

Course Syllabus – Spring 2009
LEI 3140 PHILOSOPHY & HISTORY OF RECREATION & LEISURE
Section Number, MWF, 2nd pd., 8:30 am, - 9:20 am, 1084 Weimer
Section Number, MWF, 4th pd., 10:40 am – 11:30 am, 210 FLG M & W
220 FLG F

College of Health & Human Performance
DEPARTMENT OF TOURISM, RECREATION, AND SPORT MANAGEMENT
UNIVERSITY OF FLORIDA

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Office Hours:

Tuesday & Thursday 10:00 am – 12:00 pm

Wednesday 1:30 pm – 2:30 pm

an appointment must be requested

**via email, which must be received by 4:00 pm,
the day before your desire to have the appointment.**

“If the study of leisure is to be developed into a recognized field of intellectual endeavor, we will have to do more than borrow ‘pop’ fads and oversimplified concepts. ... In time, leisure studies may even enter the community of knowledge creation as those who do history and philosophy” (John Kelly, white paper). If we are to ever enter into the Community of Knowledge Creation, academic programs must endeavor to produce professionals who know and understand the connections between 1) theories and practice in the delivery of recreation and leisure services and 2) other critical factors that influence the nature and structure of society and social order. To achieve this, professional preparation programs must stress the equal importance of the relationship of theory to practice and practice to theory, and the relationship of theory and practice to social order and society. Then and only then can we (the recreation and leisure profession) begin to create knowledge! (Gamble, 2004, revised Spring 2009)

Dr. Michael Sagas, Chairperson

Department of Tourism, Recreation, & Sport Management

300 FLG, 392-4042

Final Examination Information

Section 3970, 29C, **Wednesday**, April, 29, 2009, **12:30 pm – 2:30 pm**

Section 8530, 30A, **Thursday**, April 30, 2009, **7:30 am – 9:30 am**

COURSE DESCRIPTION

This course is designed to (1) study philosophical concepts (2) examine the historical development of recreation, leisure, and play from ancient civilization to contemporary society, and (3) review contemporary social issues that determine professional practices, by analyzing the influence that cultural, social, and economic factors have on the development of the form, meaning, and role of recreation, and leisure in society.

COURSE PURPOSE/GENERAL AIM

The purpose of this course is to help students acquire knowledge and understanding of why people play and how recreation and leisure fit into life by (1) examining the development of recreation and leisure as a service and as a social phenomenon; (2) analyzing the different concepts, definitions, and theories of recreation, leisure, and play; and (3) facilitating an understanding of the foundation knowledge required to be a recreation professional.

COURSE GOALS

The intent of the course is to (1) to develop foundation knowledge about the role of recreation, leisure, and play in society; (2) to formulate a personal and professional philosophy of recreation, leisure, and play; and (3) to develop a practical understanding of social factors and forces that influence the principles the drive professional practice and the delivery of professional services.

COURSE OBJECTIVES

To achieve the goal and address the purpose of the course, efforts are designed to facilitate an:

- 1) Understanding of the conceptual foundations of play, recreation, and leisure. (8.01)
- 2) Understanding of the History and development of the profession. (8.06:01)
- 3) Understanding of the Professional organizations. (8.06:02)
- 4) Understanding of the Current issues and trends in the profession. (8.06:03).
- 5) Understanding of the significance of play, recreation, and leisure in contemporary society. (8.02)
- 6) Understanding of the significance of play, recreation, and leisure throughout the life span. (8.03)
- 7) Understanding of the interrelationship between leisure behavior and the natural environment. (8.04)
- 8) Examination of the roles and interrelationships of the different leisure service delivery systems. (8.06:02)
- 9) Understanding of the importance of maintaining professional competence and the available resources for professional development. (8.08)
- 10) Understanding of environmental ethics and its relationship to leisure behavior. (8.05)
- 11) Understanding of ethical principles and professionalism. (8.07)
- 12) Application of the concept(s) of recreation, leisure, and play to writings and presentations about contemporary society.

TEXT

Russell, R. V. (2005). *Pastimes: The context of contemporary leisure*, 3rd ed. IL: Sagamore Publishing.

Gini, AL. (2003). *The importance of being lazy. In praise of Play, Recreation, and Vacation*. NY: Routledge.

SUPPLEMENTAL TEXT

Godbey, G. (2008). *Leisure in your life: New Perspectives*. College Station, PA: Venture Publishing, Inc.

RECOMMENDED TEXT

American Psychological Association. (2005). *Concise rules of APA style: The official pocket style guide for the American Psychological Association*. Washington, DC: Author.

INSTRUCTIONAL METHOD

The nature of the class lends itself to the use a variety of instructional methods. The methods to be used will include: 1) Experiential Learning Strategies, 2) Student Participation/Discussions, and 3) the **Socratic Method**. These techniques can only be successfully employed when 1) you attend and are actively involved and 2) you are prepared. Preparation is critical. To this end, you will need to (a) read before class, (b) prepare, before class, comments and questions you would like to explore during the class, and (c) complete before call, all assigned worked so that you may contribute to the learning experiences. This type of preparation will greatly enhance the quality of your learning experiences. Come to class prepared to facilitate a productive learning environment and experience for everyone.

To ensure that the quality of the learning experience is the best possible, you are encouraged to attend class. Participation will be monitored by a structure system. If you are not in attendance, you can not participate. To monitor for participation, a specific number of students will be randomly selected to serve as discussants for the class period. However, all students can participate in the discussion during each class period regardless of whether you are selected randomly or not. To ensure the quality of discussions, your comments or questions are critical and must **reflect that you prepared for class**. Also, since it will not be possible to cover the entire content of each chapter during the time allotted for class; you will be responsible for understanding all of the material presented by the author or other assigned readings. Again, to ensure the best possible learning experience, you are encouraged to prepare questions and points to present during the discussions.

CLASS POLICIES AND PROCEDURES

- 1) Assigned readings must be completed before each class session.
- 2) Materials discussed while you are absent from class may be obtained from a classmate. Materials distributed during your absence can be obtained from the instructor or her designee, once documentation has been provided and accepted by the instructor.
- 3) Please keep all papers returned to you until you have received your final grade in the event that something is not recorded or is recorded incorrectly. Retaining papers will help to verify a score, if necessary, in order to receive proper credit. Lack of documentation will lead to the conclusion that the work was not completed.
- 4) **Office Hours:** See the title page for day and time information. To ensure that you can be seen when it is necessary, appointments are to be requested via email by 4:00 pm the day before you would like the appointment. A maximum of 15 minutes will be allotted for each appointment. If you need more time, include this in the email request. You will receive a response, at the latest, by 4:30 pm the day before the appointment.
- 5) **Managing Course Requirements:** If you experience difficulties with the any aspect of the course materials, assignments, or homework, take advantage of time set aside for office hours to discuss the situation. If the discussion does not meet you needs, you can discuss the matter with the department chair, Dr. Michael Sagas (see location information on the front of this document)
Plagiarism
Plagiarism is considered as submitting someone else's work as your own, please be very aware of university policies and punishments if you fail to heed this warning. All students are advised to go to <http://www.dso.ufl.edu/judicial/honorcode.php> carefully read the student honor code. Students are reminded that they signed a copy of the Student Honor Code as part of their Application Process to this University and have agreed in writing to abide by it. Care should also be taken not to violate copyrights, and to give full attribution to sources used in completing assignments or projects. Part of the code is to report cheating or plagiarism that you witness or have knowledge of.
- 6) **Special Needs:** Special needs are to be processed through the Dean of Students Office. Documentation of the needs will be provided by this office. A discussion is necessary to ensure that your needs are met. Please schedule an appointment to discuss your need(s).

- 7) **LATE ASSIGNMENTS.** ALL assignments will be collected during class. In cases where extenuating circumstances can be documented, see the instructor for specifics. All assignments must be handed in by 4:00 pm on the day collected, to avoid a late penalty.
- 8) **Format for papers turned in is as follows:**
- Staple pages together. Do not use binders or folders.
 - Include a **cover page** with the following information: 1) your name, 2) the course number and name of the course, 3) the **due** date of the assignment, and 4) the type and title of the paper.
 - All papers are to comply with the in-text documentation style and the reference list format according to the APA Style Manual.** If you are unfamiliar with this style, be sure to purchase the recommended text.
- 9) **Evaluation: Criteria and Procedures**
- Examinations:** Four examinations will be given during the term. See the course calendar/study guide for specific dates. The examinations will represent **10%** of the final grade.
 - Written Assignments:** Two papers is required -- Research Paper, 30 % and Book Review, 20%. The APA manual of style must be used when preparing these papers. The assignments will represent **50%** of the final grade.
 - Chapter Reading Summaries and Homework.** Beyond the papers assigned, a Chapter Reading Summary will be required for each chapter to be completed for class. The form is to be typed and can be found on-line as a work document. **No hand written or reformatted forms** will be accepted. Chapter Reading Summaries represent **15%** of the final grade
- 10) **Attendance and Participation.** While the University of Florida makes attendance optional, the nature of the class is such that it regular attendance is highly recommended. **Participation:** Participation is linked to attendance. To participate, that is answer and ask questions, sharing observations from other learning experiences, and making appropriate and meaningful contributions to discussions, you must be present. A discussion monitoring system will be utilized. Students will randomly selected to actively participate in the discussion during class and **MUST BE PRESENT.** The names of the students will be displayed before class begins. You will then be required to take the seats in the first two OR three rows of the class. For the auditorium, the first two to three rows in the center of the room are to be used. *Participating in discussions will represent 10% of the 25%* assigned to attendance/participation of the final grade.
- Absences:** Attending class and being on time is your responsibility. Formal university sponsored events such as off-campus class requirements, athletic participation, and attendance at professional park and recreation meetings, provided that you inform the instructor *prior* to missing class, will not be counted as an absence. All athletes are required to submit a travel itinerary to the instructor at the beginning of the semester. Athletes will not be excused for travel without *prior* notification.
- Tardy** is defined as not being on time, not being seated and attentive at the start of class. Being tardy three (3) times will count as 1 absentee. *Attendance will represent 15% of the 25%* assigned for attendance/participation of the final grade.
- REMEMBER: You will be responsible for all materials covered during your absence from class.** Materials missed will not be discussed or provided without documentation of extenuating circumstances. Materials missed during your absences will only be provided during an appointment when documentation of extenuating circumstances has been provided and **ACCEPTED** by the instructor. Again, it is encouraged that you attend class per the schedule.

GRADE PLAN SUMMARY

Type of Measurement	% of Final Grade	Final Grade Scale
Examination	10%	90% - 100% = A
Written Assignments	50%	85% - 89% = B+
Homework	15%	80% - 84% = B
Attendance/Participation	<u>25%</u>	75% - 79% = C+
	100%	70% - 74% = C
		65% - 69% = D+
		60% - 64% = D
		59% - below = E

SUPPLEMENTAL READING RESOURCES

References

- The Academy of Leisure Sciences. (1983). *Values and Leisure and trends in Leisure Services*. PA: Venture Publishing, Inc.
- Baler, K. & Harper, J. (1989). The perceived benefits of public leisure services: An exploratory investigation. *Loisir et Societ'e/Society and Leisure*, pp.171-188.
- Baltes, P. (1987). Theoretical propositions of life-span developmental psychology: On the dynamics between growth and decline. *Developmental Psychology*, 23(5), 611-626.
- Bammel, G. & Bammel L. L. (1992). *Leisure and human behavior*. 2nd Ed., IA: Dubuque, William C. Brown
- Bolles, R. N. (1981). *The three boxes of life: And how to get out of them*. CA: Ten Speed Press.
- Cordes, K. A. & Ibrahim, H. M. (2003). *Applications in recreation & leisure for today and the Future*. 3rd. Ed, NY: WCB McGraw-Hill.
- De Grazia, S. (1962). *Of time, work, and leisure*. New York: Double Day Anchor Books.
- Edginton, C. R., Jordan, D. J., DeGraaf, D. G., Edginton, S. R. (2002). *Leisure and life satisfaction: Foundational perspectives*. 3rd Ed. NY: McGraw-Hill.
- Ellis, M. J. (1973). *Why people play?* NJ: Prentice-Hall, Inc.
- Geba, B. H. (1985). *Being at leisure, playing at life: A guide to health and joyful living*. USA: Leisure Science Systems International.
- Gillespie, G. A. (1983). *Leisure 2000: Scenarios for the future*. MO: University of Missouri.
- Goodale, T. & Godbey, G. (1988). *The evolution of leisure: Historical and Philosophical Perspectives*. PA: Venture Publishing, Inc.
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- Henderson, K. A., Bialeschki, M. D., Shaw, S. M., & Freysinger, V. J. (1989). *A leisure of one's own: A feminist perspective on women's leisure*. PA: Venture Publishing, Inc.
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Huizinga, J. (1955). *Homo Ludens: A study of the play element in culture*. Boston: Beacon Press.

Kelly, J. R. & Freysinger, V. J. (2000). *21st Century Leisure: Current issues*. MA: Allyn and Bacon.

Kelly, J. R. (1996). *Leisure*. MA: Allyn and Bacon.

Kelly, J. R. (1987). *Freedom to be: A new sociology of leisure*. New York: Macmillan, Inc.

Kelly, J. R. (1983). *Leisure identities and interactions*. Boston: George Allen & Unwin.

Kraus, R. (2001). *Recreation and leisure in modern society*. 6th Ed. Boston: Jones and Bartlett Publishers.

Kraus, R. (2000). *Leisure in a changing America: Trends and issues for the 21st century*. 2nd Ed. MA: Allyn and Bacon.

Marcuse, H. (1966). *Eros and civilization. A Philosophical inquiry into Freud*. Boston: Beacon Press.

Murphy, J. G. (1981). *Concepts of leisure*, 2nd Ed. NJ: Prentice-Hall, Inc.

Neulinger, J. (1981). *To leisure*. MA: Allyn and Bacon, Inc.

Pieper, J. (1963). *Leisure: The basis of culture*. NY: Random House.

Rapoport, R. & Rapoport, R. N. (1995). *Leisure and the family life cycle*. Boston: Routledge & Kegan Paul.

Ruskin, K. & Sivan, A. (Eds.). (1995). *Leisure education: Towards the 21st Century*. Provo, UT: Brigham Young University

Shivers, J. S. (1981). *Leisure and recreation concepts: A critical analysis*. MA: Allyn and Bacon

Veblen, T. (1912). *The theory of the Leisure Class: An economic study of institutions*. NY: Times Mirror