Course Program MSc Leisure and Tourism Studies (BUas-ALE)

Breda University
OF APPLIED SCIENCES

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Program

Semester 1	Semester 2
Leisure, Creativity and Space	Seminar Leisure Studies (starts in sem 1)
Understanding leisure and tourism attractions and events	Thesis
Analyzing leisure interactions	
Experience marketing in leisure and tourism	
Organizing Strategy and Entrepreneurship (at Tilburg University, with reservation)	
5 x 6 ECs: 30 ects	6 + 24= 30 ects

Analyzing Leisure Interactions (ALI)
Master of Science Leisure and Tourism Studies, Semester 1, Term B

Brief description of contents
This course consists of three parts in which theories and concepts related to leisure, leisure behavior, leisure interactions play an important role: Lectures on practice approaches and core concepts of leisure studies (Part 1), the Individual reading programme (Part 2) and the Landscapes (Part 3).

In the first part of this course, consisting of 6 lectures, students will become familiar with leisure interactions from different theoretical perspectives and how core components of leisure as a concept and as a practice can be analyzed. The first lecture will outline the set-up of the course (relationship between and content of three Parts) and will introduce the Leisure Practice Approach. The second lecture will discuss related work, namely the theory on interaction rituals of Randal Collins. In the third meeting groups of students will apply the theories discussed so far to construct a research framework for a leisure activity chosen and prepared by themselves. In lectures 4, 5 and 6, we will analyze leisure and tourism as contexts for interactive practices in complex social networks, and the ethical dimension of these practices. In the lectures, linkages will be made with the content of the books of the individual reading programme (i.e., Part 2 of the ALI course).

Parallel to the lectures, students participate in a thematic group or Landscape, which forms Part 3 of the course. You can choose either (1) Landscape of New media, or (2) Landscape of Happiness. The Landscapes include six sessions, once a week in smaller groups, with a more intensive working style including students presenting and discussing literature, allowing for a more in-depth exploration of the topic of the landscape. Depending on the number of students, the number and the content of the Landscapes may vary every year. The choice for one of these Landscapes has to be approved before the autumn break.

Learning goals
This course aims to consolidate the knowledge of the theoretical foundations of, and theory development in the academic field of Leisure and Tourism Studies and sectors such as culture, tourism, sport, wellness, media and theme parks.

On completion of this course, students should have a thorough understanding of:

- The theoretical foundations of and theory development in the academic field of Leisure and Tourism Studies;
- The role of leisure, leisure practices, tourism practices, interaction rituals and the component concepts of leisure and tourism in the network society;
- Theory development in leisure sectors such as culture, tourism, sport, wellness, media and theme parks.

Testing and evaluation

There will be an individual oral examination (60% of the final mark) in January, on the basis of the personal reading list plus the content of the plenary lectures and landscapes. Another 40% of the mark will be based on the assessment of the participation and presentation(s) in the Landscape. The student is not allowed to obtain a mark lower than a 5.5 for a component.

Practical information

Credits: 6 ECTS
Workload: 168 hours
Contact hours: 25 hours
Duration: 6 weeks

Experience Marketing in Leisure and Tourism (EMLT)
Master of Science Leisure and Tourism Studies, Semester 1

Brief description of contents
This module aims to integrate academic skills (methods and techniques of research) with marketing techniques and market research in the leisure and tourism sector. Society, and particularly the leisure and tourism industry, has transformed into an 'experience economy' with consumers wanting to have special experiences during their spare time. This requires organisations to understand their customers' needs and identify opportunities for creating experiences. Market research can serve as an important tool in collecting data on consumers' wishes. The course will provide an overview of concepts relevant to the experience economy, constructs to measure experiences, survey research techniques, and market research that students will use to conduct empirical research (a web survey) to relate theory and practices with leisure and tourism marketing.

More specifically, groups of 2 students carry out empirical consumer research at an organisation operating in the leisure and tourism sector. During this course the entire research process is carried out. The students are responsible for finding a commissioner. Students begin with the translation of the general problem into a theoretically founded research question and subsequently they proceed with the selection of the appropriate survey questions in order to answer the research question. Collection of data takes place by means of a web survey answered by consumers from the organisation chosen. Subsequently these surveys are analysed on the basis of methodologically sound techniques. The research results need to lead to warranted conclusions and concrete recommendations for management or policy. Contribution to theory is also considered crucial.

Learning goals
On completion of this course, students should be able to
- write a theoretical paper about leisure experience marketing concepts;
- set up a study (formulate research questions, describe a research methodology, know how to operationalize constructs);
- carry out a study (know how to conduct a web survey);
- report about a study (analyse data, show their academic skills and critical capacities by interpreting the results, by writing a conclusion about the results, and by discussing the results).

Testing and evaluation
The research results are reported in an academic paper. This paper contains the following parts: introduction (including research questions), literature review (theoretical background, hypotheses), research method (including data-collection, measures), data-analysis and description results, conclusion and discussion, references. The paper consists of a maximum of 5.000 words (excluding references).

Although the students work together in their study, the paper contains some separate parts which are written on an individual basis: (1) each student describes a specific theoretical background related to one or more specific research questions, (2) each student describes the results related to one or more specific research questions. The individual components contribute to 50% of the mark. The other parts form the other 50% of the mark. In order to pass the course, the minimum final grade is 5.5.

Practical information

Credits: 6 ECTS
Workload: 168 hours
Contact hours: 16 hours
Duration: 14 weeks

Organizing Strategy and Entrepreneurship (OSE) (at Tilburg University, with reservation)

Master of Science Leisure and Tourism Studies, Semester 1, Term A

Brief description of contents

Central in this course is the idea that our world is evolving in a rapid pace and that we are in dire need of a 'transformative change' – a fundamental, system-wide reorganization across technical, political, economic and social factors, including adaptations in paradigms, goals, and values. This implies a shift from the 'old' paradigm, in which profitability and (short-term oriented) financial results were key, toward a 'new' worldview, focused on resilience and the realization of long-term benefits for society at large.

In this course, we focus on the role organizations and their strategies play in this matter. In order to survive, remain successful and help build a more resilient society, both young and established organizations continuously adapt and renew their strategies – both proactively (because they want to drive change) and reactively (because external changes force them). In doing so, they have to overcome internal barriers to change. These barriers may prevent them from capitalizing on external opportunities originating, for instance, from technological disruptions or from challenges proceeding from the market and/or nonmarket environments. In this course, we discuss ways in which different organizations propel and cope with a transitioning world by renewing their strategy through, e.g., (corporate and social) entrepreneurship, and we address the role of strategic leadership in initiating and managing this process.

Today's challenges are so vast and far-reaching that no one single actor can take total ownership. Only by taking a systems approach, involving all stakeholders, can organizations start to explore possible ways out. Moreover, society is becoming more globalized than ever, which urges strategists to think beyond national borders, and to account for and collaborate with international partners and stakeholders. That is why in this year's edition of the course, we specifically focus on adopting systems thinking in international development, and how we can facilitate organizations, such as the United Nations Development Programme (UNDP), in this respect.

In order to assist organizations and entrepreneurs that aim to engage in strategic renewal, we focus on serious gaming as an instrument for strategy design, and in particular for the design of the strategic renewal process. Serious gaming originated in the military world (war games and scenario writing), but it became a popular technique in many (large and small) organizations to develop strategies. Serious gaming especially focuses on the participatory production of strategy for extremely complex and dynamic ('wicked') problems, in which multiple stakeholders are involved. In this course, students will learn in theory and in practice how to design a serious game for strategy development in a transitioning world.

Learning goals

On completion of this course, students should be able to:

- analyze and evaluate challenges organizations face based on technological disruptions and market as well as nonmarket environments;
- reflect upon how the organization can engage in strategic renewal through, e.g., (corporate and/or social) entrepreneurship;
- interpret the role of strategic leadership in renewal;
- discuss how participatory policy exercises (serious games) can help organizations to tackle the challenges they face and to engage in strategic renewal;

- investigate a strategic problem in an organization or between organizations and to build a portfolio of relevant strategy process tools for this problem (including systems analysis, scenario development, strategy and impact tables, and a serious game).

Testing and evaluation
There will be an individual written exam (50%), a group report (30%) and a group presentation (20%). The student is not allowed to obtain a mark lower than a 5.5 for a component. No compensation is allowed.

Practical information
Credits: 6 ECTS
Workload: 168 hours
Contact hours: 28 hours
Duration: 6 weeks

Leisure, Creativity and Space (LCS)

Master of Science Leisure and Tourism Studies, Semester 1

Brief description of contents

This course deals with the interlinkages between leisure, creativity and space. Within the framework of the leisure triangle, attention is paid to the interactions and relationships between content (leisure, culture, creativity) and context (cities, public space, events, tourism). The course aims to build awareness and a deep understanding of the changing role of leisure/cultural facilities in shaping the sustainable quality and identity of spaces and places.

The course will involve students with theories concerning notions of space and place in the 'informational' or 'network' society. In addition, students will familiarize themselves with theories concerning the changing role of leisure and culture in the formation of urban spaces and the role therein of types of policy making (e.g. collaborative planning).

The course starts by discussing theoretical notions of space and place. What do these concepts mean in our current network society? How does the ongoing "digitalization", "commercialization" and "globalization" of leisure/cultural infrastructures influence our perceptions of space and place? We continue by asking if and how we can 'make' places, thus discussing notions of place making and place making strategies. Since culture and creativity provide symbolic meaning to places and spaces, getting an understanding of the 'working' of the cultural (and leisure) industries is part of the course. Herein we pay attention towards global as well as more local cultural practices and their relation to place. The course concludes by paying attention to current and future models of urban planning and policymaking, addressing more hybrid public-private leisure/cultural environments in which collaborative planning approaches are taken.

A fieldtrip (one day visit to a city) forms part of the course. The fieldtrip aims to help you understand place making processes in practice. More information about the fieldtrip will be provided via Brightspace. For the open book exam you will need to make use of a self-chosen case that needs to be approved by the lecturers.

Learning goals

On completion of this module, students should be able to:

- explain, analyse and evaluate the rise of the global leisure/cultural industries and the consequences arising from this;
- critically reflect on the social, economic and cultural tensions brought about by the rise of the global leisure/cultural/creative industries within the network society
- appreciate and discuss changing notions of space and place in our contemporary network society
- have a deep understanding of theories and issues concerning place making processes and the role of leisure and creativity therein
- explain the role of collaborative urban planning and policy making in creating meaningful leisure places.
- apply the knowledge gained in the course to reflect on a recent real life example of leisure-based spatial transformation (as discussed during the fieldtrip or in media) and provide strategic recommendations for (collaborative) policy makers and/or other relevant target groups.

Testing and evaluation

The assessment of the course will take place through one individually completed open book exam. You will receive a grade between 0 and 10. The open book exam consists of essay questions; since you will need to apply course literature on an existing case you are requested to bring information on your self-chosen case to the open book exam. In order to pass the course, the minimum final grade is 5.5. There are no compensation possibilities.

Practical information

Credits: 6 ECTS
Workload: 168 hours
Contact hours: 26 hours
Duration: 14 weeks

Understanding Leisure and Tourism Attractions and Events (ULTAE)
Master of Science Leisure and Tourism Studies, Semester 1

Brief description of contents

This course explores Leisure and Tourism attractions and Events in relation to our contemporary society. Attractions and events will be studied and understood in relation to global networks, cities, and local and virtual communities. There are several reasons for studying attractions and events in relation to their contexts. Firstly, leisure and tourism attractions and events are core settings in which people come together to create what is considered leisure and tourism. This course will explore the interactions and practices that take place during events and at attractions, and their (social) value for individuals, groups and communities. Secondly, attractions and events are a reflection of our changing societies. By studying events and attractions, which are often defined as "out of the ordinary", many processes, patterns, and mechanisms are revealed that reflect our "ordinary" way of living. And finally, attractions and events can catalyze change for cities, communities, and individuals, which makes them strategic tools for creating for example livable cities, well-being, and prosperity. But also the negative consequences of attractions and events will be explored in this course, which closes with a discussion on the future of attractions and events.

Attractions and events have several things in common: they are both generally categorized as "special" and "out of the ordinary", they are also hubs in which leisure and tourism is performed and created, and they can have positive and negative consequences for their environments. But whereas attractions often have an important spatial dimension, events also include a temporary dimension, as mechanisms for concentrating attention, community celebration, attracting visitors, or providing a creative space.

For example, the Eiffel Tower or Disneyland both add to the distinctiveness of Paris as a place, helping to anchor flows of people, images, and investment. Pride Amsterdam and Summer Carnival Rotterdam are both example of events that draw worldwide attention to the respective cities, attracting visitors, and celebrating creativity and diversity.

Attractions and events are far more than facilities to be managed: they are social constructions that both reflect and influence how contemporary society functions. Understanding events and attractions therefore involves a range of classic and contemporary social theories that help us to conceptualise and analyse the relationships between events, attractions and the society that creates and consumes them.

This course will therefore cover a range of fundamental themes in the study of attractions and events, such as:

- Performing tourism
- Community construction
- Tourism-residence interactions
- Interaction Ritual Chains
- Impacts of tourism and events
- Ecological and social sustainability

These issues will be explored in a range of different contexts, including heritage attractions, communities-as-attractions, museums, festivals, and events. The lectures will be structured following a micro – meso – macro perspective, starting with defining and categorizing events, and discussing events and attractions as relational spaces. The meso perspective will deal with the way attractions

and events relate to cities and communities, discussing value creation, effects, and impacts. And finally several global issues will be discussed, such as sustainability and global networks, taking a macro perspective. The virtual context of attractions and events will be part of this course as well. This will be explored further in the assignment.

Learning goals

This course is designed to familiarize students with the role of attractions and events as nodes in the network society. Students will attain an understanding of the practices that are associated with the function of attractions and events, in relation to their contexts. By the end of the course students should be able to analyse the role of attraction and events in producing a range of economic, social, and cultural outputs for the contexts in which they are organized.

On completion of this course, students should be able to:
- Discuss theories relating to attractions and events in a critical way.

- Analyse attractions and tourism and event practices in relation to their (spatial and social) environments.

- Critically reflect on the challenges leisure and tourism organisations are confronted with in today's global and fast changing environment.

Research assignment:
- Translate academic theories and current societal issues into a researchable question, suitable for Netnography.
- Argue what the societal and scientific relevance of the research question is.
- Execute qualitative empirical research using Netnography.

- Discuss the conclusions of the research and argue what the most important contributions are.

Testing and evaluation

The assessment of the course will take place through a written examination (50%) and a research assignment (50%). In order to pass the course, the minimum final grade is 5.5. Grades cannot be compensated between different components.

Practical information

Credits: 6 ECTS
Workload: 168 hours
Contact hours: 27 hours
Duration: 14 weeks

Seminar Leisure Studies (SEM) & Master's thesis (THESIS)

Master of Science Leisure and Tourism Studies, Semester 1

Brief description of contents

In the thesis trajectory, students develop their individual research project. With the individual research project, resulting in a research report, students finish the master's programme. The thesis provides proof that students have reached the expected end level as formulated in the exit qualifications. The trajectory starts before the autumn break with reflecting about possible topics, involves the writing of a research proposal, and results in a research report. The topics connect with education offered and research done by staff members Leisure Studies (LS), that is, in the fields of Experience and Wellbeing, and Placemaking and Events.

Process

The thesis trajectory is divided into **SEMinar meetings** (semester 1 and 2) and **the actual THESIS writing** (semester 2). The trajectory starts in the autumn with presentations of research themes by staff members, who will supervise a thesis in their field of expertise. To facilitate the choice of the students for a thesis subject, in September/October the staff members introduce the students into a variety of themes (2 sessions). **These themes are related to the two academic research lines of ALE/LS: Experience and Wellbeing, and Placemaking and Event, which can be explored in different areas: business & organization, consumers, policy, and society.** All themes are linked to the content of the master's courses. Taken together, the themes provide the students with an overview of recent developments in leisure and tourism theory and research, and represent the range of subjects on which students can write their master's thesis. After these sessions, matches are made between students and supervisors.

After determining the topic and supervisor, students will work towards their Individual Thesis Proposal (ITP) (via the Short ITP). **This process is guided by the supervisor**. The aim of the supervision after the autumn break is to provide a context to start, stimulate, structure and discuss the individual thesis projects. Students read relevant literature, initially suggested by the lecturer. However, during the process the students can introduce new texts or ask the lecturer to provide literature on specific theories or perspectives regarding the topic. **Discussions in a seminar group** are meant to lead to a more profound understanding of the topic and an overview of the relevant literature, theories, research findings and perspectives regarding the theme. This stage thus prepares the students for their master's thesis, by focusing on their own, independent contribution to one of the themes of the ALE/LS research lines. In addition, the students' methodological knowledge and skills will be refreshed, focusing on the merits of the various research methods in relation to the research topic.

Students are relatively free to choose how to elaborate the core theme, which theoretical perspective to use and which methods to apply. However, acceptance of proposed themes/theories/methods will depend on both the existing knowledge and expertise of the student, as well as on the availability of qualified staff to supervise the project. **Nevertheless, it is very important that the topic chosen is clearly linked to one of the ALE/LS research lines.** In Brightspace (BSp) students will find several examples of themes for the ITP/Master's thesis.

After the completion and approval of their Individual Thesis Proposal students start working on their thesis in the second semester. The Master's Thesis offers students the opportunity to prove that they are able to conduct academic research independently and have the skills to produce a scholarly text that is transparent and fruitful for the development of academic knowledge and strategic policy-making in the field of Leisure and Tourism Studies. The thesis meets the academic criteria of literature search, theory processing and development, implementing research, either quantitative or qualitative, preferably with a cross- or transnational dimension, drawing conclusions, a critical attitude towards one's own work and the work of others, writing and

communicating about one's project and its (policy) implications. So, the master's thesis includes the complete research cycle. Given the short time in which the thesis has to be completed a placement isn't possible, but co-operation with third parties is encouraged.

Learning goals

Seminar Leisure Studies

On completion of this course, students should be able to:

- Show an active and in depth appreciation of the international and current state of the art in theory and research with regard to a specific leisure and tourism studies' research topic (derived from the research lines of Experience and Wellbeing, and Placemaking and Events);
- Develop a critical, well-founded and well-documented standpoint with regard to scientific and social issues in the field of leisure and tourism research, possibly on the basis of incomplete data and an incomplete theory development, and present and defend that standpoint both orally and in writing, and if necessary, change it;
- Translate an evaluation of developments in the field of leisure and tourism theory and research with regard to a pre-formulated research question into a concrete, both scientifically and socially relevant Individual Thesis Proposal (including a choice of relevant theories, the development of a conceptual framework with sub questions or hypotheses, the choice of adequate research methods and techniques).

Master's Thesis Leisure Studies

On completion of their thesis work, students should be able to:
- Design and carry out an empirical research project in the field of leisure and tourism studies, in the first place developed on the basis of an evaluation of developments in theory and research, but possibly also relevant to practical leisure-related issues, and the strategic decision-making process related;
- On the basis of that, write a research report, giving a well-documented and reflexive account of the research done, both in terms of the theories and the methods used, and of the scientific and strategic results arrived at;
- Accurately and reflexively present and reflect on the research findings, conclusions and recommendations in their master's thesis.

Testing and evaluation

Seminar Leisure Studies

The Individual Thesis Proposal should be handed in at the beginning of the second semester. It will be assessed by the supervisor of the thematic seminar group, the second assessor and/or a methodologist. The Individual Thesis Proposal has to be marked as sufficient (as well as three regular master's courses) before the student is allowed to start the (work for the) master's thesis.

Master's Thesis Leisure Studies
There will be two dates to hand in the thesis, in June and August. The master thesis will be assessed by the supervisor and second assessor. The student is not allowed to obtain a mark lower than a 5.5 for the master's thesis.

Practical information

Seminar Leisure Studies

Credits:	6 ECTS
Workload:	168 hours
Contact hours:	9 hours
Duration:	24 weeks

Master's Thesis

Credits:	24 ECTS
Workload:	666 hours
Contact hours:	6 hours
Duration:	20 weeks