

Course Syllabus – Spring 2009
LEI 3180 Current Trends in Recreation and Leisure
Section Number 4720, MWF, 8th pd., 3:00 pm – 3:50 pm, 265 FLG

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

D. J. Gamble, Ph.D., C.T.R.S., Instructor

308 FLG, 392-4042, ext. 1240

dgamble@hnp.ufl.edu

Office Hours:

Tuesday and Thursday, 9:30 am – 11:30 am

Wednesday, 10:00 am – 11:00 am

**Please attempt to schedule an appointment at least 24 hours
before your desire to have an appointment via email.**

"In a society as complex as ours, the forces that will have an impact on our leisure are too numerous to identify, and they are changing at a rate that is unprecedented in human history.

The "information highway" is transforming not only our use of television, our most time consuming form of leisure, but also reshaping our basic notions of education and work" (Godbey, 2008, p. 418). "In the study of leisure, it is not longer adequate to present material as though there were not differing perspectives, disagreements, and conflicts. Just as society is recognized to have divisions, conflicting interests and vastly different resources, so has leisure. It is not a separate and transcendent realm; it is part of ordinary life. It is integrated with the roles, relationships, institutions, and cultures of the society. Further, any society is increasingly part of a world in which cultures as well as economies are in complex relationships. ... It is also a construction, reconstruction, and sometimes, a transformation of society. There if no final authoritative resolution to any of the debates opened in this book. This is not an argument for relativism but for a conscious acknowledgement of the social construction of "facts," "truths," and "reality" (Freysinger & Kelly, 2004, p. xiv).

Dr. Michael Sagas, Chairperson
Department of Tourism, Recreation, & Sport Management
300 FLG, 392-4042

Final Examination Information
28D, Thursday, May 1, 2008, 12:30 pm – 2:30 pm

Course Description

This course will examine current trends to develop an understanding of how trends in recreation and leisure emerge by developing knowledge and understanding of factors and issues that affect and impact that social and other changes in society have on the quality of life as a determinant of 1) how people address their recreation, leisure and social needs, delivery of recreation and leisure services and 2) program planning and service delivery needs.

Course Purpose

This course is designed to conduct a critical analysis of culture and the status of recreation and leisure as a service area and as-a-social phenomena. The goals are 1) to facilitate an understanding of the impact that social and economic variables have on the participation behavior, service and program delivery, and the training of future recreation and leisure professionals and 2) the development of the knowledge and skills required to predict trends to assist with program and services development and policy development.

Course Objectives

To achieve the goal and address the purpose of the course, this course will attempt to assist students:

1. understand current issues and trends in the profession (8.06:03);
2. develop an understanding of factors that influence the development of trends;
3. foster the development of thinking skills used with cause analysis, problem solving, and decision-making processes to employ in trend identification and analysis;
4. develop an understanding of the relationship economic and social issues to recreation and leisure programs and services and participate behavior; and
5. develop a working knowledge of change factors and social issues that affect quality of life and produce changes in society that influence policy development, planning, and the delivery of recreation and leisure programs and services.

TEXTS

Freysinger, V.J. & Kelly, J.R. (2004). *21st Century leisure: Current Issues*, 2nd. Ed. State College, PA: Venture Publishing, Inc.

Canton, J. (2006). *The extreme future: The top trends that will reshape the world in the next 20 years*. NY: The Penguin Group.

SUPPLEMENTAL TEXTS

Aburdene, P. (2005). *Megatrends 2010: The rise of Conscious capitalism*. VA: Hampton Road Publishing.

Naisbett, J. (2006). *Mind set: Reset your thinking and see the future*. NY: HarperCollins Publishers

Toffler, A. (2006). *Power Shift: Knowledge, wealth, and violence at the edge of the 21st Century*. NY: Bantam Books

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 Discussion & Participation, 3) Debated, and 4) 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 class, all assigned work 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 cannot participate. For each class period, 20 students will be randomly selected to serve as discussants for the class period. However, all students can participate in the during each class period. To ensure the quality of discussion, 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 of understanding the all of 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 course of the discussion.

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 noon 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 course materials, assignments, or homework, take advantage of time set aside for office hours to discuss the situation. If the discussion does not meet your 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 are to be handed in during class. Late work will not be accepted.
- 8) **Format for papers turned in is as follows:**
- a. Staple pages together. Do not use binders or folders.
 - b. 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.
 - c. **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**
- a. **Examinations:** Three 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.
 - b. **Written Assignments:** See assignment guidelines for specifics regarding instructions and grading criteria.
 - i. Trend analysis Paper, 25% of the final grade
 - ii. Debate Paper, 15% of final grade
 - iii. Article Critiques, 10%
 - c. **Homework:** 15%
- 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 asks 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 randomly selected to actively participate in the discussion during class, **MUST BE PRESENT.** The names of the students will be place 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. **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 NCCU 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, that is, not being seated and attentive at the start of class. Being tardy three (3) times will count as 1 absentee. Attendance and Participation represents **25%** of the final grade. **REMEMBER: You will be responsible for all materials covered during your absence from class.** The instructor nor a designee will not discuss or provide materials covered during your absence. 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 List

Reference

Aburdene, P. (2005). *Megatrends 2010: The Rise of Conscious Capitalism*.

VA: Hampton Roads Publishing Company, Inc.

Edginton, C. R., Hudson, S. D., Dieser, R.B., & Edginton, S.R. (2004). *Leisure programming: Service-centered and benefits approach*, 4th ed. NY: McGraw-Hill.

Edginton, C.R., DeGraaf, D.G., Dieser, R.B., & Edginton, S.R. (2006). *Leisure and life satisfaction: Foundational Perspectives*, 4th ed. MY: McGraw-Hill.

Freysinger, V.J. & Kelly, J.R. (2004). *21st Century leisure: Current Issues*, 2nd.ed. PA: Venture Publishing, Inc.

Friedman, T. L. (2006). *The world is flat: A brief history of the Twenty-first Century*, updated and exploded. MY: Farrar, Straus and Giroux.

Godbey, G. (1997). *Leisure and leisure services in the 21st century*, PA: Venture Publishing, Inc.

_____. (2008). *Leisure in you life: New Perspectives*. PA: Venture Publishing, Inc.

_____. (2003). *Leisure in you life: An exploration*. PA: Venture Publishing, Inc.

Gillespie, G. A. (1983). *Leisure 2000: Scenarios for the future*. MO: University of Missouri.

Gray, D. & Pelegrino, D.A. (1973). *Reflection on the recreation and parks movement: A book of readings*. Wm. C. Brown Publishers

Henderson, H (2006). *Ethical markets: Growing the green economy*. VT: Chelsea Green Publishing.

_____. (1978). *Creating alternative futures: The end of economics*. NY: Perigee Books.

Leftwich, R. H. & Sharp, An M. (1982). *Economics of social issues*, 5th ed. TX: Business Publications, Inc.

Levitt, S. G. & Dubner, S. J. (2005). *Freakonomics: A rogue economist explores the hidden side of everything*. NY: HarperCollins Publishers.

McLean, D. D. Hurd, A. R. & Rogers, N. B. (2008). *Kraus' Recreation and leisure in modern society*, 8th ed. MA: Jones and Bartlett Publishers

Naisbitt, J. (2006). *Mind set! Reset you thinking and see the future*. NY: HarperCollins.

_____. 1984). *Megatrends: Ten new directions transforming our lives*. NY: Warner Books, Inc.

Plunkett, L. C. & Hale, G. A. (1982). *The proactive manager: The complete book of problem solving and decision making*. NY: John Wiley & Sons.

Sessoms, H.D. & Mobley, T. A. (Eds.) (2000). *Developing leadership for Parks and Recreation in the 21st Century*, A conference report. Sponsored by Leroy springs and company. VA: NRPA

Sharp, A. M., Register, C. A., & Grimes, P.W. (2008). *The economics of social issues*, 18th ed. NY: McGraw-Hill Companies, Inc.

Toffler, A. (2006). *Powershift: Knowledge, Wealth, and Power at the Edge of the 21st Century*. NY: Bantam Books

_____. (1980). *The third wave*. NY: Bantam Books