

George Mason University
School of Recreation, Health, and Tourism
PRLS 317-001: Social Psychology of Play and Recreation
Spring 2016

Professor:

Dr. Mallory Anderson
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Class Information:

Wednesdays 7:20pm – 10:00pm
Location: Fairfax West, 1007

Office Hours: By Appointment

Department Webpage:

<https://rht.gmu.edu>

Required textbook:

Kleiber, D. A., Walker, G. J., & Mannell, R. C. (2011). *A social psychology of leisure (2nd ed)*. Venture Publishing: State College, PA.

Prerequisites:

TOUR 200, PRLS 210, SPMT 201, SRST 200 or PHED 200

Course Description:

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 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.

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.

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. Each time your electronic device is used during class, it will result in a 3-point deduction from your total points earned in the course.
6. Students are responsible for the information provided in class along with the readings from the online 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 7:20pm. If you arrive late to class, you must check in with the instructor.

Professional Behavior: 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.

Nature of the Course Delivery: Face to Face.

Attendance:

Regular attendance and class participation are required and are vital factors into your final grade. Attendance will be taken on a regular basis and reinforced by in-class quizzes, activities, discussion and skill development. There is a strong connection between class attendance and comprehension of material and grade performance. Make-up and acceptance of late work will be allowed for excused absences only. Excused absences must be cleared with the instructor in advance (e-mail/or blackboard msg acceptable), unless documentation is provided after an unexpected illness/emergency. Make-ups for any assignment that is collected or occurs during the class meeting will not be allowed for an unexcused absence. In the case of an excused absence, the paper or a make-up written assignment for in-class activities is due the next class week. All assignments must be turned in at the beginning of class; otherwise, they will be considered late. Late assignments will result in automatic lowering of the grade 10% for each 24-hour period.

Grading Scale:

Grades are not given, they are earned. The grading scale is supplied by GMU.

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	

Evaluation/Course Assignments	Percentage	Course Objectives
Class Attendance, Learning Activities & Participation	25%	1-4
Integrative Discussion Questions (5)	15%	3 & 4
Reaction Papers (3) Leisure Experience (<i>Flow, Savoring, Optimal Exp</i>) Personality and Leisure Experience (<i>strengthsfinder</i>) What has influenced your leisure? (<i>childhood, etc.</i>)	20%	All Objectives
Leisure in Your Life & Beyond Project Includes paper (30%) and presentation (10%)	40%	All Objectives

Class Attendance, Learning Activities & Participation (25%):

To be successful in this course, students must attend class. Attendance ensures the opportunity to participate in the discussions generated by the readings. Part of your grade is determined through learning activities that occur during class and from active class participation. Learning activities will take shape in a variety of ways (group or individual problem-solving, quizzes, etc.). Active participation will be evaluated in the following way:

Excellent = Proactive participation through leading, originating, informing, as well as asking questions that are thought provoking and indicate that you have read the material and reflected upon the readings and discussions. Participation does not mean dominating the discussion, making comments merely to make comments, or taking up class time with personal issues or tangential items.

Satisfactory = Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others. Active participation in-group activities.

Minimally acceptable = Passive participation including being present, awake, alert, attentive, but not actively involved. I call it the “seat warmer.” While you may be learning, you are not contributing to other’s learning nor are you assisting in producing discussions that engage others in learning.

Integrative Discussion Questions (15%):

In order to focus class discussion each student will submit one or two integrative questions prior to class, drawn from that days reading. Students will select five class sessions to submit their integrative questions to prior to class. An integrative question is like a well-developed essay question on an exam. It should identify an intriguing issue from the readings and place that issue in front of us in a way that facilitates discussion and exploration. For example:

Q.1 How does Kubn’s work affect how we view our own disciplines? Do we relate to Lawson, who “emphasizes that a new paradigm does not entail ‘out with the old and in with the new,’” or do we see paradigms as Kubn posited, mutually exclusive of previous paradigms?

Q.2 In the field of Leisure it seems that we cannot even agree on how “leisure” is defined, what then is the “paradigm” of our field? Could it be that there is no true “paradigm” that governs our own work? And if so, how can this be?

Questions are due no later 2pm the day of class. Questions should be posted on blackboard under the discussion section, more details will be provided in class.

Reaction Papers (20%):

Reaction papers are 2-3 page papers written to tie together an experience and the readings from class. Each paper will have some guiding questions to assist you in responding to the topic. The questions should be answered, but are not there to limit the breadth of your reflection. It is expected that you will expand your reflection beyond the questions being asked.

Reaction Paper #1: Leisure Experience (includes flow & savoring)

Reflect on the factors of leisure experience identified in the chapter and how you have or have not experienced some of ideas around flow, savoring, serious leisure, etc. Does this chapter make you look at leisure experiences differently? Why or why not? Review the components of the chapter and identify what surprised you.

Reaction Paper #2: Personality and Leisure Experience

Synthesizing what has been discussed about personality, attitudes, and identity as personal influences, is your leisure congruent with your personality? Why or why not? Utilize the self-assessment instruments in Chapter 7, your strengths assessment, and review the other personality traits associated with leisure, to support your hypothesis? Make sure to address both congruence and discrepancies.

Reaction Paper #3: Influence of Leisure through your Lifespan

Consider your own leisure interests and activities. What or who has shaped them along the way? Are there any leisure activities you engage in more than others? Why? Use Chapter 9 as a guide to reflect on what has influenced your leisure through your lifespan.

Theory into Practice Project

This project has been designed to help you synthesize what you have learned and how it impacts your career.

Part I: To encourage you to explore your own perceptions of leisure, thus providing valuable feedback that you may utilize as a leisure professional, you will analyze one (1) of your own leisure experiences. Identify a recent leisure experience and thoroughly discuss it as it relates to the nature of personality, personal versus social identity, attitudes and personality traits, and other motives. You should go beyond merely describing the experience by analyzing it as it relates to topics discussed in the readings or in class.

Part II: After understanding your own leisure experience through the social psychological lens, you will seek to understand how the social psychological perspective is relevant to your intended career pursuits. You will need to identify an individual in the community who you will shadow and interview regarding their involvement in an intervention or leisure experience they provide for others.

For example: If I am interested in heading up an aquatics facility, perhaps shadowing and interviewing an aquatics instructor would be beneficial. You would observe them in action (i.e. leading a swim class/program) and then you would follow-up the observation by interviewing the instructor. What are factors the instructor considers in planning their swimming program? What do they see as relevant to having a successful program for their constituents?

After observing and obtaining their perspective you will need to provide your perspective of how the social psychological analysis of leisure can help you assist in providing a similar leisure experience or service for others? How can the social psychology of leisure help you to design methods of assistance and intervention as well as learn to make life better for others? You should go beyond merely describing the experience by analyzing it as it relates to topics discussed in the readings or in class, making sure to address how this leisure experience may be experienced across the lifespan. The paper should be written using APA format, including double-spaced, 12-pt font (Times New Roman).

Part III: You will give a 5-10 minute presentation of your findings from Part II of the project.

Course Schedule:

Date	Class Content/Topic	Assignments Due
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Jan. 20	Introduction, Course Expectations, Assignment Review. Brief introduction into Chapter 1.	Read syllabus All students should have purchased text for the course.
Jan. 27	Understanding Leisure with Social Psychology	Read: Chapter 1 for class today
Feb. 3	The Social Psychology of Leisure: Story of a Growing Field of Study	Read Chapter 2 for class today
Feb. 10	Social Psychological Approaches for Studying Leisure	Read Chapter 3 for class today
Feb. 17	Leisure Experience	Read Chapter 4 for class today Reflection #1 Due
Feb. 24	Leisure Needs	Read Chapter 5 for class today
Mar. 2	Leisure Motivations	Read Chapter 6 for class today
Mar. 9	Spring Break – No Class	
Mar. 16	Personality, Attitudes, and Identity as Personal Influences on Leisure	Read Chapter 7 for class today Reflection #2 Due
Mar. 23	Age and Gender as Determinants of Leisure Behavior and Experience	Read Chapter 8 for class today
Mar. 30	Social Influence on the Creation of Leisure	Read Chapter 9 for class today Reflection # 3 Due
Apr. 6	Race, Ethnicity, Culture and Leisure	Read Chapter 10 for class today
Apr. 13	Impacts of Leisure Experience on Childhood and Adolescence	Read Chapter 11 for class today
Apr. 20	Impacts of Leisure Experience on Adulthood and Later Life	Read Chapter 12 for class today Complete online instructor evaluation at the emailed address
Apr. 27	Optimizing Leisure Outcomes Last Day of Lectures	Read Chapter 13 for class today
May 4 & 11 th	Exams	Final Presentations!

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



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