

George Mason University
PRLS 317-001: Social Psychology of Play and Recreation
Spring 2017
Recreation Management

Professor:

Dr. Mallory Mills
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Class Information:

Wednesdays 4:30pm – 7:10pm
Location: Robinson Hall, B111

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, or SRST 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 Delivery Method

This course will be delivered using a lecture format.

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 4:30pm. If you arrive late to class, you must check in with the instructor.
8. **The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.**

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

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 (3)	15%	3 & 4
Reaction Paper (1) Part 1 of last years final project.	10%	1-4
Chapter Integration Presentations Includes handout for the class – details on BB	20%	3 & 4

Leisure in Your Life & Beyond Research Project Includes site visit, paper, and presentation – details on BB	30%	1-5
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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.

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 three class sessions to submit a discussion question to, prior to class. An integrative discussion 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:

Q1) Acculturation can be defined as, "the changes an individual or cultural group experiences as a result of contact with another cultural group" (pg 320). An example of this could be immigrants coming to the U.S. who try to "mainstream" or apply American ethnic values into their own cultural belief systems. How can acculturation affect leisure participation within participants? Do you think acculturation has an effect on leisure attitudes, behaviors and beliefs? How so? And how might this vary in T.R. versus Parks and Rec?

Questions are due by midnight the day before class (i.e. Tuesday night). Questions should be posted on blackboard under the discussion section, more details will be provided in class.

Reaction Papers (10%):

The reaction paper is 2-3 pages in length written to tie together an experience and the readings from class. 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.

Chapter Integration Presentations (20%):

You will be divided into pairs for these presentations. Each pair will lead an activity/discussion centered on one of the topics outlined in the chapter for the day assigned. Your group will decide which aspect of the chapter to focus on. This assignment is designed for you to make connections between your field of study and the topic – bringing the subject to life. The activity or discussion could be bringing in popular culture (tv/print media) to have a more in-depth discussion. As a part of this presentation you should bring in at least 1 supplemental reading from a peer-reviewed journal (for example, JLR) that complements your activity/discussion. The activity should take 20-25 minutes to complete. You will provide a 1-page handout summarizing the journal article to the class (should they want to use it a source

for the final project). In your summary you may want to note why you selected the article (i.e. how does it connect with the topic of the day).

Theory into Practice Project (30%)

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

Part 1: Site Visit/Community Partner Agreement (10%)

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. Ideally this community partner will be in the field you intend to work in post-graduation. The Community Partner Agreement is a document that reviews expectations between you and the community partner for this assignment. This agreement should be reviewed face-to-face with your community partner as a part of a site visit.

Part 2: Written Report (10%)

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 shadow your community partner, and interview them 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. This section of your project should include a minimum of two additional sources (Journal Articles/Research) to support your analysis. The paper should be written using APA format, including double-spaced, 12-pt font (Times New Roman).

Part 3: You will give a 5-10 minute presentation of your findings from Part 2 of the project.

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 <http://oai.gmu.edu/the-mason-honor-code/>).
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- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

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://coursessupport.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/>.

Course Schedule:

Date	Class Content/Topic	Assignments Due
Week 1 01/25	Introduction, Course Expectations, Assignment Review. Brief introduction into Chapter 1.	Read syllabus All students should have purchased text for the course.

Week 2 02/01	Understanding Leisure with Social Psychology	Read: Chapter 1 for class today & Class assignment details to discuss today.
Week 3 02/08	The Social Psychology of Leisure: Story of a Growing Field of Study	Read: Chapter 2 for class today
Week 4 02/15	Social Psychological Approaches for Studying Leisure	Read: Chapter 3 for class today; Due: Community Partner Agreements
Week 5 02/22	Leisure Experience	Read: Chapter 4 for class today
Week 6 03/01	Leisure Needs	Read: Chapter 5 for class today
Week 7 03/08	Leisure Motivations	Read: Chapter 6 for class today Due: Reaction Paper
Week 8 03/15	Spring Break – No Class	
Week 9 03/22	Personality, Attitudes, and Identity as Personal Influences on Leisure	Read: Chapter 7 for class today
Week 10 03/29	Age and Gender as Determinants of Leisure Behavior and Experience	Read: Chapter 8 for class today
Week 11 04/05	Social Influence on the Creation of Leisure	Read: Chapter 9 for class today Due: Site Visits Completed
Week 12 04/12	Race, Ethnicity, Culture and Leisure	Read: Chapter 10 for class today
Week 13 04/19	Impacts of Leisure Experience on Childhood and Adolescence	Read: Chapter 11 for class today
Week 14 04/19	Impacts of Leisure Experience on Adulthood and Later Life	Read: Chapter 12 for class today Final Papers Due
Week 15 04/26	Optimizing Leisure Outcomes	Read: Chapter 13 for class today
Week 16 05/3	Last Day of Class	Complete Instructor evaluation
4:30 – 7:15pm 5/10	Final Exam	Due: Final Presentations!

Note: Faculty reserves the right to alter the schedule as necessary and additional readings may be added.