

University of North Texas
Department of Kinesiology, Health Performance, and Recreation
RECR 5070
PSYCHOSOCIOLOGICAL DYNAMICS OF LEISURE BEHAVIOR
Fall 2011
Meets: Wednesday, 6:30-9:20 p.m. Room 220 PEB

Professor:
Dr. Jean Keller

Office Hours: Tuesday and Thursday, 3-5pm
*Other Times by Appointment. Please feel
free to make an appointment*

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Course Syllabus

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary to improve the course quality

CATALOG DESCRIPTION:

An examination of the psychosociological dynamics of leisure behavior.

More specifically, the course will consider contemporary variations in the meaning of leisure and the origins and trajectories of those meanings. Discussion will address the historical, political, economic, and social foundations of leisure as an idea, an ideal and practical concern. A life course perspective of leisure will be shared.

COURSE TEXT:

D. Kleiber, G. Walker, and R. Mannell (2011). *A Social Psychology of Leisure* (2nd edition). State College, PA: Venture Publishing.

Additional readings will be posted or shared.

STUDENT LEARNING OUTCOMES:

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

1. Define and describe the major social and psychological concepts and theories applied to the study of play, recreation, and leisure.
2. Analyze theoretical and empirical literature relevant to the study of the social psychology of leisure, play, and recreation.
3. Apply 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. Understand psychosocial influences on leisure behavior across the lifespan.
 - 4.1 Identify appropriate marketing strategies to promote health leisure behavior at different life stages.
 - 4.2 Identify appropriate planning and leadership strategies to promote healthy leisure behavior at different life stages.
 - 4.3 Identify appropriate strategies to create leisure environments that promote healthy leisure behavior at different life stages.
5. Discuss the role of leisure in human development personally and of others.
6. Apply psychosocial concepts to the promotion of leisure opportunity.
7. Understand the nature of social psychology as it relates to leisure
8. Articulate the social significance of recreation and leisure including the potential for leisure services to address contemporary social problems.
9. Communicate in written and verbal form better than when you entered the class.

Course Procedures & Expectations

Family Educational Rights and Privacy Act (FERPA) Information. Students have the right to expect their grades will be kept confidential. Your course grade, as well as grades for each assignment, will not be posted or handled in a way, which could result in your being identified by other students or faculty members. If you encounter a problem in this area, contact the instructor immediately.

ADA Accommodations: The Department of Kinesiology, Health Promotion, and Recreation does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by Federal laws and regulations. The student has the responsibility of informing the course instructor of any disabling conditions that will require modifications to avoid discrimination.

EXPECTATIONS:

Students will undertake their own work without resorting to plagiarism or other forms of academic dishonesty or misconduct. The penalty for plagiarism or any other form of academic misconduct is “0” on the assignment and “F” in the course.

COURSE POLICIES:

This course will be governed by all policies in the Faculty Handbook and the Student Guidebook of the University of North Texas. Policies regarding course assignments, grading, and penalties for late assignments and make-up exams, and class participation that are detailed in this syllabus shall be followed and enforced as described.

Please come to class on time and prepared, turn off your cell phone prior to class, and since the class is a discussion and dialog, you will not need to bring communication technology. We will create a learning community together

Student Assignments

COURSE TOPIC FACILITATION: (100 points)

Student teams will examine a topic in more depth than is described in the textbook by locating, reading, and presenting more current literature (this means refereed journal articles, research abstracts, and other refereed sources; not book chapters) related to the topic. Student teams will lead and facilitate the discussion for one of the topical areas. This is to be a FACILITATION of DISCUSSION, not simply a summarization of the chapter/readings. The student team will provide an outline of the discussion and the two required readings, in addition to the assigned readings, on the topic, at least one week in advance. The teams will integrate at least 2 new new articles into discussion of the topic. These articles may address the topic from a different perspective, contradict or support previous studies, or suggest innovative research methods. They must be from sources written no earlier than 1999, unless it is a classic. On the evening **before** your presentation, you will submit a copy of your presentation and reference list in APA format to each student and to the professor.

LEISURE IN YOUR LIFE PAPER (due: November 9): (50 points)

To encourage you to explore your own perceptions of leisure, thus providing valuable feedback that you may process 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***. This experience would likely be included briefly in your journal, as well. Double-space the paper.

JOURNAL (due for a check on October 19 (25 points); (completed journal due on November 23): (75 points)

Since learning takes place as we are able to integrate information presented in class into our personal and professional lives, each student is expected to keep a weekly journal documenting such integration. This journal should illustrate and/or describe how you have incorporated, thought about, discussed, or experienced topics discussed or alluded to in class with your everyday life. For example, you may relate a discussion you had with a significant other about the importance of leisure in fostering or affecting social cohesion or family bonding. You may describe an incident on the drive to class in which you saw a boat on a lake which engaged you in a micro-flow experience, calling to mind the critical impetus of sense of place. You may dissect a leisure experience explaining why you considered it more play than recreation or more leisure than play. You will be graded on your ability to incorporate and reflect upon information from the course as it relates to your life. While the order in which you discuss topics need not reflect our course agenda, you are expected to have at least one entry each week of the course. This will include the week I will be reviewing them in the middle of the semester so keep notes to transcribe into your journal later.

EXAMINATIONS: (200 points) (100 points for each exam)

Two examinations will be given which will be designed to allow you the opportunity to synthesize and integrate the course materials and discussions.

Exam I - October 26

Exam II – December 7

CLASS PARTICIPATION, DISCUSSION AND CONTRIBUTIONS: (100 points)

For each class, you are expected to have read the assigned materials and developed questions/ideas you want to pursue in discussion. These questions/ideas will be due at the beginning of each class. Creating a challenging question about the related topics and making contributions to the discussion are expected. The quality of the contributions is more important than the quantity; yet, all are expected to contribute to create a scholarly, learning community.

SUMMARY OF DUE DATES:

<u>ASSIGNMENT</u>	<u>DUE DATE</u>	<u>VALUE</u>
Topic Facilitation	As scheduled on syllabus	100
Journal Check	October 14	25
Exam I	October 26	100
Leisure in Your Life Paper	November 9	50
Journal	November 12	75
Exam II	December 7	100
Class Discussion & Contributions	During each class	100

GRADING PLAN:

90%-100% = A = 495-550
80%-89% = B = 440-494
70%-79% = C = 385- 439
60%-69% = D = 330-384
Below 60%= F = below 329

TENTATIVE COURSE SCHEDULE:

(Readings in **bold** font are from the Kleiber, et al. textbook)

- Aug. 31 **OVERVIEW OF COURSE & INTRODUCTIONS and UNDERSTANDING LEISURE WITH SOCIAL PSYCHOLOGY**
Pages 1-28
- Sept. 7 **SOCIAL PSYCHOLOGY OF LEISURE**
Pages 29-48
- Sept. 21 **SOCIAL PSYCHOLOGICAL APPROACHES FOR STUDYING LEISURE**
Pages 49-97
- Sept. 28 **LEISURE EXPERIENCE**
Pages 99-128
- Oct. 5 **LEISURE NEEDS**
Pages 129-154
- Oct. 12 **LEISURE MOTIVATIONS**
Pages 155-180
- Oct. 19 **PERSONALITY, ATTITUDES, AND IDENTITY AS PERSONAL INFLUENCES ON LEISURE**
Pages 181-228
Journal Check Due
- Oct. 26 **EXAM I**
- Nov. 2 **WORK ON YOUR PRESENTATION**
No formal class session
- Nov 9 **AGE AND GENDER AS DETERMINANTS OF LEISURE BEHAVIOR AND EXPERIENCE** - [Group A]
Pages 229-264
Leisure in Your Life Due

- Nov. 16 **SOCIAL INFLUENCE IN THE CREATION OF LEISURE** - [Group B]
Pages 265-308
- Nov. 23 **RACE, ETHNICITY, CULTURE, AND LEISURE** - [Group C]
Pages 309-342
Journal Due
- Nov 30 **IMPACTS OF LEISURE EXPERIENCE ON CHILDHOOD AND
ADOLESCENCE** – [Group D]
Pages 343-374
- Dec 7 **IMPACTS OF LEISURE EXPERIENCE ON ADULTHOOD AND LATER
LIFE** – [Group E]
Pages 375-420
- Dec 14 **EXAM II**

Thank you for your participation!!!
Have a wonderful holiday and be cognizant of your leisure!