

The University of Georgia
Department of Recreation and Leisure Studies
RLST 2030: Introduction to Recreation and Leisure Studies
Fall, 2002

Instructor: Brent Wolfe

Office: 332 Ramsey Center

Phone: 542-4148

Email: bwolfe@coe.uga.edu

Office Hours: Monday: 10:00-11:00; Tuesday: 8:00-10:00; Wednesday: 10:00-11:00

Class: Monday, Wednesday, Friday, 9:05-9:55 AM; Ramsey Center Room 205

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

Course Description: This course is designed to provide students with a basic exploration of the meaning of leisure within their lives as well as to give a broad overview of leisure services. The class discussions and readings build a philosophical and historical framework for the development of leisure within the United States, discuss current issues related to leisure and society, and explore various leisure service delivery systems. The course provides the basic foundations needed for continued professional development by appreciating the role of leisure in students' lives and society.

Course Objectives:

By the end of the course, the student will...

1. Understand the concepts of play, recreation, and leisure, and appreciate the factors that influence these in the context of contemporary society.
2. Understand the social and psychological significance of leisure for all people, with appreciation of differences due to gender, life stage, disability, and other factors.
3. Understand how current social, economic, political, and environmental concerns are influencing park and recreation services in the United States.
4. Understand outdoor recreation user's environmental attitudes and behaviors from a sociological and psychological perspective.
5. Understand the historical development of the park and recreation profession in the United States.
6. Understand contemporary professional issues and how they impact the delivery of leisure services.
7. Understand the concept of a profession and the varied professional opportunities in the field of park and recreation services.
8. Understand the roles and interrelationships of diverse leisure service delivery systems, including specialties such as therapeutic recreation and business enterprise systems.
9. Understand the responsibility of the leisure service profession to make available opportunities for leisure experiences for all populations, including those with differing needs and abilities.
10. Obtain the ability to promote, advocate, interpret, and articulate the concerns of leisure service systems for all populations and services.

Textbooks and White Pages:

Henderson, K.A., Bialeschki, M. D., Hemingway, J. L., Hodges, J. S., Kivel, B. D., & Sessoms, H. D. (2001). *Leisure services*. (Eighth edition). State College, PA: Venture Publishing.

Kraus, R., Barber, E., & Shapiro, I. (2001). *Introduction to leisure services: Career perspectives*. Champaign, IL: Sagamore Publishing.

Select Internet White Pages (URL: Academy of Leisure Sciences on the World Wide Web)
<http://www.geog.ualberta.ca/als/als1.html>

Reference Text:

Publication manual of the American Psychological Association (5th ed.). Washington, DC: American Psychological Association.

Course Expectations:

1. To receive maximum benefit from this course, each student is expected to attend class on a regular and consistent basis. Notes and assignments from missed classes are the responsibility of the absent student and should be obtained from classmates. Each student is expected to (a) have read and synthesized assigned reading prior to class meetings, (b) arrive to class promptly, (c) submit a list of three typed questions concerning that days readings at the end of class, and (d) be actively involved in class discussion and activities. Students arriving late to class will not be given extra time to complete quizzes or exams. Failure to attend class on the date of a quiz or exam without prior arrangement will result in a zero for the quiz or exam. Verification (e.g. Health Center documentation) must be provided to support requests for absences. If you encounter a problem that affects your participation in this course, contact the instructor immediately.
2. Any student with special needs should speak to the instructor during the first week of class. Every effort will be made to effectively accommodate the student with a disability or special need.
3. Students are expected to do their own work for individual course assignments and to contribute equally to group assignments. Any student found plagiarizing a written assignment or falsifying a course requirement will either receive a failing grade for the course or be referred for University disciplinary action.

All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves about those standards before performing any academic work.

4. All assignments must be typed, double-spaced, with consecutively numbered pages, and **NOT include a cover page**. Plastic covers, notebooks, or other covers should not be used. All pages should be stapled in the upper left-hand corner. Papers should be written according to guidelines established in the *Publication Manual of the American Psychological Association (5th ed.)*.
5. All assignments are due at the beginning of the assigned class period (unless otherwise noted). Assignments submitted at other times should be turned in to the secretary in Ramsey 343. Late assignments will be reduced in grade by 10% per day, including the day the assignment is due. Students will only be allowed to make-up exams with a documented reason and with approval from the instructor. If a student misses an exam **for a documented reason**, their score on the following exam will count twice.
6. Grading of assignments will focus on what is being presented (content), as well as how the information is presented (process), including grammar and spelling. Therefore, students are encouraged to present their ideas neatly and effectively by using appropriate terminology, proofreading their work, and concentrating on grammar and spelling. Assignments are expected to conform to guidelines provided and will be evaluated on their thoroughness, appropriateness, and accuracy of information.

Grading:

Assignments:	Points:
3 Exams (30, 60, 90)	180
Professionalism Paper	5
Personal Philosophy Paper	15
Article Abstract	15
Final Project	40
Class Participation	15
Reading Questions (26@1 pt each)	26
Speaker Questions (6@3 pts each)	18
Quizzes (21@5 pts each)	105

Total	419
--------------	------------

Percentage Breakdown

A = 100-90

B = 89-80

C = 79-70

D = 69-60

F = 59-0

To receive an “A” on your exams/assignments you must do excellent work. Excellent means that your work makes a creative contribution as a well-written, insightful, coherent, and original piece of work. A “B” means that your work is good and that you do authoritarian but conventional work. Most of you will receive a “C” or grade of adequate if you simply do the assignment, follow directions and are competent within a limited scope. A “D” means that the work is poor or flawed. Those who show evidence of effort, thought, and synthesis of the class material with their projects will likely receive higher grades. No assignment may be redone unless it receives a grade of a “D” or “F”. Redone assignments must be completed in a timely manner and the two grades are averaged together to arrive at a final score. You are encouraged to do your best job the first time.

Each of the assignments will be graded using the following criteria.

10% followed according to the guidelines given.

20% professionalism (writing style, presentation, organization, grammar and spelling).

35% adequacy (breadth and depth) of analysis of the assignment.

35% direct evidence that material is synthesized into the assignment from class material and readings.

Exams & Assignments (points)

- Three exams worth 30, 60, and 90 points respectively, will be given throughout the semester. Exam formats will include objective, short answer, and essay questions. The exam format will be announced in class.
- Professionalism paper worth 5 points.
- A personal philosophy of leisure paper worth 15 points.
- One article abstract worth 15 points.
- A final project totaling 40 points (chosen by the student in the first week of class).
- Participation Points
 1. Class participation (15 points): Points will be given to students on the basis of their willingness and ability to participate in class discussions and learning activities.
 2. Reading questions (26 points): Points will be given to students who submit **TYPED** questions (minimum of three) concerning the day’s assigned readings. Questions must be directly relevant to the day’s readings, but may also incorporate issues covered during previous topics and lectures. Questions will be given 1 or ½ points depending on the reflective thought process demonstrated. **Only those in attendance will be eligible to receive reading question points.**
 3. Guest speaker questions (18 points): Students will prepare three **TYPED** questions for each speaker. Questions will receive a maximum of three points depending on the reflective thought process demonstrated. **Only those in attendance will be eligible to receive reading question points.**
 4. Quizzes worth five points each. Quizzes will be open notes and will only cover information previously discussed in class. You may only use **your** notes. The quizzes will take the first five minutes of class. Individuals who are late or absent will **NOT** be allowed to make up any quizzes.

Personal Philosophy of Leisure Paper (30 points)

Students will write an in-depth paper in which they develop their own personal philosophy of leisure. This paper must reflect critical thinking and reading related to the philosophy of leisure. While

some reference to prior works may be needed, the paper should be primarily a creative effort that truly reflects the individual's philosophy toward leisure within a life philosophy. This paper should be 3-5 pages and at a minimum address the following questions:

1. What is leisure?
2. What is your philosophy of leisure?
3. What assumptions underlie your philosophy?
4. What are your values associated with leisure and why are they important to your philosophy?
5. What ethical considerations permeate your philosophy?
6. What other aspects related to the development of your personal philosophy are important?
7. What practical implications does your philosophy have on your career options?

Article Abstract

There are numerous reasons for assigning article abstracts. Article abstracts give you the opportunity to explore and acquaint yourself with the professional literature and trends in the field of leisure and recreation as well as give you an opportunity to reflect and think critically while expressing your thoughts through writing. All article abstracts must come from current leisure related periodicals and research literature with nothing prior to 1997. In addition, abstracts should related to concepts or ideas that are relevant to the course content throughout the semester. Article abstracts must be typed and approximately 2-3 pages in length. You must include a complete copy of the article attached to your paper. Your abstract should include:

1. Bibliographic information in APA style.
2. One to two paragraphs summarizing the basic theme or concern of the article and identifying the major points.
3. A discussion **in your own words** as to the significance of the article to the course and/or to you personally.
4. A discussion of the practical implications that the article may have on the field of leisure.

Popular press articles are unacceptable. Here is a list of possible sources for article abstracts:

<i>Annals of Tourism Research</i>	<i>Leisure Information Quarterly</i>
<i>Camping Magazine (ACA)</i>	<i>Leisure Sciences</i>
<i>Employee Services Management</i>	<i>Leisure Studies</i>
<i>Journal of Leisurability</i>	<i>Loisir et Societe/ Society and Leisure</i>
<i>Journal of Leisure Research</i>	<i>Parks and Recreation</i>
<i>Journal of Parks and Recreation Administration</i>	<i>Sports N' Spokes</i>
<i>Journal of Physical Education, Recreation, and Dance-Leisure Section</i>	<i>Therapeutic Recreation Journal</i>
	<i>World of Leisure and Recreation Association</i>

Final Project Options

Option 1

Career Exploration Project (40 points)

Students may select to investigate a recreation or leisure career of their choice with the instructor's approval. During the career exploration the student will volunteer a minimum of three hours in a setting directly related to the career (before the due date). A journal of the observations will be kept by the student that has **detailed entries describing the qualifications, duties, skills, social interactions, and other observations**. This journal will be turned in and graded as a part of the final project. The student will also interview a professional in their career interest about current trends and issues. At the conclusion of the experience the student will hand in a 3-4-page report summarizing the entire experience. The report at minimum should describe the agency in which the experience took place and include a student created job description (see example job description) for their career of interest with salary ranges, required education/certifications, and other necessary components. In addition the student will write a thank you letter to the individual or agency sharing what they have learned. The entire report should describe the career exploration in ways that thoughtfully integrate the entire experience and relate to concepts discussed in class. This option allows students to explore possible career paths, and allows the opportunity to experience various work settings and populations, which can be a lot of fun. Students will be asked to share their experiences during class.

Option 2*Participation in Organized Recreation Program (20 Points)*

Students may select to become participants in a formally organized, structured recreation and leisure experience. Experiences should be new to the student and approved by the instructor. These structured programs could include such possibilities as field trips sponsored by groups like the Sierra Club, the Nature Conservancy, Audubon Society, and courses taught through local leisure service providers such as City and County Parks and Recreation, YMCA, arts centers, and state parks. A 2-3 page written summary will be turned in upon completion of the program. The summary should include the purpose of the program, organizational details of the program, the agency or group that ran the program, who led the program, your reasons for participating, how you benefited from the experience and how the experience related to class.

Music Report (20 points)

Students may select to locate leisure-related issues in the music that they listen to. This assignment requires the student to make a 10-15 minute class presentation. The presentation should consist of a handout for the class with the artist/group, song title, album, and complete lyrics. During the presentation, the student should introduce the song, play it for the class, and lead an in-depth discussion. The student must also submit a detailed outline including the sources used for their presentation, and a written report discussing the issues brought up in class using class materials. These are merely the established guidelines for the average grade. Students must use creativity in their presentations to receive an above average grade.

Option 3*Issues paper (40 points)*

Students who choose this assignment will select a contemporary problem or subject facing parks and recreation systems and thoroughly explore all of the related issues. Students have the freedom to choose a topic of interest to themselves, but they must have the instructor's prior approval. After a complete exploration of the issues has been presented, the student will write in support of the best way to confront the chosen problem. The issue paper must include 10 resources, five of which must come from professional or recreation related journals. Students will be asked to share their project with the class. This paper should be 5-8 pages and include the following sections:

1. Introduction to the problem and statement of the paper's purpose.
2. Background information
3. Relevant issues related to the problem.
4. A personal stand related to appropriate ways to confront the chosen problem.
5. An interview with a leisure service professional concerning the issue.
6. Conclusion

Course Time Line

Date	Topic	Student Preparation
August 19	Introduction & Syllabus Review	
August 21	Professionalism	Paper
August 23	Concepts of Recreation	Henderson 1.1-1.4 Final Project Decision Quiz Reading Questions
August 26	Concepts of Recreation	Henderson 1.5-1.8 Quiz Reading Questions
August 28	Concepts of Recreation	Henderson 1.9-1.11

		Quiz Reading Questions
August 30	History of Recreation	Henderson 2.1-2.3 Quiz Reading Questions
September 2	Labor Day	No Class
September 4	History of Recreation	Henderson 2.4-2.6 Quiz Reading Questions
September 6	History of Recreation	Henderson 2.7-2.8 Quiz Reading Questions
September 9	Exam 1 Review	Bring potential exam questions
September 11	Exam 1	Exam 1
September 13	Career Center	None
September 16	Public Recreation	Kraus chapter 3 Personal Philosophy of Leisure Paper Due Reading Questions
September 18	Speaker	Speaker Questions
September 20	Nonprofit Agencies	Kraus chapter 4 Quiz Reading Questions
September 23	Speaker	Speaker Questions
September 25	Commercial Recreation	Kraus chapter 5 Quiz Reading Questions
September 27	Armed Forces	Kraus chapter 6 Quiz Reading Questions
September 30	Speaker	Speaker Questions
October 2	Campus Recreation	Kraus chapter 7 Quiz Reading Questions
October 4	Speaker	Speaker Questions
October 7	Mayor's Walk	Attend Mayor's Walk

October 9	Therapeutic Recreation	Kraus chapter 8 Quiz Reading Questions
October 11	Speaker	Speaker Questions
October 14	Sports Management	Kraus chapter 9 Quiz Reading Questions
October 16	Intersession	Attend Intersession
October 18	Intersession	Attend Intersession
October 21	Speaker	Speaker Questions
October 23	Travel, Tourism, & Hospitality	Kraus chapter 10 Quiz Reading Questions
October 25	Career Perspectives	Kraus chapter 11 Quiz Reading Questions
October 28	Exam 2 Review	Bring Potential Exam Questions
October 30	Exam 2	Exam 2
November 1	Fall Break	No Class
November 4	The Problem with Free Time	White Pages Reading Questions
November 6	Leisure: The Center of the New Economy	White Pages Quiz Reading Questions
November 8	Leisure's Relationship to Health	White Pages Quiz Reading Questions
November 11	Tourism: The Unknown Giant	White Pages Quiz Reading Questions
November 13	The State of Children's Play	White Pages Quiz Reading Questions
November 15	Benefits of Leisure	White Pages Quiz Reading Questions
November 18	Leisure and Retirement	White Pages

		Quiz Reading Questions
November 20	Leisure Apartheid	White Pages Article Abstract Due Quiz Reading Questions
November 22	Presentations	Final Project Due Presentations
November 25	Presentations	Presentations
November 27-29	Thanksgiving Break	No Class
December 2	Presentations	Presentations
December 4	Presentations	Presentations
December 6	Presentations	Presentations
December 9	Exam Review	Bring Potential Exam Questions
December 11	Final Exam (12:00-3:00)	