

George Mason University
PRLS 611-001: The Social Psychology of Leisure (3 Credits)
Spring 2018

Instructor:

Dr. Sean Brown
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Class Information:

Wednesdays, 7:20pm – 10:00 pm
RAC, 2203

Office Hours: By Appointment

Prerequisites: Graduate student or permission from the instructor.

Course Description: Addresses historical, theoretical, and empirical foundations of social psychological constructs relative to social behavior in park, recreation, sport, and tourism settings. Focuses on attitudinal, social, and motivational theories as applied to leisure-related contexts. Offered by Recreation, Health & Tourism. May not be repeated for credit.

Course Delivery Method:

This course will take primarily a lecture format, with ample time for discussion.

Course Objectives:

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

1. Demonstrate an understanding of the classic social psychological constructs and how they are applied in management and leisure-related contexts.
2. Analyze critically theoretical and empirical literature relevant to the study of the social psychology of play, recreation, and leisure.
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.
4. Write a research paper applying concepts studied in the classroom with observations of a wide variety of leisure activities.

Professional Association Standards:

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

7.01: Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related profession and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science, and philosophy.

Required Textbook: Kleiber, D.A.; Walker, G.J.; Mannell, R.C. *A Social Psychology of Leisure (2nd ed)*. Venture Publishing: State College, PA

Student Expectations:

1. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
2. 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/>].
3. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
4. 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.
5. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor. While in class it is expected that you are physically and mentally present, thus all cellular phones, pagers, MP3's or other electronic devices must be turned off before class and stay off until the instructor dismisses class.
6. Students are responsible for the information provided in class along with the readings from the textbook and/or supplemental resources. If you are absent when materials are distributed, it is your responsibility to obtain the information from another student.
7. Class begins at 4:30pm. Excessive tardiness will count against your participation grade. Try and be on time.
8. The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Campus Resources:

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>).

- Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Professional Behavior: Students are expected to exhibit professional behaviors and dispositions at all times.

Attendance: Attendance in class is correlated positively with final grades and learning. Thus, Regular attendance will be taken and will also figure in to your final grade. If possible, please clear all absences with me in advance. For absences that cannot be cleared in advance, please provide documentation (doctor's note, e.g.).

Evaluation:

Assignment	Percentage of Grade
Attendance, Participation, Class Activities, etc.	25%
Time Diary	10%
Discussion Moderator	20%
Mid-term paper – Annotated bibliography	20%
Final Paper	25%

Grading Scale:

Grade scale provided by the University.

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

Work is expected to be turned in on time whether or not a student attends class on the due date except under extreme circumstances. All such circumstances will need documentation. For unexcused absences, late work will be accepted at a cost of one letter grade per day late.

Assignments:

Participation, etc.: Attendance and participation in class discussions and activities are crucial for success in the course and achieving learning outcomes. Students are expected to have engaged substantially with the course readings each week, and should be prepared to discuss them critically

and deeply. Attendance and (especially) participation will account for a substantial portion of your semester grade.

Time Diary: Each student will be required to keep a 4-day time diary during the semester. The diary will chronicle 4 consecutive days, and you will record every activity you engage in. Details are **not** required, and you should write these in such a way that does not reveal any personal or private information about you or anyone else. The goal of the assignment is to give you an objective catalog of how your days are structured. You should include a comment on any activity that you consider to be “leisure.” Such comments may include why you consider the activity leisure, how you feel during that time, etc.

Discussion Moderator: Each student will present and moderate one of our class discussions. For your session, you will need to choose a reading from a peer-reviewed journal that supports the material we are learning that week (based on the textbook). They will need to post the article to Blackboard no less than **one week** in advance of the discussion. In addition, you will need to post a discussion question for the class to respond to during your presentation. For a list of potential journals to draw readings from, see: <https://uwaterloo.ca/recreation-and-leisure-studies/research/research-journals>. You are encouraged to be creative in your presentation of the material. You may bring in media clips to illustrate a concept or spur discussion, create multimedia presentations, etc. Creativity will be rewarded, provided it does not distract from the content. Presentations and discussions should take around 30-45 minutes.

Mid-Term Paper (Annotated Bibliography): Your mid-term assignment will be to create an annotated bibliography of at least 13 sources. Sources should be either peer-reviewed articles or chapters from edited anthologies that deal in some way with social psychology and leisure. You may do a broad survey of various topics in leisure or concentrate on one particular theory or activity. Each annotation should include a full citation of the article or chapter in APA format as well as a 200-300 word summary and assessment of the article’s topic, method, strengths, weaknesses, and conclusions.

Final Paper (Summary Psychology of Leisure Experience): Each individual student will choose a minimum of 4 leisure experiences to participate in over the course of the semester. You must choose one or more experiences from each of these 4 categories.

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

Sports/Physical Activity (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 experiences 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 unstructured, one must be amateur, and one must be 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 GMU Intramural baseball 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 or Potomac Nationals 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 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 their local pool for a sport experience (amateur).

Selection of the activities is entirely up to you, where your personal interests lie, where your research 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 as a summer course, don’t forget the National Mall and all of the free recreational opportunities taking place there this summer.

As proof of participation in each experience, you must take a photograph of yourself participating (or have someone take your photograph), and you must scan a copy of your tickets and 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).

Finally, compose a 7-10 page APA style paper explaining what you experienced through the lens of social psychology. Reference the text and journal articles we’ve discussed to validate any claims you make or use your experience and observations to validate the research discussed in a journal article. As you participate in each experience, you will want to think about the social psychology theories being discussed in class so that you are prepared to write your summary paper.

Calendar (Subject to Change)

Date	Topics	Readings/Assignments
1/24	Introduction, Syllabus, Expectations, Assignments, Start Chapter 1	Read syllabus, purchase textbook, ask questions
1/31	Understanding Leisure with Social Psychology	Chapter 1
2/7	The Social Psychology of Leisure; Story of a Growing Field of Study	Chapter 2
2/14	Social Psychology Approaches for Studying leisure	Chapter 3
2/21	Leisure Experience	Chapter 4
2/28	Leisure Needs	Chapter 5; Time Diaries Due
3/7	Leisure Motivations	Chapter 6
3/14	Spring Break – No Class	None
3/21	Personal Influences on Leisure (Personality, Attitudes, and Identity)	Chapter 7; Mid-Term Assignment due

3/28	Age and Gender as Determinants of Leisure Behavior and Experience	Chapter 8
4/4	Social Influence on the Creation of Leisure	Chapter 9
4/11	Race, Ethnicity, Culture, and Leisure	Chapter 10
4/18	Impacts of Leisure Experience on the Life Cycle	Chapter 11 & 12
4/25	Optimizing Leisure Outcomes	Chapter 13
5/2	Last Day of Class	Wrap-Up/Catch-up
5/9	Final Exam Period	Final Paper Due!

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>)
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
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Campus Resources

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- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

