

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
PRLS 611 —Social Psychology of Leisure (3)
Spring 2011

DAY/TIME:	Distance Education	LOCATION:	Blackboard 9.1
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PREREQUISITES

Graduate student or permission of instructor.

COURSE DESCRIPTION

Uses historical, theoretical, and empirical foundations of social psychological constructs relative to social behavior in park, recreation, sport, and tourism settings. Focuses primarily on attitude, social processes, identity and motivational theories as predicted and observed in leisure-related contexts. Allows students to pursue in-depth analysis of at least one theoretical area of social psychology specific to their focus area. Identifies recent applications of theories.

COURSE OBJECTIVES

At the completion of this course students will be able to:

1. Demonstrate an understanding of the classic social psychological constructs and how they are applied in management of leisure-related contexts;
2. Assess social psychological studies critically by preparing summaries of the theoretical bases, methods, hypotheses, and outcomes;
3. Demonstrate a complete understanding of one body of social psychological knowledge specific to one leisure-related focus area (including the history, various lines of research, and applicability to the student's proposed line of research) through class moderation.

COURSE OVERVIEW

In this course, we will be exploring a variety of theories and constructs which are frequently used to study the broad area of leisure. I anticipate that you will take this opportunity not only to learn from the course materials, but also to share your own understanding and interpretation of the antecedents and outcomes of leisure experiences which may relate to recreation, sport, or some other facet of what people do in their free time.

In addition, we are using an online format in this course. Therefore, you will be expected to actively participate in class discussions, complete in-class exercises and fulfill all assignments on time. Assignments must be turned by the specified due date and time in order to receive full credit. Late submissions will be graded according to the following: **assignments received after the due date and time will be considered late and receive a 20% deduction in points per 24-hour period they are late.** Students with extreme emergencies, a documented medical excuse or university-sponsored functions discussed with the professor prior to the due date may be given consideration for exception, however, you should talk with me for further clarification on individual cases. I also recommend that you make a back-up copy of all work submitted (computers have a strange way of crashing at the most inopportune times).

COMMUNICATION: Communication is a critical component of this course, therefore, you will need to visit our Blackboard website, **using Blackboard 9.1 each morning for course communications.** To do this, go to "MyMason" (found at the top of Mason's home page), log in with your username & password, click on the "Courses" tab along the top right of the page, and go to the "9.1 Course List" to find our course. This is important since we're using Blackboard 9.1 (not the old CE Blackboard version).

REQUIRED READINGS

Mannell, R.C. & Kleiber, D.A. (1997). *Social Psychology of Leisure*. Venture Publishing, State College: PA.

Articles as assigned (these are noted in our weekly schedule as well as those assigned by our weekly moderators).

ACADEMIC INTEGRITY & INCLUSIVITY

GMU is an Honor Code University; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. In other words, it is expected that any work presented as your own was actually developed and produced by you (not by a friend, the internet, or some other author). When you do need to rely on someone else's work, which will definitely occur, you must give credit to that person (using APA guidelines).

Second, this course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences. That means, we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable.

EVALUATION

All work should adhere to the guidelines of the most current edition of the American Psychological Association (APA) for format. Please use 12-point font, 1" margins, and double-space for submitted work (except, of course, when posting Discussion Boards or online information).

COURSE ASSIGNMENTS

Class Participation/Discussion Boards: All students will be expected to contribute insightful, meaningful, and relevant information via our Blackboard Discussion Boards each week. These will constitute the primary assessment of participation in this course.

Class Moderator: Each student will present and moderate one of our weekly sessions. For that moderator session, the moderator will synthesize the required articles after which s/he will facilitate a Discussion Board on Blackboard. Syntheses should include thoughtful feedback and critiques of the methods used, analyses conducted, and conclusions drawn in each article. The moderators should assess the soundness of the theoretical framework as well as the contributions of the results to the body of knowledge. Outlines, visual materials, and creative approaches are encouraged.

Time Diary: Each student will complete a one-week time diary of activities.

Leisure Experience: Each student will participate in and observe a "leisure experience" during the semester and share an assessment of that experience (i.e. 2 experiences in total). Each leisure experience assessment will be framed within a specific social psychological theory discussed in this course.

Interactive Wiki:

Part A: Each student will create a Wiki of one social psychological theory. The Wiki should be based on each student's personal interest, and must be a different topic than that chosen for the Class Moderator session. The Wiki should include an introduction & brief overview of the theory chosen, a short summary of five refereed journal articles which address that theory, a short summary of methods used to collect data when studying that theory, and at least three management applications for the theory. Other students will be expected to contribute to the Wiki throughout the semester.

Part B: Each student will contribute one refereed journal article reference to his/her colleagues' wikis and contribute one example of a leisure experience appropriate to study within that theoretical framework.

This course will be graded on a percentage system for a total of 100% distributed as follows:

Assignments	Percentage
#1 Interactive Wiki	30
#2 Leisure Experience	20
#3 Time Diary	10
#4 Class Moderator	20
#5 Class Discussion Boards	20
TOTAL	100

Grading Scale (percent)

	B+ = 88 – 89	C = 70 – 79
A = 94 – 100	B = 84 – 87	D = 60 – 69
A- = 90 – 93	B- = 80 – 83	F = 0 – 59



- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

Course Schedule (last updated on February 25, 2011)

*SPL – Mannell & Kleiber, *Social Psychology of Leisure*

Date	Theme/Readings to discuss	Foundation Readings	Additional Readings & Assignments
Week 1 (Jan.24 – Jan.28)	Introductions (among the class and to the course) Understanding Leisure with Social Psychology	SPL: Ch.1, Ch.2	<p>POST your photo & quote</p> <p>MODERATOR ASSIGNMENT DISTRIBUTED SIGN UP for Your MODERATOR Week by 1/28</p> <p>Waters, L.E. & Moore, K.A. (2002). Reducing latent deprivation during unemployment: The role of meaningful leisure activity. <i>Journal of Occupational and Organizational Psychology</i>, 75 (1), 15-32.</p>
Week 2 (Jan.31 – Feb.4)	Measuring Leisure	SPL: Ch.3, Ch.4	<p>Barnett, L. A. (2005). Measuring the ABCs of Leisure Experience: Awareness, Boredom, Challenge, Distress. <i>Leisure Sciences</i>, 27 (2), 131 – 155.</p> <p>TIME DIARY ASSIGNMENT DISTRIBUTED</p>
Week 3 (Feb.7 – Feb.11)	Perceived Freedom & Intrinsic Motivation	SPL: Ch.5	<p>2 articles to be provided by Moderator</p> <p>MODERATOR #1: NATALIE HAYNES</p> <p>TIME DIARY DUE</p>
Week 4 (Feb.14 – Feb.18)	Leisure Identity		<p>LEISURE EXPERIENCE ASSIGNMENT DISTRIBUTED</p> <p>Wiley, C.G.E., Shaw, S.M. & Havitz, M.E. (2000). Men’s and Women’s Involvement in Sports: An Examination of the Gendered Aspects of Leisure Involvement. <i>Leisure Sciences</i>, 22, 19-31.</p> <p>Cohen, S.A. (2010). Personal identity (de)formation among lifestyle travellers: A double-edged sword. <i>Leisure Studies</i>, 29(3), 289-301.</p> <p>Anderson, A. (2009). Adolescent girls’ involvement in disability sport: Implications for identity development. <i>Journal of Sport & Social Issues</i>, 33(4), 427-449.</p>
Week 5 (Feb.21 – Feb.25)	Personality & Leisure	SPL: Ch.6	<p>2 articles to be provided by Moderator</p> <p>MODERATOR #2: STEFFANIE CHAN</p>
Week 6 (Feb.28 – Mar.4)	Motivation & Satisfaction	SPL: Ch.7	<p>Work on your LEISURE EXPERIENCE THIS WEEK</p>
Week 7 (Mar.7 – Mar.11)	Leisure Space & Place		<p>LEISURE EXPERIENCE DUE MONDAY, March 7 at 8 am</p> <p>Halpenny, E.A. (2010). Pro-environmental behaviours and park visitors: The effect of place attachment. <i>Journal of Environmental Psychology</i>, 30 (4), 409-421.</p> <p>Wynveen, C.J., Kyle, G.T., & Sutton, S.G. (2010). Place meanings ascribed to marine settings: The case of the Great Barrier Reef Marine Park. <i>Leisure Sciences</i>, 32(3), 270-287.</p> <p>McCabe, S., & Stokoe, E.H. (2004). Place and Identity in Tourists' Accounts. <i>Annals of Tourism Research</i>, 31(3), 601-622.</p>
Week 8 (Mar.14 – Mar.18)	SPRING BREAK		

Week 9 (Mar.21 – Mar.25)	Attitude-Behavior		WIKI ASSIGNMENT DISTRIBUTED Kenworthy, J.B. & Miller, N. (2002). Attributional Biases about the origins of attitudes: Externality, emotionality, and rationality. <i>Journal of Personality and Social Psychology</i> , 82, (5), 693-707. Jackson, E. (1986). Outdoor recreation participation and attitudes to the environment. <i>Leisure Studies</i> , 5 (1), 1-23. Bright, A.D., Fishbein, M., Manfredi, M.J. & Bath, A. (1993). Application of the Theory of Reasoned Action to the National Park Service's Controlled Burn Policy. <i>Journal of Leisure Research</i> , 25.
Week 10 (Mar.28 – Apr.1)	Leisure Emotions		2 articles to be provided by Moderator MODERATOR #4: PATRICIA WOOD
Week 11 (Apr.4 – Apr.8)	Social Influence in Leisure	SPL: Ch.8	2 articles to be provided by Moderator MODERATOR #5: ANDREW SHAW
Week 12 (Apr.11 – Apr.15)	Leisure Benefits	SPL: Ch.10, Ch.11	2 articles to be provided by Moderator MODERATOR #6: CHRIS GOLDBECKER
Week 13 (Apr.18 – Apr.22)	Leisure Constraints	SPL: Ch.12	Son, J.S., Mowen, A.J., & Kerstetter, D.L. (2008). Testing Alternative Leisure Constraint Negotiation Models: An Extension of Hubbard and Mannell's Study. <i>Leisure Sciences</i> , 30 (3), 198 – 216 Carothers, P., Vaske, J.J., & Donnelly, M.P. (2001). Social Values versus Interpersonal Conflict among Hikers and Mountain Bikers. <i>Leisure Sciences</i> , 23, 47-61.
Week 14 (Apr.25 – Apr.29)	Leisure over the Life Span	SPL: Ch.9	2 articles to be provided by Moderator MODERATOR #7: MATT ALIZIO
Week 15 (May 2 – May 6)	Class Wrap-up		Mahoney, J.L. and Stattin, H. (2000). Leisure activities and adolescent anti-social behavior. <i>Journal of Adolescence</i> . 23(2), 113-127.
FINALS (May 10 – May 16)			COMPLETE WIKIs DUE

Faculty reserves the right to alter the schedule.