

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
PRLS 317 (Section 001) – Social Psychology of Play and Recreation (3)
Spring 2012

DAY/TIME:	Mon/Wed 12:00 – 1:15 p.m.	LOCATION:	Robinson Hall B113
INSTRUCTOR:	Brian Shaffer	E-MAIL:	bshaffer@gmu.edu
OFFICE:		PHONE:	None
OFFICE HOURS:	By appointment	FAX:	703.993.2025

PREREQUISITES: TOUR 200, PRLS 210, SPMT 201, or PHED 200

COURSE DESCRIPTION: Applies social psychological theories and research to the study of leisure, play, and recreation behavior, including correlates, antecedents, and consequences of and constraints to these concepts.

COURSE OBJECTIVES: At the completion of the course, students should be able to:

1. Define and describe the major theories and models of play, recreation and leisure.
2. Define and describe the major social psychological concepts and theories that have been applied to the study of play, recreation and leisure.
3. Understand the major correlates, antecedents, constraints and consequences of leisure, play and recreation behavior and their relevance to planning for one's own leisure and that of others.
4. Analyze theoretical and empirical literature relevant to the study of the social psychology of leisure, play and recreation.
5. Write a research paper exploring leisure experiences over the lifespan.

Further, upon completion of this course, students will meet the following professional accreditation standards by the **Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT):**

- 8.01** **Understanding of the conceptual foundations of play, recreation, and leisure.** *Content to consider: A substantive exploration and understanding of the various concepts of play, recreation, and leisure, and the role that these concepts have in the delivery of recreation and leisure services.*
- 8.02** **Understanding of the significance of play, recreation, and leisure in contemporary society.** *Content to consider: An understanding of the relationship between the three concepts and historical, multicultural, technological, economic, political, social/psychological, international, physical, philosophical, and environmental perspectives.*
- 8.03** **Understanding of the significance of play, recreation, and leisure throughout the life span.** *Content to consider: An understanding of how the importance and influence of play, recreation, and leisure change across various life stages. This understanding may include the developmental, preventive and therapeutic role of these concepts.*

NATURE OF COURSE DELIVERY:

face to face

REQUIRED READINGS:

Mannell, R. and Kleiber, D.A. (1997). A Social Psychology of Leisure. State College: PA: Venture.
You will receive a couple of emailed articles in addition to the text for reading and discussing in class.

ACADEMIC INTEGRITY: 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. What does academic integrity mean in this course? First, it means that when you are responsible for a task, you will be the one to perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives and traditions. When in doubt, please ask for guidance and clarification.

COURSE OVERVIEW:

The focus of this course is on application of social psychological theories and research to the study of leisure, play and recreation behavior (the social psychology of leisure). This course will have two major components. During the first portion, emphasis will be placed on defining the social psychology of leisure: "revisiting" the definitions and theories of play, recreation and leisure; and introduction to the social psychology approach; the evolution of social psychological interest in leisure; ethics and values in research; and on-going work to conceptualize and measure leisure.

The second portion of the course will be devoted to exploring some of the correlates, antecedents, constraints and consequences of leisure, play and recreation behavior: an exploration of the role of freedom and self-determination, personality, rewards, competition and motivation; an identification of early life socialization influences and the impact of change over the lifespan; an examination of constraints that may prevent people from taking advantage of leisure opportunities and how leisure can contribute to psychological well-being and mental health, and the quality of experience in other life domains.

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

Exams (3)	60%
Final Project	20%
Presentation	10%
Class Participation (quizzes, in-class exercises)	10%
TOTAL	100%

Grading Scale

A+ = 98-100	B+ = 88-89	C+ = 78-79	D = 60-69
A = 94-97	B = 84-87	C = 74-77	F = 0-59
A- = 90-93	B- = 80-83	C- = 70-73	

ASSIGNMENTS: All outside class written papers are to be submitted in WORD (.doc or .docx). **Papers received after the beginning of class will be considered late and receive a 20% deduction in points per 24-hour period.** If you encounter extreme emergencies or are participating in a pre-approved university-sponsored function, exceptions may be made; however, these must be discussed with me to determine if they fall in this category. I strongly encourage you to make a back-up copy of any work submitted since computers have been known to crash at the most inopportune times.

Leisure over the Lifespan (Final Project)

- Interview someone who is at least 70 years old. Do both quantitative and qualitative assessment (e.g. give them one of the leisure assessment scales from your text and conduct interviews) and integrate this with one of the theories of lifespan development and leisure. Write a 7-10 page, double spaced paper describing your results. Use graphical display of data (e.g. charts/graphs) for the quantitative data. You must get some details in their history--- don't just tell me they played softball in their 30s. You must get a sense of what was happening in their life (e.g. major life events, significant persons, etc.) and how this relates to their leisure choices when considering a theory from the course. Your written report must include:

- An introduction that includes background information (e.g., a short bio of your person, your reason for selecting this particular person, et cetera)
- A body in which you give a detailed account of your procedures and techniques of the assessment you used and how it relates to the theories of lifespan development and leisure.
- A conclusion in which you reflect on the project, telling what you learned and an objective evaluation of your client
- You will share your findings from your project to the class at the end of the semester via a power point presentation.

Student Expectations

- 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.

Campus Resources

- 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>].

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.



COURSE SCHEDULE:

Date	TOPIC	READINGS/ASSIGNMENTS
1/23	Introduction to PRLS 317	
1/25	Leisure & Social Psychology	Ch. 1
1/30	Getting to Know the Social Psychology of Leisure	Ch. 2
2/1	Leisure as Behavior, Setting and Time	Ch. 3
2/6	Leisure as Behavior, Setting and Time	Ch. 3
2/8	Leisure as a Psychological State and Experience	Ch. 4
2/13	Leisure as a Psychological State and Experience	Ch. 4
2/15	Exam #1	Chapters 1-4
2/20	Perceived Leisure and Intrinsic Motivation	Ch. 5
2/22	Perceived Leisure and Intrinsic Motivation	Ch. 5
2/27	Personality and Leisure	Ch. 6
2/29	Personality and Leisure	Ch. 6
3/5	Leisure Motivation and Satisfaction	Ch. 7
3/7	Leisure Motivation and Satisfaction	Ch. 7
3/12	Spring Break	
3/14	Spring Break	
3/19	Socialization and the Development of Leisure Orientations	Ch. 8
3/21	Exam # 2	Chapters 5-8
3/26	Leisure Behavior Over the Life Span	Ch. 9
3/28	Leisure Behavior Over the Life Span	Ch. 9
4/2	Psychological Benefits of Leisure	Ch. 10
4/4	Psychological Benefits of Leisure	Ch. 10
4/9	Benefits of Leisure in Other Domains of Life	Ch. 11
4/11	Benefits of Leisure in Other Domains of Life	Ch. 11
4/16	Negotiating Leisure Constraint and Creating leisure Affordance	Ch. 12
4/18	Exam #3	Chapters 9-12
4/23	Presentations	
4/25	Presentations	
4/30	Presentations	
5/2	Presentations	

Note: Faculty reserves the right to revise the course schedule as necessary