

PRLS 317 - Social Psychology of Play and Recreation  
Spring 2013

Professor: Mary Schumann, Ph.D.

Day/Time: M/W 12:00-1:15

Phone Number: (703) - 716-4644 or 703-585-3281

Office Hour: Wed before class (or email for appt)

Place: Aquia Bldg, Rm 337

Email: [mschuma1@gmu.edu](mailto:mschuma1@gmu.edu) or [mfschumann@aol.com](mailto:mfschumann@aol.com)

Prerequisites: Tour 200, PRLS 210, SPMT 201 or PHED 200

Course Description:

This course explores theories of play and recreation behavior with emphasis on learning, effectance and arousal theories. Empirical research evidence of antecedents to and consequences of play and recreation involvements are examined. Motivation for and satisfaction from play and recreation activity are also explored.

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.

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.

Required Readings:

Kleiber, D.A., Walker, G.J. & Mannell, R.C. (2011). 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.

Evaluation:

Students are held to the standards of George Mason University’s honor code. You are expected to attend all classes, actively participate in class discussion and fulfill assignments. Assignments must be turned in at the beginning of class on the specified due date or **no credit will be given**. Assignments have been scheduled in advance to provide you with sufficient time to complete the assignment. Only students with emergencies, documented medical excuses or University sponsored functions (discussed with the professor in advance) will be considered for exception. Please see the professor for individual clarifications. All written work must be typed and follow APA guidelines. It is recommended that students make copies of all submitted work.

Requirements:

This course will be graded on a point system, with a total of 100 possible points.

<u>Requirements</u>	<u>Points</u>	<u>Grading Scale</u>
Participation	5	A+ = 98-100    A = 94-97    A-=90-93
Assignments(3)	15	B+ = 88-89    B= 84-87    B-=80-83
Project	20	C+ = 78-79    C= 74-77    C-=70-73
Exams (3)	60	D = 60-69    F = 0-59

*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 ema 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 an 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 Content:

<u>Date:</u>	<u>Topic</u>	<u>Reading/Assignment</u>
January 23	Introduction	
28	Leisure & Social Psychology	Ch. 1
30	History	Ch. 2
February 4	Approaches to Studying Leisure	Ch. 3
6	Freedom Center (PW Campus)	
11	Assignment # 1 due	
13	Leisure Experience	Ch. 4
18		
20	Exam #1 (ch. 1-4)	
25	Leisure Needs	Ch.5
27		
March 4	Leisure Motivations	Ch.6
6	Assignment #2 due	
11-13	Spring Break – No Class	
18	Personality, Attitudes & Identity	Ch. 7
20	Age & Gender as Determinants	Ch. 8
25	Assignment #3 Due	
27	Exam #2 (ch. 5-8)	
April 1	Social Influences in creation of Leisure	Ch. 9
3	Project Discussion	
8	Race, Ethnicity, Culture & Leisure	Ch. 10
10	Childhood & Adolescence –Experiences	Ch. 11
15		
17	Adulthood & Later Life	Ch. 12
April 22	Optimizing Leisure Outcomes	
24	Final Project Due	
29	review	
May 1	Exam # 3 (ch. 9-13)	

**Assignments:** (3) (15% of your grade)

Each has a 2 page reaction paper that goes with the assignment.

#1 Experiential activity at the Freedom Aquatic Center – write a 2 page reaction paper describing your role in the activity and what the experience was like; what surprised you?

#2 Personality and Leisure choices- you will take a personality test on the internet and consider the results and your own personal leisure choices; how do they relate?

#3 Interview of a person in a particular decade and their leisure choices. Preferably, this is someone who can reflect on their leisure in their 20s, 30s, or 40s.

**Leisure over the Lifespan** (Final Project) (20% of grade)

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 10 page, double spaced, APA style 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.