

George Mason University
PRLS 317-001: The Social Psychology of Play and Recreation (3)
Spring 2018

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Class: Wednesday, 4:30 – 7:10, Aquatic and Fitness Center #112

Prerequisites: PRLS 210 (Introduction to Recreation and Leisure) **or** SRST 200 (History of Sport and Leisure in America).

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. Offered by Recreation, Health & Tourism. May not be repeated for credit.

Course Delivery Method:

This course will take primarily a lecture format, with ample time for discussion.

Course Objectives:

At the completion of this course, students should be able to:

1. Define and discuss the major social psychological theories, concepts, models, and methods that have been applied to the study of recreation and leisure.
2. 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.
3. Analyze theoretical and empirical literature relevant to the study of the social psychology of play, recreation, and leisure.
4. Write a research paper applying concepts studied in the classroom with the outside world.

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 profession 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.

Required Textbook: Kleiber, D.A; Walker, G.J.; Mannell, R.C. *A Social Psychology of Leisure (2nd ed)*. Venture Publishing: State College, PA

Attendance: Attendance in class is correlated positively with final grades and learning. Thus, Regular attendance will be taken and will also figure in to your final grade. If possible, please clear all absences with me in advance. For absences that cannot be cleared in advance, please provide documentation (doctor's note, e.g.).

Evaluation:

Assignment	Percentage of Grade
Attendance, Participation, Class Activities, etc.	25%
Time Diary	10%
Discussion Questions (X3)	15%
Chapter Presentations	20%
Final Paper	30%

Grading Scale:

Grade scale provided by the University.

A	= 94 – 100	B+	= 88 – 89	C+	= 78 – 79	D	= 60 – 69
A-	= 90 – 93	B	= 84 – 87	C	= 74 – 77	F	= 0 – 69
		B-	= 80 – 83	C-	= 70 - 73		

Work is expected to be turned in on time whether or not a student attends class on the due date except under extreme circumstances. All such circumstances will need documentation. For unexcused absences, late work will be accepted at a cost of one letter grade per day late.

Assignments:

Attendance, Participation, etc.: Attendance and participation in class discussions and activities are crucial for success in the course and achieving learning outcomes. Students are expected to have engaged substantially with the course readings each week, and should be prepared to discuss them critically and deeply. Attendance and (especially) participation will account for a substantial portion of your semester grade.

Time Diary: Each student will be required to keep a 4-day time diary during the semester. The diary will chronicle 4 consecutive days, and you will record every activity you engage in. Details are **not** required, and you should write these in such a way that does not reveal any personal or private information about you or anyone else. The goal of the assignment is to give you an objective catalog of how your days are structured. You should include a comment on any activity that you consider to be “leisure.” Such comments may include why you consider the activity leisure, how you feel during that time, etc.

Discussion Questions (X3): Students should, at least 3 times during the course of the semester, submit questions drawn from the reading designed to facilitate class discussion. The questions can

be detailed or general, but they should not have simple answers. Think of the questions as something you might see on an essay exam. They should be multi-part and designed to get your classmates and instructor to think critically about the readings that week. Discussion questions are due at midnight the day before class, i.e., Tuesday night by midnight. They are to be posted on Blackboard in the Discussion section, and students are free to look at them before class to start thinking about how we might start answering them.

Chapter Presentations: This assignment will be completed in pairs. For this assignment, you and your partner will lead a class activity/discussion around one aspect of the week's reading. It can be any aspect from the chapter you choose, and you are encouraged to be creative with the activity or discussion. You may bring in media clips to illustrate points, bring in discussion questions, or something more creative. The presentation should take about 25-30 minutes to complete, though additional time will be given for especially thought-provoking discussions! Creativity will be rewarded, provided it does not distract from the content.

As part of your presentation, you should incorporate at least 1 outside reading to supplement your discussion or activity. The reading should be an article from a peer-reviewed journal, such as the Journal of Leisure Research (if you have questions about a source, let me know). A good list of possibilities can be found here: <https://uwaterloo.ca/recreation-and-leisure-studies/research/research-journals>. You will also include a 1-page summary of the article that includes a full citation in APA format.

Final Paper: Your final paper for the course, in lieu of a final exam, will require you to connect what you've learned in the classroom with the outside world of leisure activities. It will require you to connect experience with theory and method to create a plan of research into the activity.

Each student will observe a leisure experience – it may be an activity that you are familiar with (and even participate in) or it may be an activity you are completely unfamiliar with – and write up a comprehensive assessment of that activity. You should not participate in the activity that will write about. You will situate the activity in two significant areas of the course: theory and method.

You will first need to frame the activity within one social psychological theory we have covered in the course. You will need to cite the theory in the text, and the best papers will examine the theory in additional readings outside of class. Once you have done this, you should spend the next section of the paper connecting the activity, the theory you've used to frame it, and a hypothetical research project in which you will propose to answer some question about the activity. You should be able to use the theory you've written about to identify a meaningful research questions, potentially significant variables to study, and a hypothesis that predicts the relationship between said variables.

By the end of the paper, you should have answered the following questions:

- Why have you connected your theory to the activity you observed?
- Why have you chosen your variables?
- How did you develop your hypothesis?
- Why is the method you've chosen the best one to assess this leisure activity?
- What would be the significance of this research?

The paper should be around 5-7 pages.

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Calendar (Subject to Change)

Date	Topics	Readings/Assignments
1/24	Introduction, Syllabus, Expectations, Assignments, Start Chapter 1	Read syllabus, purchase textbook, ask questions
1/31	Understanding Leisure with Social Psychology	Chapter 1
2/7	The Social Psychology of Leisure; Story of a Growing Field of Study	Chapter 2; ; Choose groups for chapter presentations by end of class.
2/14	Social Psychology Approaches for Studying leisure	Chapter 3
2/21	Leisure Experience	Chapter 4
2/28	Leisure Needs	Chapter 5; Time Diaries Due
3/7	Leisure Motivations	Chapter 6
3/14	Spring Break – No Class	None
3/21	Personal Influences on Leisure (Personality, Attitudes, and Identity)	Chapter 7
3/28	Age and Gender as Determinants of Leisure Behavior and Experience	Chapter 8
4/4	Social Influence on the Creation of Leisure	Chapter 9
4/11	Race, Ethnicity, Culture, and Leisure	Chapter 10
4/18	Impacts of Leisure Experience on the Life Cycle	Chapter 11 & 12
4/25	Optimizing Leisure Outcomes	Chapter 13
5/2	Last Day of Class	Instructor Evaluations/Wrap-Up/Catch-up
5/9	Final Exam Period	Final Paper Due!

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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 <https://catalog.gmu.edu/policies/honor-code-system/> <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://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

