

University of Florida

Department of Tourism, Recreation and Sport Management

LEI 5188 Trends in Leisure Studies

Spring 2009

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Web Page for Syllabus <http://www.hhp.ufl.edu/trsm.php> then click on classes. Select LEI 5188

Office Hours: Monday 1.45-3.45, Wednesday 1.45-4.45

Course Description: This class will introduce students to some of the issues and trends pertinent to the field of leisure studies. Material will be drawn from relevant theories, empirical research, and contemporary articles on a range of issues.

Objectives

- To develop critical and analytical thinking among students pertaining to issues in the field of leisure, recreation, and tourism.
- To develop an appreciation for the application of theory and research to the leisure services profession.
- To provide a forum for the discussion of issues currently facing leisure studies and the leisure services profession.

Text: Jackson, E., & Burton, T. (1999). *Leisure Studies: Prospects for the Twenty-first Century*. State College, PA: Venture Publishing

In addition there are copies of readings on the CDs. Many of the more recent journal articles are also available for download from the UF library. Please consult the syllabus for each week's reading assignments.

Course Content

January 12th

Introduction and History and Philosophy of Leisure

Introduction to the class and discussion of course content and discussion on history and philosophy. Please see readings for this class on next page.

Book Chapter 2: Sylvester: The western idea of work and leisure: Traditions, transformations and the future.

Copy: Lewis, S. (2003). The integration of paid work and the rest of life. Is post-industrial work the new leisure? *Leisure Studies*, 22, (October), 343-355. – This can also be downloaded from the library.

Please look at before class and read ASAP Book Chapter 4: Kelly: Leisure and society: A dialectical analysis.

January 19th . MLK Day

January 26th

Sociology and Leisure: Socio-economic factors

Book Chapter 9: Leisure behaviors and styles: Social, economic, and cultural factors.

Book Chapter 17: Gramann & Allison: Ethnicity, race and leisure.

Copy: Shinenew, K., Stodolska, M., Floyd, M., Hibbler, D., Allison, M., Johnson, C., & Santos, C. (2006). Race and ethnicity in leisure behavior: Where have we been and where do we need to go? *Leisure Sciences*, 28, 403-408.

February 2nd

Life span and Leisure: Youth, Early Adulthood and Leisure

Book Chapter 15: Life span and life course perspective on leisure.

Copy: Thompson, A., Rehman, L., & Humbert, M. (2005). Factors influencing the physically active leisure of children and youth: A qualitative study. *Leisure Sciences*, 27, 421-438.

Copy: Grossman, L. (2005). Grow up? Not so fast. *Time*, January 24th 2004, pp. 43-53.

February 9th

Life span and Leisure: Middle and Late Adulthood

Copy: Levinson, D. (1978). Eras: The anatomy of the life cycle. *Psychiatric Opinion*, 15, 10-11, 39-48.

Copy: Kleiber, D. (2001). Developmental intervention and leisure education: A life span perspective. *World Leisure*, 43 (1), 4-10.

Copy: Nimrod, G. (2007). Retirees' leisure: Activities, benefits, and their contribution to life satisfaction. *Leisure Studies*, 26, (1), 65-80.

Copy: Stein, R. (2007). Baby Boomers appear to be less healthy than parents. *Washington Post*, April 20, 2007 p. A 01.

February 16th

Gender and Leisure

Book Chapter 11: Henderson & Bialeschski: Makers of meanings: Feminist perspectives on leisure research.

Book Chapter 16: Shaw: Gender and leisure.

February 23rd

Social Psychology and Leisure

Book Chapter 3: Iso-Ahola: Motivational foundations of leisure.

Copy: Lepp, A., & Gibson, H. (2008). Sensation seeking and tourism: Tourist role, perception of risk and destination choice. *Tourism Management*, 29 (August) 740-750.

Optional Reading: Gibson, H. (1996). Thrill seeking vacations: A life span perspective. *Society and Leisure*, 19, 439-458.

Optional Reading: Olivier, S. (2006). Moral dilemmas of participation in dangerous leisure activities. *Leisure Studies*, 25 (1), 95-109.

March 2nd

Tourism: the good and the bad

Book Chapter 7: Butler: Understanding tourism.

Copy: Dogan, H. (1989). Forms of adjustment: Socio-cultural impacts of tourism. *Annals of Tourism Research*, 16, 216-236.

March 9th . Spring Break – no class

March 16th

Environmental Issues and Leisure

Book Chapter 13: Swinnerton: Recreation and conservation: Issues and prospects.

Copy: More, T. (2002). “The parks are being loved to death” and other frauds and deceits in recreation management. *Journal of Leisure Research*, 34, (1), 52-78.

Optional Reading: Book Chapter 19: Manning: Crowding and carrying capacity in outdoor recreation: From normative standards to standards of quality.

Optional Reading: Pergams, O., & Zaradic, P. (2006). Is love of nature in the US becoming love of electronic media? 16 year downtrend in national park visits explained by watching movies, playing video games, internet use and oil prices. *Journal of Environmental Management*, 80, 387-393.

March 23rd

Community Parks and Recreation: The benefits approach

Book Chapter 21: Driver & Bruns: Concepts and uses of the benefits approach to leisure.

Copy: Bedimo-Rung, A., Mowen, A., & Cohen, D. (2005). The significance of parks to physical activity and public health. *American Journal of Preventive Medicine*, 28 (2S2) 159-168.

March 30th

People with disabilities and leisure

Book Chapter 27: Dattilo & Williams: Inclusion and leisure service delivery.

Optional Reading: Daruwalla, P., & Darcy, S. (2005). Personal and societal attitudes to disability. *Annals of Tourism Research*, 32 (3), 549-570.

Optional Reading: Ashton-Shaeffer, C., Gibson, H., Autry, C., & Hanson, C. (2001). Meaning of sport to adults with physical disabilities: A disability sport camp experience. *Sociology of Sport Journal*, 18, 95-114.

April 6th

The role of technology in leisure

Copy: Lawrence, L. (2003). 'These are the voyages...' interaction in real and virtual space environments in leisure. *Leisure Studies*, 22 (October) 301-315.

Copy: White and White (2007). Home and away: Tourists in a connected world. *Annals of Tourism Research*, 34 (1), 88-104.

Copy: Lipset, S. & Ray, M Ridlen, Technology, work and social change. *Journal of Labor Research*, 17, (4), 613-625.

Optional Reading: Book Chapter 28: Cooper: Leisure theory in the information age.

April 13th

Over work, time crunch, consumerism

Book Chapter 10: Mannell & Reid: Work and leisure.

Copy: Wellner, A. Stein, (2000). The end of leisure? *American Demographics*, 22, (7), July, 50-56.

Copy: Song, S. (2006). Sleeping your way to the top. *Time*, January 16th 2006.

Copy: Glover, T., & Hemingway, J. (2005). Locating leisure in the social capital literature. *Journal of Leisure Research*, 37, 387-401.

April 20th In-class final exam. Essay style to practice for comprehensive exams

Grading Procedures

1. In Class Presentation

25%

- Choose a theme from the list above (One student per class as far as possible). Identify an issue related to your chosen theme and investigate it in the following manner:
- **At least two weeks** before your scheduled presentation date **talk to me** about your “plan of action.” References, ideas, presentation style etc.
- Conduct an extensive review of literature related to the issue. The review must include at least **ten** articles from **scholarly journals**, in addition to material from popular media etc.
- Summarize the major points/issues from each article and make a **15-20 minute presentation** to the class. You may use (and it advisable to do so) visual aids e.g. overheads, PowerPoint, video etc.
- Finish your presentation with a statement setting out your own opinions on the topic. Open the discussion up to the class. **Debate with the class for 10 minutes.** Be ready to challenge/cajole the class into giving you a response. It’s a good idea to identify some questions to ask the class in order to stimulate discussion
- **Prepare a two page typed hand-out for the class.** The first page **contains a summary** of the major points of the presentation. The second page contains the references used in the presentation. Please **do not use** PowerPoint slides for your summary.

2. Final Paper 40%

Due Two Weeks after your presentation (i.e. on the 2nd class after your presentation)
Approximately 15 Pages, double-spaced, typed.

Format:

Take the same issue as that covered in your presentation.

Use the following headings in your paper:

- a. **Introduction** (introduce the issue, approx. one page)
- b. **Review of Literature** (summarize in your own words the major points of the articles and other material used in your presentation) Use APA style.
- c. **Discussion** (This will be time to introduce your own thoughts on the issue, as well as those discussed in class. Integrate your thoughts with the material from the articles. (approx. 4 pages)
- d. **Conclusion** (Concluding remarks, approx. one page)
- e. **References** APA style

3. Final Exam **Monday April 20th** 25%

Essay exam more details about format to follow

4. Class Participation 10%

Come to class **prepared to discuss** the assigned readings and also to debate the presentation issue. As the class meets only once a week, it is expected as graduate students that you will be present for each class period unless unexpected issues arise such as illness.

5. Additional Policies

1. I expect every member of the class to up hold the Honor Code: *We, the members of the University of Florida community pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*
2. I do not give extra credit. I will provide you with regular feedback on your progress and help you on an individual basis to reach your full potential in terms of a grade for this class.
3. As a courtesy to me, and your fellow class members, please turn off cell phones while in class. No texting!
4. Accommodations for students with disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.