

RLST 4000: LEISURE, HEALTH AND HUMAN DEVELOPMENT  
Fall Semester, 2007

Instructor: Dr. Douglas Kleiber  
Address: 347 Ramsey  
Class hours: T, Th 11:00 – 12:15

E-mail: dkleiber@uga.edu  
Office Phone: (706) 542-4330  
Office Hours: M & Th: 2 - 4; W: 9-11; or by appt.

### Course Description

How important is enjoyment in "the pursuit of happiness"? Play and leisure activity are normally devoted to enjoyment, and they change throughout the life course in somewhat predictable ways. What good do they do? What trouble do they cause? There are indications that play and leisure activity contribute to development and help in adjusting to life events, while also being problematic and limiting at times. In any case, the changes are also associated with other life circumstances including education, work, family life, religion and broader societal movements. This course will examine those changes and circumstances as well as where and how the changes may affect health and community life. Implications for public policy and practice will be considered along with such issues as the influence of technology, the demise of recess, the obesity epidemic, juvenile delinquency, illness and caregiving, and the impact of retiring baby boomers.

### Reading

Course readings will be assigned throughout the semester and will be available as pdf copies or on-line. Most are also available in the optional texts.

#### Supplemental (Optional) Texts

Bjorkland, D. (2007). *Why youth is not wasted on the young: Immaturity in human development*. Malden, MA: Blackwell.  
Kleiber, D. (1999). *Leisure experience and human development: A dialectical interpretation*. New York, NY: Basic Books.  
Mannell, R. & Kleiber, D. (1997). *A social psychology of leisure*. State College, PA: Venture Press.

### Course Objectives

Through successful completion of homework assignments, discussion, projects, and exams, students will develop an understanding of:

- ❖ ...the ways in which development influences one's leisure over the lifespan.
- ❖ ...the ways in which leisure impacts development over the lifespan.
- ❖ ...the ways in which leisure impacts health over the lifespan
- ❖ ...implications for public policy and service provision deriving from the relationship between leisure and development, particularly as related to health.

## Course Requirements

*Class Participation:* This class will be conducted as a seminar, which is defined as a class in which there is a free exchange of ideas, thoughts, opinions and beliefs. Therefore, it will follow an informal discussion format. In order for this format to be effective, you must be prepared for class discussions and participate actively. The assigned readings must be completed prior to class, and you should form some ideas or thoughts related to the subject matter. Additionally, serving in the role of 'correspondent' (to be clarified in the first class)- is considered class participation. To ensure appropriate preparation and subsequent participation, you will need to prepare at least one question for discussion on an index card, with your name on it, to bring into each Tuesday class. Attendance is expected; you can't participate effectively if you are not in class.

*Reading:* Reading will be drawn from textbook chapters and from other sources. In most cases, they will be provided (as attachments) at least three days in advance of class. Read for understanding and interest rather than future testing. Note points of confusion or disagreement; these make for good classroom discussion questions.

*Writing:* Depending on the contract chosen (see below), this will include 5 case studies, either an applied project or a research proposal and either a life history or a term paper (details provided below). All assignments will be graded based on content (i.e., thoroughness, creativity, accuracy) and format (i.e., clarity of writing, correct use of grammar, spelling, professional presentation, and references). Effective appropriation of relevant literature and interpretation that moves beyond the obvious will result in higher grades. All assignments/projects should be completed with the use of a computer word processing program. Assignments should be stapled and typed using double-space 12-point Times New Roman or Goudy Old Style font. All papers should cite references and have a reference page per the guidelines of the American Psychological Association (APA) Publication Manual (5<sup>th</sup> Edition) or similar professional guide. All assignments are due in class on their due dates, to be determined at least a week ahead of time. Any assignment submitted after that is considered late and a letter grade will be reduced accordingly. If you cannot attend class on a day when there is an assignment/project due, please make arrangements with me or submit it early by leaving it in my mailbox.

**Case Studies** - 3 pages each on childhood, adolescence, young adulthood, middle age, and later life

At least one of the case studies should be group-focused (e.g. Red Hat Society) and 1 individual focus.

Use of friends and relatives is permissible, but pseudonyms should be used to protect anonymity. Case studies must relate text material to "real world" case and include a 4<sup>th</sup> reference page. Students should be prepared to give brief presentations of case studies in class.

**Applied Project/ Research Proposal**- 3-5 pages. This can be a program plan or some other form of publicly-oriented intervention plan OR a proposal for research that derives from one or more unanswered questions, but either must incorporate material from reading and class discussion. (More detail on the applied project is provided below)

**Term Paper or Life History** - 8-10 pages (plus refs), (More detail on the life history is provided below.)

## Grading

Grading will be done on a "contract" basis. The grade contract chosen must be selected by the end of the 4th week of classes. Failure to meet the terms of the contract will result in a lower grade. Plusses and minuses will be used to judge quality of writing and class participation.

### *C Contract*

1. Course participation as indicated above, at C+ level or better (midterm grade to be provided)
2. Five case studies. Four of five must be graded C+ or better to qualify for the C contract.

### *B Contract*

1. Course participation as indicated above.
2. Five case studies. Four of five case studies must be graded B- or better to qualify for the B contract.
3. Applied Project/ Research Proposal- 3-5 pages. Must be graded at C+ or better

### *A Contract*

1. B contract requirements above
2. Term paper or Life History. Must be graded as at least B level quality.

## More on writing options and standards:

***Applied Project:*** The project focus and purpose are wide open, but it should relate to one of your case studies. For example, one may prepare and plan a half day recreation program for older adults in a community served by a leisure service agency. Any program or intervention should incorporate activities consistent with the development and health needs unique to the particular age group, and should incorporate theories and concepts discussed in readings and class discussions as a rationale and guiding framework.

***Life History:*** Identify an older adult and conduct an interview to learn about the role and impact of leisure in this particular person's development and quality of life. You will ask questions regarding how the interviewee's leisure patterns have changed and/or stayed the same over the life course and consider the historical context in which such action patterns have occurred. Using the concepts in your texts and at least two supplemental journal articles, develop a narrative account of the subject supported by ideas about development from the course and identifying individual departures from normative patterns.

All academic work must meet the standards contained in "A Culture of Honesty" (see University Honor Code and Academic Honesty Policy). Students are responsible to inform themselves about those standards before performing any academic work. **IF YOU ARE UNSURE OF WHAT CONSTITUTES PLAGIARISM OR ACADEMIC INTEGRITY OF ANY KIND, PLEASE ASK!**

---

**Accommodation Needs:** We are committed to providing access to all persons regardless of ability. If you have a documented disability or any other special needs and wish to discuss academic accommodations, please contact us as soon as possible. Necessary academic accommodations will be made for you based on the recommendations received from Disability Services. You must be registered with Disability Services to receive academic

accommodations. Please visit <http://www.dissvcs.uga.edu> or call 706-542-8719 to learn more.

Topic and Primary Reading Schedule (dates and supplementary reading to be determined)

- I. Overview Kleiber (2) - Development, motivation and leisure
- II. Lifespan Mannell & Kleiber (9) - Leisure behavior over the lifespan
- III. Childhood Bjorkland (1) - The benefits of youth  
Mannell & Kleiber (8) - Socialization and the development of leisure orientations  
Bjorkland (6) - Play: The royal road through childhood  
Bjorkland (8) - The changing face of childhood
- IV. Adolescence Kleiber (5) - Leisure experience and the formation of identity
- V. Adulthood & Middle Age Kleiber (7) - Self-renewal and generativity in middle age
- VI. Later life Kleiber (8) - Engagement, disengagement and integration in later life

Important Dates

- August 16 First class
- September 24-26 No classes (NRPA conference) - alternative assignment
- October 25 Fall break
- November 22 Thanksgiving – no class
- December 4 Friday schedule – no class
- December 11 (12-3) Final exam/culminating experience/material from 9/24, 26

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