

## **LEI 4880: Research Methods in Tourism, Recreation and Sport Management**

College of Health and Human Performance  
Department of Tourism, Recreation and Sport Management  
University of Florida  
Spring 2020

### **Course Information**

Class Number	15241
Credits	3
Dates	January 7 <sup>th</sup> – April 21 <sup>st</sup>
Times	Tuesday: Period 4 (10:40am – 11:30am) Thursday: Periods 4-5 (10:40am – 12:35pm)
Location	Florida Gym (FLG) 285

### **Instructor Information**

Instructor	Joshua Vadeboncoeur
Office Location	Florida Gym 206 K
Email	<a href="mailto:jvadeboncoeur@ufl.edu">jvadeboncoeur@ufl.edu</a>
Phone	352-294-1764
Office Hours	Tuesdays & Thursdays (2:00pm – 4:00pm; or by appointment)

### **Course Description**

This course will introduce you to the research methodologies typically employed in research conducted within Tourism, Recreation and Sport Management and related fields. You will explore the theoretical underpinnings and related debates for data collection and analysis, as well as the ethical and personal dilemmas that can arise in both quantitative and qualitative research. You will also learn how to develop research questions, navigate each step of the research process, and design a study accordingly, which will be solidified through introductory exposure to different modes of data collection, management, and analysis. Additionally, this course is not meant to provide in-depth competence in any particular area – rather, highlighted will be the strengths and limits of various methods such as surveys, interviews, focus groups, ethnographic fieldwork, content analyses, etc.

A “learning by doing” attitude will be prioritized in this course, as you will be provided with a hands-on experience conducting social science research. Through in-class activities, practicums, and workshops, you will learn how to complete an ethics protocol, construct a survey questionnaire and interview guide, conduct an interview and what it feels to be interviewed, prepare for the “field,” conduct ethnographic field work, analyze qualitative data by way of coding (both manually and through data analysis software), employ reflexivity throughout the research process, and the different ways to write-up/present your research findings. In getting your “hands dirty,” you will be reminded that while no single methodological approach can examine the complexity of social interaction(s) and structures, you should be inspired to challenge and move past the traditional boundaries of social science research methods. In all, by the end of this course, you should feel prepared to evaluate and conduct a future research study of your own.

### **Course Objectives**

By the end of this course, you will be able to:

- Develop a foundational knowledge of key social science research methods
- Critically read, evaluate, and write about diverse research methods and work in our discipline
- Identify the epistemologies (and key debates) that serve as the foundation of research inquiry
- Explain the strengths and weaknesses of approaches to data collection and data analysis
- Formulate research questions and conduct original research using methods taught in this course
- Learn how to engage in ethical and reflexive research practices

## Course Information and Policies

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You will be responsible for all material covered in class. This is an undergraduate course and you are expected to show up for class on time, having read each of the assigned readings and come ready to discuss. Please note that you will not be successful in this course if you do not come to class prepared to be an active participant, as a successful course requires the preparation and full participation of each of its members (students and instructor alike).

### Communication

I can be best reached via email ([jvadeboncoeur@ufl.edu](mailto:jvadeboncoeur@ufl.edu)). Please be sure to include the course prefix and number, and keep in mind that all correspondence (including e-mails to the instructor) must be presented in a professional manner (e.g., proper spelling and grammar).

If personal circumstances arise that interfere with your ability to meet a deadline or attend class, please let me know as soon as possible. Only university accepted excuses will be accepted and documentation must be provided within 72 hours of missing the deadline. Requirements for make-up work are consistent with [university policies](#). To help ensure unplanned events do not prevent you from meeting a deadline, assignment submission windows are often available over several days allowing you to submit early. Assignments will not be accepted late. In the event that late assignments are accepted, there will be a substantial grade penalty assessed.

### Classroom Courtesy

Participation in the classroom requires of you to think carefully, listen, and pose questions to fellow classmates as much as it does sharing your own ideas. As such, this means that you should not only be present, but also set aside any distractions and place your attention on engaging with others. Keeping this in mind, you are free to use your laptop and/or tablet devices in the classroom, however, only for taking notes or other class-based activities. If you are found to be using your laptop/tablet for non-class purposes, you will receive a grade penalty (the same applies to cell phone use – which is prohibited).

In order to ensure a productive classroom environment, we must also be mindful of the tone in which we engage each other, as your comments should always come from a place of respect and understanding. This is not to say that critique and dissent to the readings, lectures, or others' ideas is not encouraged, as this can allow us as a collective to expand our analyses and perspectives; rather, we must remember to always do so by listening carefully and in a respectful manner. Disrespectful classroom behavior such as personal attacks and talking while others are talking will not be tolerated; thus, expected at all times will be mutual respect amongst yourself, classmates, myself (the instructor), and the educational process at large.

### Academic Integrity

The University of Florida and its community of scholars and learners are expected to be committed to the principles of responsibility, respect, and both academic and personal honesty. As a student, you should conduct yourself in accordance with the policies and regulations outlined in [The Orange Book](#), specifically those concerning the [student honor code](#). As such, academic dishonesty (e.g., cheating and plagiarism) will not be tolerated in this course. An act of academic dishonesty may result in loss of credit for a particular assignment or the course itself, as well as being reported to the Dean of Students Office (DSO). Please do not hesitate to consult with me if you happen to be unsure about how to cite/document a particular source. The following link is to a chart that may be helpful in understanding the various forms of plagiarism: <https://thevisualcommunicationguy.com/2014/09/16/did-i-plagiarize-the-types-and-severity-of-plagiarism-violations/>

### Course Evaluations

You are expected to provide feedback on the quality of instruction in this course by completing [online evaluations](#). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.

**Accommodations**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**U Matter, We Care**

U Matter, We Care is committed to creating a culture of care on our campus by encouraging members of our community to look after one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

**Copyright**

The materials used in this course are copyrighted. The content presented is the property of UF and may not be duplicated in any format without permission from the College of Health and Human Performance and UF, and may not be used for any commercial purposes. Content includes but is not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

**Syllabus Policy**

I strongly believe that allowing students the opportunity to participate in the development of a course is important, particularly as it concerns ensuring that the readings and topics discussed are not merely representative of my own perspectives. At any point in the semester, please feel free to let me know if there are any readings or topics (not currently on the syllabus) that you believe should be included, as I would be happy to discuss the potential incorporation of said reading/topic into this course. Likewise, I will submit that this syllabus serves as a general, tentative plan for this course. As such, in my role as instructor, I reserve the right to make changes to the syllabus as this course progresses and circumstances arise. Of course, you will be given ample notice of any such changes.

## Course Assignments

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**Note:** There is no assigned textbook for this course. However, you will be expected to complete each of the assigned weekly readings, which can be found on Canvas (and listed in the syllabus course schedule).

### **Attendance (10%)**

Attendance will be taken for each class. For Thursday class meetings, attendance will be noted by way of "credit/no credit" quizzes. These will be brief assessments given at the beginning of the class that cover material from the weekly topic at hand. We will go over the correct answers together as a class and each student's quiz sheet will be collected to document attendance for that class. If personal circumstances arise that interfere with your ability to attend class, please let me know as soon as possible. Only university accepted excuses will be accepted and documentation must be provided within 72 hours of missing class.

### **Positionality Paper (10%) (Due: Sunday, February 2<sup>nd</sup>)**

The purpose of this paper is to reflect on what is known as your positionality, whereby aspects of your identity (e.g., gender, race, class, sexuality, religion) can impact how you engage with the world around you. This is particularly important for researchers, as your lived experience can inform the way you see various social phenomena. In all, your truth is not necessarily the only truth. For your essay, think about the intersectionality of your identities and how it interacts with your positionality. Use this as a chance for me to understand your worldview on a deeper level. I want to be able to connect with your emotions and thoughts through your paper. All of this will be clarified in greater detail following our discussion in Week 2.

### **Research Question & Annotated Bibliography (15%) (Due: Sunday, February 23<sup>rd</sup>)**

This assignment will serve as the foundation for what you will undertake in the ethnographic fieldwork assignment to be completed later in the semester. First, you will be asked to identify a research question that you may wish to answer. You will discuss why you chose this question, in what ways it is important, and any preliminary specifics about how you might plan to answer it. Second, based on your question, you will complete an annotated bibliography. For this, you will select five (5) research articles that concern the broader topic of your question. You will be asked to provide a summary for each article and a memo reflecting on the assignment.

### **Interview Practicum Assignment (20%) (Due: Sunday, March 15<sup>th</sup>)**

Participation in this practicum assignment will provide you with the hands-on experience needed to effectively and efficiently conduct research interviews. You will be matched with a classmate (in groups of two or three depending on class enrollment) and serve the role as an interviewer and then as an interviewee. For these conversations, you will discuss with your partner(s) how you/they came to be university students. Each interview will last between 15 to 20 minutes and will be recorded via a free downloadable audio recording app. During the interviews, you will be expected to record and take notes. Following completion of this practicum, you will (1) transcribe the interview in which you served as the interviewer, and (2) complete a reflection memo on the interview process.

### **Ethnographic Fieldwork Assignment (25%) (Due: Sunday, April 12<sup>th</sup>)**

For this assignment, you will assume the role of ethnographer and partake in participant observation, field note taking, and analysis in a public space of your choice. You will identify two (2) different sites where you can observe or participate (in social life) in a way that is relevant to your previously identified research question. You will be expected to engage in at least two (2) hours of fieldwork per site – which means a total of four (4) hours of observation (i.e., data collection). Based on your observations, you will write up a set of detailed field notes. You will code these notes and write two (2) theoretical memos (i.e., brief write-ups of how your codes relate to your research question) that should include a reflection on your fieldwork experience. In all, there will be two (2) components of the assignment to turn in: (1) coded field notes, and (2) a pair of theoretical memos.

### **Final Assessment (20%) (In-Class: Tuesday, April 21<sup>st</sup>)**

A final assessment will take place on the last day of class, which will feature material covered from each module. More information on the structure of this assessment will be discussed later in the semester.

## Grading

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Grade Values				
Letter Grade		Percentage		Grade Points
A	=	93 – 100	=	4.00
A-	=	90 – 92.9	=	3.67
B+	=	87 – 89.9	=	3.33
B	=	84 – 86.9	=	3.00
B-	=	80 – 83.9	=	2.67
C+	=	77 – 79.9	=	2.33
C	=	74 – 76.9	=	2.00
C-	=	70 – 73.9	=	1.67
D+	=	67 – 69.9	=	1.33
D	=	64 – 66.9	=	1.00
D-	=	60 – 63.9	=	0.67
E	=	0 – 59.9	=	0.00

### Grade Appeal Policy

You have up to three (3) days after an assignment deadline to contact me with any issues or concerns, or submit to me your university accepted excuse, after which the grade is final. If late assignments are accepted, please know there will be a substantial grade penalty. Information regarding grade appeals can be found on the HHP website: <http://hhp.ufl.edu/current-students/academic-advising/appeals/>.

From the website: "Any student at HHP who feels his or her performance in a course has not been evaluated accurately should first discuss any concerns with the instructor. If the disagreement is not resolved at that level, the student should consult the department chair, and if still unresolved, contact the Associate Dean for Academic Affairs."

### Incomplete Grade Policy for HHP

Information regarding incomplete grades can be found on the HHP website: <http://hhp.ufl.edu/current-students/academic-advising/incomplete/>.

From the website: "An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which the student has: completed a major portion of the course with a passing grade; been unable to complete course requirements before the end of the term (e.g. before the final exam is taken) because of extenuating circumstances; or, obtained agreement from the instructor and arranged for resolution of the incomplete grade. "I" grades are not to be used when the student is doing less than satisfactory work in a class and the instructor "wants to provide them another chance to do better." Instructors are not required to assign incomplete grades."

## Tentative Course Schedule

<b>Week 1: Course Introduction</b>	
<b>Readings</b>	No readings. Just come prepared to introduce yourself!
<b>Class Dates &amp; Topics</b>	<p><b>Tuesday, January 7</b> Course overview and syllabus review</p> <p><b>Thursday, January 9</b> What is research? An introduction to social science research</p>
<b>Week 2: Philosophy of Science (Foundations of Research)</b>	
<b>Readings</b>	Ponterotto, J. G. (2005). Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science. <i>Journal of Counseling Psychology</i> , 52(2), 126-136. <b>(Contextual Definitions, Research Paradigms &amp; Research Paradigms and Philosophy of Science: pp. 127-132)</b>
<b>Class Dates &amp; Topics</b>	<p><b>Tuesday, January 14</b> Philosophical assumptions/parameters and research paradigms</p> <p><b>Thursday, January 16</b> Positionality and researcher reflexivity</p>
<b>Week 3: Thinking about the Research Process</b>	
<b>Readings</b>	<p>Hesse-Biber, S., &amp; Leavy, P. (2011). <i>The practice of qualitative research</i> (2nd ed.). Thousand Oaks, CA: Sage. <b>(Chapter 4: The Ethics of Social Research)</b></p> <p>Daley, K. (2015). The wrongs of protection: Balancing protection and participation in research with marginalized young people. <i>Journal of Sociology</i>, 51(2), 121-138.</p>
<b>Class Dates &amp; Topics</b>	<p><b>Tuesday, January 21</b> Ethics in research</p> <p><b>Thursday, January 23</b> Ethics in research</p>
<b>Week 4: Initial Steps in the Research Process</b>	
<b>Readings</b>	Pajo, B. (2018). <i>Introduction to research methods: A hands-on approach</i> . Thousand Oaks, CA: Sage. <b>(Chapter 2: Formulating a Research Question)</b>
<b>Class Dates &amp; Topics</b>	<p><b>Tuesday, January 28</b> Research questions, theoretical frameworks, and variables</p> <p><b>Thursday, January 30</b> Research questions, theoretical frameworks, and variables</p>

**Assignment Due**  
Positionality Paper  
Sunday, Feb. 2

### Week 5: Choosing an Appropriate Methodological Strategy

**Readings** Andrew, D. P. S., Pederson, P. M., & McEvoy, C. D. (2011). *Research methods and design in sport management*. Champaign, IL: Human Kinetics. **(Chapters 4 & 5)**

**Class Dates & Topics**  
**Tuesday, February 4**  
Research design, sampling, and quality  
**Thursday, February 6**  
Research design, sampling, and quality

### Week 6: Navigating Quantitative Inquiry

**Readings** Fink, A. (2017). *How to conduct surveys: A step-by-step guide* (6th ed.). Thousand Oaks, CA: Sage. **(Chapter 2: The survey form: Questions, scales, and appearance)**  
Pajo, B. (2018). *Introduction to research methods: A hands-on approach*. Thousand Oaks, CA: Sage. **(Chapter 7: Data collection for quantitative research)**

**Class Dates & Topics**  
**Tuesday, February 11**  
Basics of questionnaires  
**Thursday, February 13**  
Building a questionnaire

### Week 7: Navigating Qualitative Inquiry

**Readings** Hesse-Biber, S., & Leavy, P. (2011). *The practice of qualitative research*. Thousand Oaks, CA: Sage. **(Chapter 1: The craft of qualitative research: A holistic approach)**  
Pajo, B. (2018). *Introduction to research methods: A hands-on approach*. Thousand Oaks, CA: Sage. **(Chapter 11: Qualitative designs and data collection)**

**Class Dates & Topics**  
**Tuesday, February 18**  
Designing a qualitative study  
**Thursday, February 20**  
Qualitative interviews

**Assignment Due**  
Annotated Bibliography  
Sunday, Feb. 23

### Week 8: Interviews

**Readings** Lamont, M., & Swidler, A. (2014). Methodological pluralism and the possibilities and limits of interviewing. *Qualitative Sociology*, 37, 153-171.  
Poland, B., & Pederson, A. (1998). Reading between the lines: Interpreting silences in qualitative research. *Qualitative Inquiry*, 4(2), 293-312.

**Class Dates & Topics**  
**Tuesday, February 25**  
Qualitative interviews  
**Thursday, February 27**  
Interview practicum

### Week 9: Spring Break (No Class)

### Week 10: Ethnographic Research

**Readings** Hammersley, M., & Atkinson, P. (2007). *Ethnography: Principles in practice* (3rd ed.). New York, NY: Routledge. **(Chapter 1: What is ethnography?)**

**Class Dates & Topics**

**Tuesday, March 10**  
Focus groups

**Thursday, March 12**  
An introduction to ethnographic research

**Assignment Due**  
Interview Practicum  
Sunday, Mar. 15

### Week 11: Ethnographic Research (continued)

**Readings** Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes* (2nd ed.). Chicago, IL: University of Chicago Press. **(Chapters 1 & 2)**

**Class Dates & Topics**

**Tuesday, March 17**  
Doing ethnography and participant observation

**Thursday, March 19**  
Doing ethnography and participant observation

### Week 12: Alternative Modes of Inquiry

**Readings**

**Class Dates & Topics**

**Tuesday, March 24**  
Narrative inquiry

**Thursday, March 26**  
Narrative inquiry

### Week 13: Alternative Modes of Inquiry (continued)

**Readings** MacDonald, C. (2012). Understanding participatory action research: A qualitative research methodology option. *Canadian Journal of Action Research*, 13(2), 34-50.

Curry, T. J. (1986). A visual method of studying sports: The photo-elicitation interview. *Sociology of Sport Journal*, 3, 204-216.

**Class Dates & Topics**

**Tuesday, March 31**  
Unobtrusive methods

**Thursday, April 2**  
Photo elicitation

### Week 14: Analyzing Qualitative Data

**Readings** Hesse-Biber, S., & Leavy, P. (2011). *The practice of qualitative research*. Thousand Oaks, CA: Sage. **(Chapter 12: Analysis and interpretation of qualitative data)**

Seror, J. (2005). Computers and qualitative data analysis: Paper, pens, and highlighters vs. screen, mouse, and keyboard. *TESOL Quarterly*, 39(2), 321-328.

**Class Dates** **Tuesday, April 7**  
Coding (manual vs. data analysis software)

**Thursday, April 9**  
Coding (manual vs. data analysis software)

**Assignment Due**  
Ethnographic Fieldwork  
Sunday, Apr. 12

### Week 15: From Analysis to Write-Up

**Readings** Hesse-Biber, S., & Leavy, P. (2011). *The practice of qualitative research*. Thousand Oaks, CA: Sage. **(Chapter 13: The Writing & Representation of Qualitative Research)**

**Class Dates** **Tuesday, April 14**  
Presenting and writing up your results

**Thursday, April 16**  
Review for final assessment

### Week 16: Final Assessment

**Class Dates** **Tuesday, April 21**  
Final assessment (in-class)