

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
PRLS 611 – Social Psychology of Leisure (001)
SUMMER 2017

Day/Time:	Distance Education	Location:	Blackboard
Instructor:	Dr. Brenda Wiggins	Email:	bwiggins@gmu.edu
Office Location:	Bull Run Hall 228C	Phone Number:	703-993-2068
Office Hours:	By Appointment	Fax Number:	703-993-2025

PREREQUISITE(S): Graduate student or permission of 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.

COURSE DELIVERY METHOD: This course will be delivered online (76% or more) using [select either a synchronous or an asynchronous] format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on [Day and/or Time].

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:

<https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>

- Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on **Tuesday** and finish on **Friday**. All assignments and discussion board submissions are due by 11:59p.m.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least **three** times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in*

selecting your words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:**

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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.

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- Outcomes assessment
- Strategic planning
- Curriculum
- Faculty
- Scholarly and professional activities
- Resources
- Internal and external relationships, and
- Educational innovation.

For more information, please see: Commission of Sport Management Accreditation.

Accreditation principles and self study preparation. Retrieved May 12, 2016 from

<http://www.cosmaweb.org/accreditation-manuals.html>

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.

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

Consider using: <http://www.citationmachine.net/apa/cite-a-book>

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

Requirements	Points
Summary Psychology of Leisure Project	40
Observation vs Participation Leisure Experience	20
Time Diary	10
Class Discussion Boards (including Moderator role)	30
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...as de facto evidence of non-participation."

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 11:59PM 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: NOTE: Faculty reserves the right to alter assignments as deemed necessary to ensure all students are engaged in the content and their education in a way that is most beneficial to their growth and development.

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 on **Tuesdays** and the Moderator/s will post a *discussion question* on Blackboard **Wednesdays** by 11:59p.m. **Fridays** by 11:59p.m. each

student is expected to post *a response to the question posed by the Wednesday weekly moderator(s)*. This will require you to log in multiple times during the week. The moderator responds to posts over the weekend in response to the discussion question responses.

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 on Wednesday and *one* discussion question for their classmates to discuss and respond to by Friday night. The moderator responds to posts over the weekend from the class. Outlines, visual materials, and creative approaches are encouraged.

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 five 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.

TOPIC				
M	May 22	Introduction and Syllabus	READ	ASSIGNMENT
T	23	Understanding the Study of Leisure with Social Psychology; Social Psychological Approaches for Studying Leisure	Ch 1, 2, & 3	
W	24			Dr. Wiggins, Moderator
R	25			
F	26			
M	29	Memorial Day		

T	30	Leisure Experience, Needs, and Motivation	Ch 4, 5, & 6	
W	31			Aubrey, Moderator
R	June 1			
F	2			Time Diary Due
M	5	Personality, Attitudes, and Identity as Personal Influences on Leisure; Age and Gender as Determinants of Leisure Behavior and Experience	Ch 7 & 8	
T	6			
W	7			John, Moderator
R	8			
F	9			Observation vs Participation Leisure Experience Due
M	12	Social Influence in the Creation of Leisure; Race, Ethnicity, Culture, and Leisure	Ch 9 & 10	
T	13			
W	14			Lisa, Moderator
R	15			
F	16			
M	19	Impacts of Leisure Experience on Childhood, Adolescence, Adulthood, and Later Life; Optimizing Leisure Outcomes	Ch 11, 12, & 13	
T	20			
W	21			Jinsun, Moderator
R	22			
F	23			Summary Experience Paper Due

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/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

- 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/>.

