rural	<p>Chambers, D., &amp; Buzinde, C. (2015). Tourism and decolonisation: Locating research and self. <i>Annals of Tourism Research</i>, 51, 1–16.</p>		

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	<p>tourism research and knowledge mobilization strategies</p>	<p><a href="https://doi.org/10.1016/j.annals.2014.12.002">https://doi.org/10.1016/j.annals.2014.12.002</a></p> <p>Dodds, R., Ali, A., &amp; Galaski, K. (2016). Mobilizing knowledge: determining key elements for success and pitfalls in developing community-based tourism. <i>Current Issues in Tourism</i>, 1–22. <a href="https://doi.org/10.1080/13683500.2016.1150257">https://doi.org/10.1080/13683500.2016.1150257</a></p> <p>Falk, J. H., Ballantyne, R., Packer, J., &amp; Benckendorff, P. (2012). Travel and Learning: A Neglected Tourism Research Area. <i>Annals of Tourism Research</i>, 39(2), 908–927. <a href="https://doi.org/10.1016/j.annals.2011.11.016">https://doi.org/10.1016/j.annals.2011.11.016</a></p> <p>Koster, R. L. P., &amp; Lemelin, R. H. (2009). Appreciative Inquiry and Rural Tourism: A Case Study from Canada. <i>Tourism Geographies</i>, 11(2), 256–269. <a href="https://doi.org/10.1080/14616680902827209">https://doi.org/10.1080/14616680902827209</a></p>		
<p>5</p>	<p>Theories of cultural sustainability</p>	<p>Bramwell, B., Higham, J., Lane, B., &amp; Miller, G. (2017, January 2). Twenty-five years of sustainable tourism and the Journal of Sustainable Tourism: looking back and moving forward. <i>Journal of Sustainable Tourism</i>, 25(1), 1–9. <a href="https://doi.org/10.1080/09669582.2017.1251689">https://doi.org/10.1080/09669582.2017.1251689</a></p> <p>Dessein, J., Soini, K., Fairclough, G., &amp; Horlings, L. G. (2015). <i>Culture in, for and As Sustainable Development; Conclusions from the COST Action IS1007 Investigating Cultural Sustainability</i>. <a href="https://doi.org/10.13140/RG.2.1.3380.7844">https://doi.org/10.13140/RG.2.1.3380.7844</a></p> <p>Jamal, T., Camargo, B., Sandlin, J., &amp; Segrado, R. (2010). Tourism and Cultural Sustainability: Towards an Eco-cultural Justice for Place and People. <i>Tourism Recreation Research</i>, 35(3), 269–279. <a href="https://doi.org/10.1080/02508281.2010.11081643">https://doi.org/10.1080/02508281.2010.11081643</a></p> <p>Swanson, K. K., &amp; DeVereaux, C. (2017). A theoretical framework for</p>		<p>2-pager on approaches to research and knowledge mobilization</p>

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		<p>sustaining culture: Culturally sustainable entrepreneurship. <i>Annals of Tourism Research</i>, 62, 78–88.  <a href="https://doi.org/10.1016/j.annals.2016.12.003">https://doi.org/10.1016/j.annals.2016.12.003</a></p> <p>Skim read:</p> <p>Hawkes, J. (2001). The Fourth Pillar of Sustainability. <i>Culture’s Essential Role in Public Planning</i>.  <a href="http://www.culturaldevelopment.net/downloads/OrderFourthPillarbook.doc">http://www.culturaldevelopment.net/downloads/OrderFourthPillarbook.doc</a></p>		
6	Rural tourism policy	<p>Hall, C.M. (2011). Policy learning and policy failure in sustainable tourism governance: from first-and second-order to third-order change? <i>Journal of Sustainable Tourism</i>, 19(4–5), 649–671.</p> <p>Mair, H. (2006). Global Restructuring and Local Responses: Investigating Rural Tourism Policy in Two Canadian Communities. <i>Current Issues in Tourism</i>, 9(1), 1–45. <a href="https://doi.org/10.1080/13683500608668237">https://doi.org/10.1080/13683500608668237</a></p> <p>Province of British Columbia. (2019). <i>WELCOMING VISITORS – BENEFITING LOCALS – WORKING TOGETHER</i>.  <a href="https://www2.gov.bc.ca/assets/gov/tourism-and-immigration/tourism-industry-resources/our-tourism-strategy/welcoming_visitors_benefiting_locals_working_together_-_final.pdf">https://www2.gov.bc.ca/assets/gov/tourism-and-immigration/tourism-industry-resources/our-tourism-strategy/welcoming_visitors_benefiting_locals_working_together_-_final.pdf</a></p> <p>Innovation Science and Economic Development Canada. (2019). <i>CREATING MIDDLE CLASS JOBS : A FEDERAL TOURISM GROWTH STRATEGY CRÉER DES EMPLOIS POUR LA CLASSE MOYENNE : UNE STRATÉGIE FÉDÉRALE POUR</i>.  <a href="https://www.ic.gc.ca/eic/site/134.nsf/eng/00003.html">https://www.ic.gc.ca/eic/site/134.nsf/eng/00003.html</a></p>		Research project proposal
7	Strategic planning and	<p>Schnell, S. M. (2011). The local traveler: farming, food, and place in state and provincial tourism guides, 1993–2008. <i>Journal of Cultural</i></p>		

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	marketing for/with rural tourism destinations	<p><i>Geography</i>, 28(2), 281–309.  <a href="https://doi.org/10.1080/08873631.2011.583441">https://doi.org/10.1080/08873631.2011.583441</a></p> <p>Sears, D., &amp; Terrance G. Weatherbee. (2019). Wine Tourism and Regional Economic Development: Of Mimesis and Business Models. In <i>Wine Tourism Destination Management and Marketing</i> (pp. 515–536). Springer International Publishing. <a href="https://doi.org/10.1007/978-3-030-00437-8_32">https://doi.org/10.1007/978-3-030-00437-8_32</a></p> <p>Simpson, M. C. (2007). Community Benefit Tourism Initiatives. A conceptual oxymoron? <i>Tourism Management</i>, 29(1), 1–18.</p> <p>Ramsey, D., &amp; Malcolm, C. D. (2017). <i>The importance of location and scale in rural and small town tourism product development: The case of the Canadian Fossil Discovery Centre, Manitoba, Canada</i>.  <a href="https://doi.org/10.1111/cag.12409">https://doi.org/10.1111/cag.12409</a></p> <p>Skim read:          UNWTO. (2019). Guidelines for the Development of Gastronomy Tourism. In <i>Guidelines for the Development of Gastronomy Tourism</i>. World Tourism Organization (UNWTO).  <a href="https://doi.org/10.18111/9789284420957">https://doi.org/10.18111/9789284420957</a></p>		
8	Sustainability certification systems	<p>Graci, S., &amp; Dodds, R. (2015). Certification and labeling. <i>The Routledge handbook of tourism and sustainability</i>, 200-208.</p> <p>Dunk, R. M., Gillespie, S. A., &amp; MacLeod, D. (2016). Participation and retention in a green tourism certification scheme. <i>Journal of Sustainable Tourism</i>, 24(12), 1585-1603.</p>		Self-reflection journal #2
9	Covid-19 recovery responses at	<p><a href="https://www.destinationbc.ca/covid-19/destination-bc-response/">https://www.destinationbc.ca/covid-19/destination-bc-response/</a></p> <p><a href="https://www.oecd.org/coronavirus/policy-responses/tourism-policy-responses-to-the-coronavirus-covid-19-6466aa20/">https://www.oecd.org/coronavirus/policy-responses/tourism-policy-responses-to-the-coronavirus-covid-19-6466aa20/</a></p>		Annotated System Bibliography (20 sources)

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	difference scales	Gössling, S., Scott, D., & Hall, C. M. (2020). Pandemics, tourism and global change: a rapid assessment of COVID-19. <i>Journal of Sustainable Tourism</i> , 1-20.  <b>Or</b> Higgins-Desbiolles, F. (2020). Socialising tourism for social and ecological justice after COVID-19. <i>Tourism Geographies</i> , 1-14.  Skim read: <a href="http://crrf.ca/covid19/">http://crrf.ca/covid19/</a>		
10	Exploring future applied research opportunities			Annotated list of applied research opportunities
11	Research project			Progress report
12	Research project			Progress report
13	Research project			Final presentation/research project Self-reflection journal #3

### Amy Kneller's Statement of Intent

Through the unique opportunity with Professor Robinson I am extremely excited to pursue a directed research study with a focus that is a strong passion to both of us. I have loved the tourism and hospitality industry from a young age as I grew up with direct relation to it. With Professor Robinson's expertise and the completion of her thesis in this area the value of education and research under her guidance will provide a quality and valued education. This directed study will be of great value to my education and career moving forward as a class I have already completed with Professor Robinson I use in almost my everyday at work. Being an employee of Thompson Okanagan Tourism Association makes this directed study very relevant to my job. This directed study is something that I have been really thrilled to be offered as I think that it is a



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special opportunity to advance my education and career path with a directed focus. This directed study is about more than credits; it will add to my overall education and further give me an advantage to the industry. I will be able to succeed in this directed study as the topic is a passion for me so I will be able to stay dedicated to the weekly zoom meetings, readings, and assignments.

### **SKILLS ACROSS THE BUSINESS CURRICULUM**

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The Okanagan School of Business promotes core skills across the curriculum. These skills include reading, written and oral communications, computers, small business, and academic standards of ethics, honesty and integrity.

### **STUDENT CONDUCT AND ACADEMIC HONESTY**

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#### **What is the Disruption of Instructional Activities?**

At Okanagan College (OC), disruption of instructional activities includes student “conduct which interferes with examinations, lectures, seminars, tutorials, group meetings, other related activities, and with students using the study facilities of OC”, as well as conduct that leads to property damage, assault, discrimination, harassment and fraud. Penalties for disruption of instructional activities include a range of sanctions from a warning and/or a failing grade on an assignment, examination or course to suspension from OC.

#### **What is Cheating?**

“Cheating includes but is not limited to dishonest or attempted dishonest conduct during tests or examinations in which the use is made of books, notes, diagrams or other aids excluding those authorized by the examiner. It includes communicating with others for the purpose of obtaining information, copying from the work of others and purposely exposing or conveying information to other students who are taking the test or examination.”

Students must submit independently written work. Students may not write joint or collaborative assignments with other students unless the instructor approves it in advance as a group/team project. Students who share their work with other students are equally involved in cheating.

#### **What is Plagiarism?**

Plagiarism is defined as “the presentation of another person’s work or ideas without proper or complete acknowledgement.” It is the serious academic offence of reproducing someone else’s work, including words, ideas and media, without permission for course credit towards a certificate, diploma, degree and/or professional designation. The defining characteristic is that the work is not yours.

“Intentional plagiarism is the deliberate presentation of another’s work or ideas as one’s own.” Intentional plagiarism can be a copy of material from a journal article, a book chapter, data from the Internet, another student, work submitted for credit in another course or from other sources.

“Unintentional plagiarism is the inadvertent presentation of another’s work or ideas without proper acknowledgement because of poor or inadequate practices. Unintentional plagiarism is a failure of scholarship; intentional plagiarism is an act of deceit.”

#### **What are the Students’ Responsibilities to Avoid Plagiarism?**

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Students have a responsibility to read the OC Plagiarism Policy and Procedures outlined in the OC calendar, which is available in online format [www.okanagan.bc.ca](http://www.okanagan.bc.ca). Students must acknowledge the sources of information used on all their assignments. This usually involves putting the authors' name and the year of publication in parentheses after the sentence in which you used the material, then at the end of your paper, writing out the complete references in a Reference section.

“Students are responsible for learning and applying the proper scholarly practices for acknowledging the work and ideas of others. Students who are unsure of what constitutes plagiarism should refer to the UBC publication *“Plagiarism Avoided; Taking Responsibility for your Work”*. This guide is available in OC bookstores and libraries.

Students are expected to understand research and writing techniques and documentation styles. The Okanagan School of Business requires the use of the APA or MLA style, but suggests that students cite references using the APA guidelines (see Publication Manual of the American Psychological Association, 7<sup>h</sup> edition (2019)). A copy of the APA manual is available in the reference section and also available for circulation from OC libraries. The library website has access to these two major citing styles.

### **What are the Penalties for Plagiarism and Cheating?**

The Okanagan School of Business does not tolerate plagiarism or cheating. All professors actively check for plagiarism and cheating and the Okanagan School of Business subscribes to an electronic plagiarism detection service. All incidents of plagiarism or cheating are reported and result in a formal letter of reprimand outlining the nature of the infraction, the evidence and the penalty. The Dean of the Okanagan School of Business and the Registrar record and monitor all instances of plagiarism and cheating. Penalties for plagiarism and cheating reflect the seriousness and circumstances of the offence and the range of penalties includes suspension from OC.