***HRTM 202:* Research Methods in Recreation and Tourism**

**Department of Hospitality, Recreation & Tourism Management**

**T: 5:00 – 7:45 p.m., Room SPXC 211**

**Spring 2011**

“Social scientific theory has to do with what is, not with what should be.”

**-Earl Babbie -**

“Never trust an experimental result until it has been confirmed by theory.”

**- Sir Arthur Eddington -**

**PROFESSOR OFFICE HOURS**

Dr. Randy J. Virden, Professor Tues 3:00 – 4:00 Thurs 10:30- 11:30

SPX 48 or by appointment

408-924-3199 rjvirden@casa.sjsu.edu

**Course Description:**

A study of the various techniques and methods used in research; a survey of research studies in

recreation, tourism and related fields. Prerequisite: STAT 095 or HRTM 204.

HRTM 202 is the required research methods “core” course for graduate students embarking on the Master of Science (MS) in Recreation and Tourism Studies. The course covers philosophy of science, social science research paradigms and theory, research methods, and research ethics. Students will also learn to critically read, evaluate, and synthesize journal articles from the recreation and tourism social science literature. All assignments/literature cited for this course are expected to be formatted according to the APA (style) publication manual.

**Course Objectives:**

1. To help you think about, develop and express your own philosophies and ideas about

a variety of research topics related to social science, applied research in planning & management, research methods, instrument development, and ethics.

2. To establish a working knowledge of a variety of scientific research concepts and

data collection methods applicable to inquiry in the social sciences (quantitative and qualitative data, theoretical and applied).

3. To develop the ability to think critically and to critically review and analyze current

leisure related research from a methodological perspective.

4. To **begin** the critical thinking process of conceptualizing and organizing a thesis/research project topic, problem and methodology.

**Texts:**

Babbie, Earl. 2007. The Practice of Social Research, 12th Ed., Belmont, CA: Wadsworth Publishing.

*HRTM 202: Research Methods Class Readings,* Spring 2010 (available online on the HRTM 202 D2L learning System site). Occasional other short reading assignments will be handed out in class.

**MySJSU Courses:**

This course is supported by a website hosted on the SJSU e-campus Desire2Learn site <http://sjsu.desire2learn.com>. Students are responsible for consulting the website on a regular basis for course information and supporting materials.

**Course Requirements:**

1. **Class Participation.** (25 points): All students are expected to complete assigned reading assignments from the text and class readings before attending class. What you say, how much you say, your interest and active participation in the class/class activities, your questions, your coming to class (**on time**), your ability to communicate the fact that you’ve been reading, thinking and that your mind is growing--all of these are important with me. I’ll judge you with respect to the class and with respect to standards set by other students I’ve had.

2. **Research Article Critical Reading Forms**. (25 points):In addition to reading the class text, students are expected to read five research articles designed to compliment class topics. Each assigned research article requires students to complete a “critical reading form” designed to help you absorb the material and to prepare for class discussion. There are six CRF reading assignments on the course schedule. You will be required to complete five of them by the end of the semester (best to skip one that is on the same week as your team presentation). Readings and CRF’s are available online. Please complete, print out the CRF and bring it to class the day the article is assigned - they are due at the start of each class starts and will be part of our discussion that day. Late CRF’s will not be accepted so email yours in if you are going to miss a class.

# Jacob, R., & Schreyer, R. (1980). Conflict in outdoor recreation: A

# theoretical perspective. *Journal of Leisure Research*, 12, 368-380. (Due 2/22)

1. Bryan, H. (1977). Leisure value systems and recreation specialization: The

case of trout fisherman. *Journal of Leisure Research*, 9, 174-187. (Due 3/1)

1. Bricker, K. S., & Kerstetter, D. L. (2000). Level of specialization and place

attachment: An exploratory study of whitewater recreationists. *Leisure Sciences*, 22, 233-257. (Due 3/8)

1. Scholl, G., Glanz, A., & Davison, A. (2006). Importance-performance analysis of supportive recreation inclusion services: Community agency perspective. *Journal of Park and Recreation Administration*, 24, 2, 102- 124. (Due 4/5)
2. White, D. D. (2007) An interpretive study of Yosemite National Park visitors’ perspectives toward alternative transportation in Yosemite Valley. *Environmental Management*, 39, 50-62. (Due 4/19)
3. Virden, R. J., & Walker, G. J. (1999). Ethnic/Racial and Gender Variations among meanings given to, and preferences for, the natural environment. *Leisure Sciences*, 21, 219-239. (Due 5/10)

3. **Written Assignments.** (50 points): There will be three (3) written assignments related to research methods. The first two assignments are expected to be turned in at the beginning of the next class period (with one week lead time 1st is handed out on February 8 and the second on February 22). The last assignment requires data interpretation and analysis – and will have a three week lead time (handed out at the midterm). Each assignment will be graded on different weightings of the following criteria: the quality of writing/mechanics, organization & comprehensiveness, research effort demonstrated and quality of personal thought (analytical) (Assignments 1 & 2 are worth 15 points + Assignment 3 is worth 20 points = 50 total points).

4. **Team Presentations.** (30 points): Each student will also be part of a two person team organizing a presentation to the class on one of the topics listed below. Topics will be assigned by lottery on the first day of class.

1. Philosophy of Science. This assigned presentation involves not only leading the class discussion on assigned topic, but also doing *research on the topic selected* and sharing that information with the class. Your group will be expected to thoroughly research the topic, organize a 20-25 minute presentation (including a PowerPoint) and prepare a one-page handout with key information and three references for the other members of the class (due the day of the presentation). Feel free to be creative and use interactive activities, demonstrations, overheads, etc. I encourage you and your team-mate to come talk to me prior to your presentation. (30 points)

Philosophy of science presentations will be graded on the following criteria: evidence of thoroughly researching the topic, organization & focus, presentation skills and quality of the PowerPoint presentation.

Group 1: Define, compare and contrast **knowledge** and **opinion** (Feb. 22)

Group 2: Define, compare and contrast **objective** and **subjective** (March 1)

Group 3: Define, compare and contrast **truth** and **falsehood** (March 8)

Group 4: Define, compare and contrast **science** and **religion** (March 15)

5. **NIH Online Certificate for Research Ethics.** (20 points) Each student is required to complete an online training on research ethics and institutional review boards (IRB’s) offered through the National Institute of Health (NIH) – Due on March please access through <http://phrp.nihtraining.com/users/login.php>

1. Written **Research Proposal and Class Presentation.** (40 points): Each student will be required to prepare a 8-10 page research proposal introducing a possible research project framed for future inquiry. These proposals should include an **introduction to the research topic, problem statement** (supported with very brief literature review), **study purpose**, **research questions, objectives** or **hypotheses** and description of the proposed **research methods** (discuss proposed sampling plan, data collection techniques and measures to be used) and **literature cited**. Each student will also present their proposal formally to the class with a PowerPoint presentation during one of the last three class periods. Each presentation will be about 15 minutes and will be followed by questions and answers. The written proposal is due on May 20 (or sooner).

6. **Exam I.** (100 points): This exam will be given in class on March 22 and will have multiple-choice, identification and focused essay questions. Group presentations, written assignments, the text, research articles and lecture materials are all designed to prepare students for the exams. A short review for the exam will be presented on March 15.

7. **Exam II.** (100 points): This exam will be given in class on April 26 and will have multiple-choice, identification and focused essay questions.

**Grading:**

Here is how each requirement will count toward the final course grade and points:

Class Participation 25 points

Research Article CRF’s 25 points

Written Assignments 50 points

NIH Certification 20 points

Team Presentation 30 points

Research Proposal & Presentation 50 points

Exam I 80 points

Exam 2 70 points

**360 points**

The final grade will be based on the total number of points earned by the student.

A = 324-360

B = 288-323

C = 252-287

D = 216-251

E = 215 and below

**Other Comments:**

1. This class will vary between a lecture, discussion and graduate seminar format. Students

are expected to read and be prepared to contribute to class interactions and discussions.

2. If you miss a class, it is your responsibility to get notes, assignments and announcements from a fellow student.

**HRTM 202 - Research Methods in Recreation & Tourism**

**Course Outline – Spring 2011**

**“**An old error is always more popular than a new truth**”**

**- Old German Proverb -**

**Date Topic Area Readings**

**An Introduction to Inquiry**

2/1 Introduction/What is Research?/APA Prologue\*

2/8 What is Science?/Paradigm & Theory Ch. 1, 2

2/15 Library/Ethics Ch. 3

2/22 Research Design/Types of Knowledge & Truth Ch. 4, Reading 1

3/1 Conceptualization, Operationalization & Measurement Ch. 5, Reading 2

**The Structuring of Inquiry**

3/8 Indexes, Scales and Typologies Ch. 6, Reading 3

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3/15 Planning vs. Science/Evaluation/NIH Certificate Due Ch. 12

3/22 Mid-term: Exam 1, 5:00 p.m.

3/29 Spring break

4/5 Survey Research Ch. 9, Reading 4

4/12 Logic of Sampling Ch.7

**Modes of Observation & Analysis**

4/19 Planning and Designing Qualitative Research Ch.10, Reading 5

4/26 Exam 2

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5/3 Qualitative Data Analysis/Research Presentations Ch. 13

5/10 Quantitative Data Analysis/Research Presentations Ch.14, Reading 6

5/17 Quantitative Data Analysis/Research Presentations Ch 16

5/20 Final Research Papers Due None