

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

PRLS 210 - DL1 - Introduction to Recreation and Leisure (3)  
Fall 2013

DAY/TIME:	Distance Learning	LOCATION:	Blackboard
PROFESSOR:	Dr. Brenda Wiggins	EMAIL ADDRESS:	bwiggins@gmu.edu
OFFICE LOCATIONS:	228C Bull Run Hall, PW 2203 RAC, Fairfax	PHONE NUMBER:	703-993-2068
OFFICE HOURS:	M AM by Appt. at Fairfax or T 10:30-noon at PW	FAX NUMBER:	703-993-2025

**PREREQUISITES**

None

**COURSE DESCRIPTION**

Traces the development of current concepts of recreation and leisure and their implications and consequences. Covers influences of philosophy, religion, science, economics, sociology, and politics on discretionary time and its uses.

**COURSE OBJECTIVES**

1. Develop a personal philosophy and broad awareness of leisure
2. Describe major ideas, institutions, and forces that influence leisure in contemporary society
3. Gain a full, in-depth understanding of the ties between leisure and challenges of the future.
4. Understand the concept of the leisure profession and professional organizations and the responsibilities of professionals in leisure and human services

**PROFESSIONAL ASSOCIATION STANDARDS**

Further, upon completion of this course, students will meet the following professional accreditation standards for COAPRT:

- 8.01 Understanding of the conceptual foundations of play, recreation, and leisure.**
- 8.02 Understanding of the significance of play, recreation, and leisure in contemporary society.**
- 8.03 Understanding of the significance of play, recreation, and leisure throughout the life span.**
- 8.06:01 History and development of the profession**
- 8.06:02 Professional organizations**
- 8.06:03 Current issues and trends in the profession**
- 8.10 Understanding of the importance of leisure service delivery systems for diverse populations.**

**NATURE OF COURSE DELIVERY**

Online

**REQUIRED READINGS**

Russell, R. (2013). *Pastimes: The Context of Contemporary Leisure* (5th ed.) Urbana: Sagamore Press.  
Programs and tickets from participation in the 4 leisure experiences.

**EVALUATION**

Students must follow the standards of the George Mason University Honor Code. Students should attend all class sections, actively participate, and fulfill all assignments. Students must turn in assignments on the specified date due or they will receive no credit. Only students with extreme emergencies, a documented medical excuse or university-sponsored functions discussed with the professor prior to the due date will be given consideration for exception. Students must make copies of all written work submitted. There are no makeup opportunities.

**A.**

**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.

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.

How will this work? Each week the instructor will post discussion questions on Blackboard Fridays. During the course of the week, each student is expected to post a response to the discussion questions by Monday night and a minimum of two responses to other student posts before the next Friday assignment. This will require you to log in multiple times during the week.

## **B.**

### **TIME DIARY**

Each student will complete a four-day time diary of activities. For those four days, you will record every activity you participate in. Specifics are not required and you do not need to reveal personal private information. The activity is to see how you segment your day and as such, there are no “right” or “wrong” activities. Any activity you consider leisure should include a comment.

## **C.**

### **4 EXPERIENCES**

Each individual student will choose three experiences to participate in over the course of the semester. You must choose one experience from each of these 4 recreation classifications:

Special Event or Tourism (Wedding, Festival, Fair, 5K Race, etc)

Sports (Baseball, Basketball, Soccer, Hockey, Football, Golf, etc)

Arts Event (Dance Competition / Recital, Play, Museum, Concert, Book Signing, etc)

Outdoor / Community Rec (Hiking, Camping, Fitness Class, Swim at the Pool, etc).

Some experience may fall into more than one category, for example: you choose to attend the opening of an art show at the Smithsonian, which would qualify as either a special event or an arts event. You may use it for either one but not both.

In addition to choosing experiences from the categories above, one experience must be a). unstructured, one must be b). amateur, and one must be c). professional. For example: a baseball fan might pick a softball game in the park as their community recreation activity (unstructured), a high school tournament or a Mason game as the sport (amateur activity), a road trip with friends to a Baltimore Orioles game as a second sport or a tourism experience (professional activity), a Winchester Royals game as a third sport (professional activity), attending a friend’s wedding as their special event (amateur or professional or unstructured depending on the wedding), and a drive along Skyline Drive as their nature experience (unstructured). A literature fan might pick a community play as an arts event (amateur), a poetry reading at a coffee house as community recreation (unstructured), might see Shenandoah Shakespeare perform MacBeth at the Hylton or Fairfax Performing Arts Center as a special event (professional), might read the Sunday newspaper in their backyard as an outdoor experience (unstructured), and just for fun might watch a kids' swim meet at the Aquatic or Freedom Center pool for a sport experience (amateur).

Selection of the activities is entirely up to you, where your personal interests lie, and the opportunities you are able to find. Please remember that there are many on-campus opportunities for students to participate in which you can experience at little or no cost. Additionally don’t forget the National Mall and all of the free recreational opportunities taking place there.

As proof of participation in each experience, you must 1). take a photograph of yourself participating (or have someone take your photograph), and you must 2). scan a copy of your tickets and 3). scan the cover of the program (unstructured experiences are unlikely to have tickets/programs so the photograph will be sufficient in the absence of tickets/programs). A one page 4). evaluation form (provided by the instructor) will be submitted with each participation.

**D. VOLUNTEER CLASSIFICATION**

One of the other classifications in recreation is volunteerism. Students will volunteer for 3 hours at a University Life event, RHT event, or community event of their choosing. Prior approval with the instructor is required. A five-page paper, citing the text, must identify why through this opportunity to volunteer you became a resource and provided people with an opportunity to thrive. What provided those outcomes?

**Course Requirements and Evaluation:**

Weekly Discussions	25 points
Time Diary	10 points
4 Recreation Experiences	20 points
Midterm	15 points
Volunteer Participation and Paper	15 points
Final	<u>15 points</u>
<b>Total:</b>	100 points

**Grading Scale**

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

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**Course Outline:**

*Note: Faculty reserves the right to alter the schedule as necessary.*

<b>Date</b>	<b>Topic</b>
<b>Week 1</b>	Introduction/Course Overview/Text Purchase
<b>Week 2</b>	The Meaning of Leisure
Readings:	Chapter 1
<b>Week 3</b>	The Value of Having Fun
Readings	Chapter 2
<b>Week 4</b>	Explaining Leisure Behavior
Readings	Chapter 3
<b>Week 5</b>	Leisure and Well-Being
Readings	Chapter 4
<b>Week 6</b>	Leisure's Anthropology
Readings	Chapter 5
<b>Week 7</b>	Leisure's Geography
Reading	Chapter 6
<b>Week 8</b>	Leisure and Technology
Readings	Chapter 7

<b>Week 9</b>	Popular Culture
Readings	Chapter 8
<b>Week 10</b>	Taboo Recreation
Readings	Chapter 9
<b>Week 11</b>	For and Against Productivity
Readings	Chapter 10
<b>Week 12</b>	The Freedom and Tyranny of Tie
Readings	Chapter 11
<b>Week 13</b>	Is Leisure Fair?
Readings	Chapter 12
<b>Week 14</b>	Leisure Systems
Readings	Chapter 13

#### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- 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/policies/responsible-use-of-computing/>].
- 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.

#### *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/>].

**PROFESSIONAL BEHAVIOR:** Students are expected to exhibit professional behaviors and dispositions at all times.

**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.

