

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

PRLS 611 – Social Psychology of Leisure (001)
SUMMER 2015

Day/Time:	Distance Education	Location:	Blackboard
Instructor:	Dr. Matthew Ferry	Email:	mferry2@gmu.edu
Office Location:	Bull Run Hall 204	Phone Number:	571-535-0032
Office Hours:	By Appointment	Fax Number:	703-993-2025

PREREQUISITE(S): Graduate student or permission of instructor.

COURSE DESCRIPTION: Uses historical, theoretical, and empirical foundations of social psychological constructs relative to social behavior in park, recreation, sport, and tourism settings. Focuses primarily on attitude, social processes, identity, and motivational theories as predicted and observed in leisure-related contexts. Allows students to pursue in-depth analysis of at least one theoretical area of social psychology specific to their focus area. Identifies recent applications of theories.

DELIVERY METHOD: This course will be delivered online using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on Monday May 19th, 2014, if not, before hand.

TECHNICAL REQUIREMENTS: To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on Monday, and **finish** on Sunday.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 10 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least 10 times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

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

1. Demonstrate an understanding of the classic social psychological constructs and how they are applied in management of leisure-related contexts;
2. Assess social psychological studies critically by preparing summaries of the theoretical bases, methods, hypotheses, and outcomes;
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.

PROFESSIONAL ASSOCIATION PRINCIPLES: Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of the Commission of Sport Management Accreditation (COSMA). COSMA (2010, p. 1) “bases its accrediting process on principles, rather than standards.” The eight recommended principles are: outcomes assessment; strategic planning; curriculum; faculty; scholarly and professional activities; resources; internal and external relationships; and educational innovation.

COURSE OVERVIEW: In this course, we will be exploring a variety of theories and constructs which are frequently used to study the broad area of leisure. This is a good opportunity not only to learn from the course materials, but also to share your own understanding and interpretation of the antecedents and outcomes of leisure experiences which may relate to recreation, sport, or some other facet of what people do in their free time.

An online format will be used in this course. Therefore, you will be expected to actively participate in class discussions, complete in-class exercises and fulfill all assignments on time. Assignments must be turned by the specified due date and time in order to receive full credit.

NATURE OF COURSE DELIVERY: Online using Blackboard.

REQUIRED READINGS: Kleiber, D. A., Walker, G. J., & Mannell, R. C. (2011). *A Social Psychology of Leisure*. Venture Publishing, State College, PA.

Articles as assigned (these are assigned by our weekly moderators).

Reference: American Psychological Association. (2009). *Publication Manual of the American Psychological Association, Sixth Edition*. American Psychological Association, Washington, DC.

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

Requirements	Percentage Points
Summary Psychology of Leisure Project	30%
Observation vs Participation Leisure Experience	20%
Time Diary	10%
Class Moderator	20%
Class Discussion Boards	20%
Total	100%

Grading Scale

A = 94-100	B+ = 88-89	C = 70-79
A- = 90-93	B = 84-87	F = 0-59
	B- = 80-83	

ASSIGNMENTS:

Attendance Policy: Mason Catalog: "Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of non-participation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus."

There is NO make-up work. Accordingly, in this course, failure to post discussion on blackboard is considered de facto evidence of non-participation.

All assignments are due at 5:00PM on the assigned day. No late work will be accepted without a doctor's note on letterhead. Written work is to be typed, spell checked, and proofread to avoid point deduction. APA format must be used. **No class participation make-ups** will be available.

Assignment Summaries

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 a lecture(s) Monday, Tuesday, and/or Wednesday and discussion questions on Blackboard. During the course of the next five days (five days from when the PPT and discussion question were posted), each student is expected to post one response to each discussion question and a minimum of two responses to other student posts. *In addition, you will need to post a response to each question posed by the weekly moderator(s).* This will require you to log in multiple times during the week.

CLASS MODERATOR

Each student will present and moderate one of our discussions. For that moderator's session, they will choose one article supporting a social psychological theory of leisure. They will post the article to the blackboard discussion board and *one* discussion question for their classmates to discuss. The moderator does not need to post an initial response to the discussion question they pose; however, outlines, visual materials, and creative approaches are encouraged. *At the end of the five days of discussion, it will be the responsibility of the moderator to synthesize the article and discussion into a paper.* The moderator has one week to do this. Syntheses should include thoughtful feedback and critiques of the methods used, analyses conducted, and conclusions drawn from the article. The moderators should assess the soundness of the theoretical framework

as well as the contributions of the results to the body of knowledge.

Typical/Ideal Journals: *Journal of Leisure Research, International Journal of Sport Management Recreation and Tourism, Recreation Sports Journal, Psychology of Sport and Exercise, Leisure Sciences, International Journal of Sport Science and Coaching.*

*Articles can also be found in the reference section of the textbook.

TIME DIARY

Each student will complete a four-day time diary of activities. For those four days, you will record every activity (physical and otherwise) you participate in. Specifics are not required and you do not need to reveal personal private information. The ‘point’ of 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.

OBSERVATION vs PARTICIPATION LEISURE EXPERIENCE

Each student will observe a leisure experience during the semester and share an assessment of that experience. This leisure experience assessment must be framed within a specific social psychological theory discussed in this course.

For the experience you observe, you will need to describe the experience and discuss how one of the theories from class can be used to study the experience. Make sure you reference the location of the theory (using APA formatting), provide examples of variables and factors you would research and how you would methodologically approach the research of them, and formulate a hypothesis for what relationship you think you might find between/among the variables.

Afterwards, answer these questions:

Why did you choose this theory?

How did you develop your predictions (hypothesis)?

How would your choices (in describing the experience, choosing variables to assess, and predicting the relationships between the variable) be different if you were participating in the leisure experience instead of observing the experience?

SUMMARY PSYCHOLOGY OF LEISURE EXPERIENCE PROJECT

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 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 5-10 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.

TENTATIVE COURSE SCHEDULE:

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

DATE		TOPIC	READ	ASSIGNMENT DUE/BEGINS	
M	May	18	Introduction & Syllabus		
T		19	Understanding the Study of Leisure with Social Psychology Social Psychological Approaches for Studying Leisure	Ch 1, 2, & 3	
W		20			
R		21			Moderator Olga
F		22			
M		25	Memorial Day		
T		26	Leisure Experience, Needs, and Motivation	Ch 4, 5, & 6	Moderator Sean
W		27			Time Diary Due
R		28			Moderator Joshua
F		29			
M	June	1	Personality, Attitudes, and Identity as Personal Influences on Leisure; Age and Gender as Determinants of Leisure Behavior and Experience	Ch 7 & 8	Moderator Victoria
T		2			
W		3			Moderator Darren
R		4			
F		5			Observation vs Participation Leisure Experience Due Moderator Alaa
M		8	Social Influence in the Creation of Leisure; Race, Ethnicity, Culture, and Leisure	Ch 9 & 10	Moderator Robert
T		9			
W		10			Moderator Ae Hyun
R		11			
F		12			Moderator Samantha
M		15	Impacts of Leisure Experience on Childhood, Adolescence, Adulthood, and	Ch 11, 12, & 13	

		Later Life; Optimizing Leisure Outcomes		
T	16			
W	17			
R	18			
F	19			Summary Experience Paper Due

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See 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/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.

