

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
PRLS 317 Social Psychology of Play and Recreation (3) (001)
Spring 2015

Day/Time: W 7:20-10:00 PM

Place: Thomson Hall L004

Professor: Chun Jae (CJ) Park, Ph.D.

Phone Number: (703) – 346-5432

Office Hour: Wed before class (or email for appt)
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Prerequisites: Tour 200, PHED 200, PRLS 210, SPMT 201, or SRST 200

Course Description:

This course 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 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.

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 professions 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.

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.

Requirements	Points	Grading Scale		
Participation	5	A+ = 98-100	A = 94-97	A-=90-93

Assignments(3) B-=80-83	15	B+ = 88-89	B= 84-87
Project 73	20	C+ = 78-79	C= 74-77 C-=70-
Exams (3)	60	D = 60-69	F = 0-59

Student Expectations

cpark7@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:

Date: Topic Reading/Assignment

January 21	Introduction / Leisure & Social Psychology Ch. 1
28	History Ch. 2
February 4	Approaches to Studying Leisure Ch. 3
	Meeting at the Rac
11	Leisure Experience Ch. 4
	Assignment # 1 due
18	Exam #1 (ch. 1-4)
25	Leisure Needs Ch.5
March 4	Leisure Motivations Ch.6
11	Spring break – No class
18	Personality, Attitudes & Identity Ch. 7
	Assignment #2 due

	25	Age & Gender as Determinants Ch. 8
April	1	Exam #2 (ch. 5-8)
		Assignment #3 Due
	8	Social Influences in creation of Leisure Ch. 9
	15	Race, Ethnicity, Culture & Leisure Ch. 10
		Project Discussion
	22	Childhood & Adolescence –Experiences Ch. 11
	29	Adulthood & Later Life Ch. 12
		Final Project Due
May	6	Optimizing Leisure Outcomes Ch. 13
	13	Exam # 3 (ch. 9-13)

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

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

Assignment #1 Experiential activity.

You participate or observe an activity (leisure activity) that you have never done before (e.g. yoga, water aerobics, etc). You can join or arrange with any recreation center (Freedom Center, The Rac) for you to be able to join a class. That may not be relevant. After the participate or observe, you write a reaction paper about your experience. What did you enjoy, learn, what were you surprised by, etc.

Assignment #2 Personality and Leisure choices.

You find an online personality test (there is an equivalent to the Myers Briggs but free online. The Keirsey Temperament Scale will be okay. You complete this and then reflect on your leisure activities and the relationship between your personality and your leisure choices.

<http://www.humanmetrics.com/cgi-win/ITypes2.asp>

Assignment #3 Interview a person.

Interview a person and discuss about his/her leisure choices for one decade of his/her life. You administer a survey to determine his/her likes and dislikes (one from the book works) and then write about his/her choices and relate it to what you are learning in class about leisure choices and aging.

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.

