

University of Florida

Department of Tourism, Hospitality and Event Management

## **LEI 7170 Foundations of Leisure Behavior**

Spring 2024

Instructor: **Dr. Heather Gibson**

Office: 190C Florida Gym

Chair: **Dr Rachel Fu**

[racheljuichifu@ufl.edu](mailto:racheljuichifu@ufl.edu) (352) 294-1661

**Office Phone:** 352-294-1649

**E-mail** [hgibson@hhp.ufl.edu](mailto:hgibson@hhp.ufl.edu)

**Office Hours:** Monday 2-5pm; Friday 2-3pm

**Class meets:** Wednesday 3-6 pm, FLG 235

**Course Description:** This course will examine leisure behavior primarily from a sociological perspective, although historical, philosophical and social psychological contributions to the understanding of leisure behavior will be incorporated when appropriate. Emphasis will be given to understanding the role of social structural forces in shaping leisure behavior.

### **Course Objectives**

1. To provide students with a conceptual and theoretical understanding of leisure behavior.
2. To introduce students to complex social theories and to show how these theories contribute to our understanding of leisure behavior.
3. To provide a forum whereby students can discuss and critique classic and current research in leisure behavior.
4. To develop an appreciation of the role and relevance of leisure studies in the 21<sup>st</sup> Century.

The readings for each class available on Canvas. Please consult the syllabus for each week's reading assignments.

### **Weekly readings:**

### **Course Outline**

#### **1. What is Leisure?**

**Jan 17<sup>th</sup>**

Kelly, J. (1996). Leisure, play, and recreation. In J. Kelly, *Leisure*, pp. 16-32. Needham Heights, MA: Allyn & Bacon.

Shaw, S. (1985). The meaning of leisure in everyday life. *Leisure Sciences*, 7, 1-24.

Wearing, B. & Wearing, S. (1988). "All in a day's leisure": Gender and the concept of leisure. *Leisure Studies*, 7, 111-123

Juniu, S. (2000). Downshifting: Regaining the essence of leisure. *Journal of Leisure Research*, 32 (1), 69-73.

Neville, R. (2014). Leisure and the luxury of experience. *Leisure Sciences*, 36(1), 1-13.

Guha, M. (2018). The changing nature of work leisure and involvement in society: Some possible ideas from an old philosopher. *Journal of Mental Health*, 27, 1, 1-3.

### **Optional Related Readings**

Ap, J. (2002). Inter-cultural behavior: Some glimpses of leisure from an Asian perspective. Unpublished manuscript.

Liu, H., Yeh, C., Chick, G., & Zinn, H. (2008). An exploration of meanings of leisure: A Chinese perspective. *Leisure Sciences*, 30, 482-488.

Sylvester, C., *The western idea of work and leisure: Traditions, transformations, and the future* (pp. 17-33). In Jackson, E. & Burton, T. (1999). *Leisure Studies: Prospects for the twenty-first century*. State College, PA: Venture Publishing

## **2. The World of Leisure Studies**

**January 24<sup>th</sup>**

Beard, E. (2011). The evolution of parks and recreation programs. *Parks and Recreation Magazine*, August 2011.

Godbey, G. (2000). The future of leisure studies. *Journal of Leisure Research*, 32 (1) 37-41.

Henderson, K. (2010). Leisure Studies in the 21st Century: The Sky is Falling? *Leisure Sciences*, 32 (4), 391-400.

Chalip, L., Swab, K., & Dustin, D. (2010). Bridging the sport and recreation divide. *Scholarship*, 25, 1-10.

Dustin, D., Collins, R., Schultz, J., Browne, L., Schwab, K., et al., (2012). The future of leisure studies in research universities. *Scholarship*, 27, 12-24.

Collins, M. (2017). Looking back at leisure: An abridged version of 'the growth of many leisure? Three decades of Leisure Studies 182-2011' *Leisure Studies*, 36 (2) 163-169.

Johnson, C., Parry, D., & Wagler, FA. (2018). Introduction to the special issue: Looking back, looking forward: 40 years of Leisure Sciences. *Leisure Sciences*, 40, 1-2, 1-8.

### **Read at least one of the following:**

Edwards, M., & Welty Peachey, J. (2010). Irreconcilable differences or vibrant habitat? An examination of sport management's perceived invasion of recreation's nest. *Sport Management Education Journal*, 4 (1), 18-30.

Henderson, K. (2006). False dichotomies and leisure research. *Leisure Studies*, 25, (4), 391-395.

Jackson, E. (2003). Leisure research by Canadians and Americans: One community or two solitudes? *Journal of Leisure Research*, 35 (3), 292-315.

Shaw, S. (2003). Solitudes in leisure research: Just the tip of the iceberg? *Journal of Leisure Research*, 35 (3), 316-320.

Fletcher, T., Carnicelli, S., Lawrence, S., & Snape, B. (2016). Reclaiming the "L" word: Leisure studies and UK higher education in neoliberal times. *Leisure Studies*, online first.

Tower, J., et al (2017). The state of leisure studies in Australia and New Zealand. *World Leisure Journal*, online first.

Blackshaw, T. (2014). The crisis in sociological leisure studies and what to do about it. *Annals of Leisure Research*, 17 (2), 127-144.

Witt, P. (2003). Readership is more important than publication outlet. *Journal of Leisure Research*, 35 (3), 331-334.

### **3 Theory and the study of leisure**

**February 7<sup>th</sup>**

Kelly, J. (2000). The "real world" and the irrelevance of theory-based research. *Journal of Leisure Research*, 32, (1), 74-78.

Shaw, S. (2000). If our research is so relevant, why is nobody listening? *Journal of Leisure Research*, 32 (1), 147-151.

Roberts, K. (2011). Leisure: The importance of being inconsequential. *Leisure Studies*, 30, 5-20.

Searle, M. (2000). Is leisure theory needed for leisure studies? *Journal of Leisure Research*, 32 (1), 138-142.

Henderson, K., Presley, J., & Bialeschki, D. (2004). Theory in recreation and leisure research: Reflections for the editors. *Journal of Leisure Research*, 26, 411-425.

Duerden, M., Edwards, M., Goates, M. & Dyer, J. (2018). Examining the impact and the influence of the leisure science literature. *Annals of Leisure Research*, 21 (2) 215-226.

Kivel, D. (2018). Are we ready for a "radical leisure?" *Leisure Sciences*, 40, 19-24.

Kelly, J. (1996). Theories of leisure: Freedom and meaning. In J. Kelly, *Leisure*, (pp. 414-432), Needham Heights, MA: Allyn & Bacon.

### **Optional Reading:**

If you can locate a copy of Kelly, J. (1987). *Freedom to be: A new sociology of leisure*. New York: MacMillan. **ISBN:** 0023630604. Read this instead of Kelly, 1996 listed above.

Roberts, K. (2010). Sociology of Leisure. *Sociopedia.isa*, pp. 1-13.

Patterson, I., & Getz, D. (2013). At the nexus of leisure and event studies. *Event Management*, 17, 227-240.

Smith, S., & Godbey, G. (1991). Leisure, recreation and tourism. *Annals of Tourism Research*, 18, 85-100.

Mannell, R., & Iso-Ahola, S. (1987). Psychological nature of leisure and tourism experience. *Annals of Tourism Research*, 14, 314-331.

## **4. “Post” Theories and the study of leisure- Feminism and Epistemology**

**February 14<sup>th</sup>**

Aitchison, C. (2000). Poststructural feminist theories of representing others: A response to the “crisis” in leisure studies’ discourse. *Leisure Studies*, 19, 127-144.

Shaw, S. (2001). Conceptualizing resistance: Women’s leisure as political practice. *Journal of Leisure Research*, 33, 186-201.

Fullagar, S, Pavlidis, A & Francombe-Webb, J. (in press). Feminist theories after the poststructuralist turn. In Parry, D. (Ed). *Feminisms in Leisure Studies: Advancing a Fourth Wave*, New York: Routledge

Henderson, K., (2011). Post-positivism and the pragmatics of leisure research. *Leisure Sciences*, 33, 341-346.

Neville, R. (2013). The pragmatics of leisure revisited. *Leisure Sciences*, 35, 399-404.

Kumm, B., & Barbary, L. (2018). Questions for post-qualitative inquiry: Conversations to come. *Leisure Sciences*, 40, 1-2, 71-84.

### **Optional reading:**

Aitchison, C. (1999). New cultural geographies: the spatiality of leisure, gender and sexuality. *Leisure Studies*, 18, 19-39.

Aitchison, C. (2006). The critical and the cultural: Explaining the divergent paths of leisure studies and tourism studies. *Leisure Studies*, 25, 417-422.

Wearing, B. (1998). *Leisure and feminist theory*. London: Sage. (Especially chapters 6, 7, & 8).

Henderson, K., & Gibson, H. (2013). An Integrative Review of Women, Gender, and Leisure: Increasing Complexities. *Journal of Leisure Research* 45, 115-135.

Rojek, C. (1990). Baudrillard and leisure. *Leisure Studies*, 9, 7-20.

## **5. Leisure and Race and Ethnicity**

**February 21<sup>st</sup>**

Floyd, M., Shiness, K., McGuire, F., & Noe F., (1994). Race, class, and leisure activity preferences: Marginality and ethnicity revisited. *Journal of Leisure Research*, 26, 158-173.

Allison, M. (2000). Leisure, diversity and social justice. *Journal of Leisure Research*, 32 (1), 2-6

Philipp, S., (2000). Race and pursuit of happiness. *Journal of Leisure Research*, 32 (1), 121-124.

Kivel, B., Johnson, C., & Scraton, S. (2009). (Re) Theorizing Leisure, Experience and Race. *Journal of Leisure Research*, 41, (4) 473-493.

Floyd, M. (2014). Social justice as an integrating force for leisure research. *Leisure Sciences*, 36 (4), 379-387.

Lee, J., & Stodolska, M. (2017). Asian North American's leisure: A critical examination of the theoretical frameworks used in research and suggestions for future study. *Leisure Sciences*, 39, 524-542.

Stodolska, M. (2018). Research on race, ethnicity, immigration and leisure: Have we missed the boat? *Leisure Sciences*, 40, 1-2, 43-53.

### **Optional Reading:**

Floyd, M., & Shiness, K. (1999). Convergence and divergence in leisure style among whites and African Americans: Toward an interracial contact hypothesis. *Journal of Leisure Research*, 31, 359-384.

Stodolska, M. (2000). Looking beyond the invisible: Can research on leisure of ethnic and racial minorities contribute to leisure theory? *Journal of Leisure Research*, 32, 156-160.

Mowatt, R. (2017). A critical expansion of theories on race and ethnicity in leisure studies. In K. Spracklen, K. Lashua, E. Sharpe, & E. Swain (Eds). *The Palgrave Handbook of Leisure Theory* (pp. 577-594). Palgrave Macmillan.

## 6. Leisure and the Life course – Early

February 28<sup>th</sup>

Rapoport, R., & Rapoport, R. (1995). Leisure and the family life cycle. In C. Critcher, P. Braham, & A. Tomlinson (Eds.). *Sociology of leisure: A reader* (pp. 66-70). London: E & FN Spon.

Shaw, S., Kleiber, D., & Caldwell, L. (1995). Leisure and identity formation in male and female adolescents: A preliminary examination. *Journal of Leisure Research*, 27, 245-263.

James, K. (2001). "I just gotta have my own space!": The bedroom as a leisure site for adolescent girls. *Journal of Leisure Research*, 33, 71-90.

Caldwell, L. (2008). Adolescent development through leisure: A global perspective. *World Leisure Journal*, 50 (1), 3-17.

Hartman, C., & Anderson, D. (2018). Psychosocial identity development and perception of free time among college-attending emerging adults. *Leisure Sciences*, online first.

Fenton, L., White, C., Hamilton-Hinch, B., & Gilbert, R. (2018). The impacts of recreation programs on the mental health of postsecondary students in North America: An integrative review. *Leisure Sciences*, online first.

### Optional Reading:

Haycock, D. & Smith, A. (2014). A family affair? Exploring the influence of childhood sport socialization on young adults' leisure-sport careers in north-west England. *Leisure Studies*, 33 (3) 285-304.

## 7. Leisure and the life course – The family

March 6<sup>th</sup>

Shaw, S. (1992). Dereifying family leisure: An examination of women's and men's everyday experiences and perceptions of family time. *Leisure Sciences*, 14, 271-286.

Irving, H., & Giles, A. (2011). Examining the child's impacts on single mother's leisure. *Leisure Studies*, 30, 365-373.

Kay T. (2006). Where's dad? Fatherhood in leisure studies. *Leisure Studies*, 25 (2), 133-152.

Hebblethwaite, S. (2017). The (in)visibility of grandparents in family leisure research: A call for expanded conceptualizations of "family". *Leisure Sciences*, 39, 415-425.

Townsend, J., Van Puymbroeck, M., & Zabriske, R. (2017). The core and balance model of family leisure functioning: A systematic review. *Leisure Sciences*, 39, 436-456.

Trussell, D., Jeanes, R. & Such, E. (2017). Revisiting family leisure research and critical reflections on the future of family-centered scholarship. *Leisure Sciences*, 39 (5), 385-399.

### **Optional Reading:**

Hodge, C., Bocarro, J., Henderson, K., Zabriske, R., & Parcel, T. et al (2015). Family Leisure: An integrative review of research from select journals. *Journal of Leisure Research*, 47, 577-600.

Sharaievska, I. (2017). Updating the family operating system: A literature review of information communication technology and family leisure. *Leisure Sciences*, 39, 400-414

Jenkins, J., & Lyons, K. (2006). Non-resident father's leisure with their children. *Leisure Studies*, 25, (2), 219-232.

Rapoport, R., & Rapoport, R. (1995). Leisure and the family life cycle. In C. Critcher, P. Braham, & A. Tomlinson (Eds.). *Sociology of leisure: A reader* (pp. 66-70). London: E & FN Spon.

Scraton, S., & Holland, S. (2006). Grandfatherhood and leisure. *Leisure Studies*, 25, (2), 233-250.

Thompson, S., Grant, B., & Dharmalingam, A. (2002). Leisure time in midlife: what are the odds? *Leisure Studies*, 21, 125-143.

## **7. Leisure and Later life**

**March 20<sup>th</sup>**

Kelly, J., Steinkamp, M., & Kelly, J. (1987). Later-life satisfaction: Does Leisure contribute? *Leisure Sciences*, 9, 189-200.

Kadlec, D. (2016). The real retirement struggle: Defining yourself as more than the sum of a long career. *Time*. October 3<sup>rd</sup>, p. 26.

Gibson, H., Ashton-Shaeffer, C., Green, J., & Corbin, J. (2002). Leisure and retirement: Women's stories. *Loisir et Société/ Society and Leisure*, 25, 257-284.

Liechty, T., & Genoe, M.R (2013). Older men's perceptions of leisure and aging. *Leisure Sciences*, 35, 438-454.

Kleiber, D., & Linde, B. (2014). The case for leisure education in preparation for the retirement transition. *Journal of Park and Recreation Administration*, 32, (1), 110-127.

Nimrod, G. (2016). Innovation theory revisited: Self-preservation innovation versus self-reinvention in later life. *Leisure Sciences*, 38, 389-401.

### **Optional Reading:**

Gibson, H. (2006). Leisure and later life: Past, present and future. *Leisure Studies*, 25 (4), 397-401.

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

Wearing, B. (1995). Leisure and resistance in an ageing society. *Leisure Studies*, 14, 263-279.

Patterson, I. & Carpenter, G. (1994). Participation in leisure activities after the death of a spouse. *Leisure Sciences*, 16, 105-117.

## **8. Leisure and Social Psychology – Motivation and Wellbeing      March 27<sup>th</sup>**

Tinsley, H., Barrett, T., & Kass, R. (1977). Leisure activities and need satisfaction. *Journal of Leisure Research*, 9, 110-120.

Beard, J., & Ragheb, M. (1983). Measuring leisure motivation. *Journal of Leisure Research*, 15, 219-228.

Dillard, J., & Bates, D. (2011). Leisure motivation revisited: Why people recreate. *Managing Leisure*, 16 (4), 253-268.

De Graaf, J. Happiness, health and leisure. Excerpt.

Sirgy, M., Uysal, M., & Kruger, S. (2017). Towards a benefits theory of leisure well-being. *Applied Research Quality of Life*, 12, 205-228.

### **Optional Reading**

Mannell, R., Zuzanek, J., & Larson, R. (1988). Leisure states and “flow” experiences: Testing perceived freedom and intrinsic motivation hypotheses. *Journal of Leisure Research*, 20, 289-304.

Mannell, R., & Kleiber, D. (1997). Leisure motivation and satisfaction. In *A social psychology of leisure*, (pp.183-213), State College, PA: Venture.

LaPointe, M., & Perreault, (2013). Motivation: Understanding leisure engagement and disengagement. *Loisir et Societe/Society and Leisure*, 36 (2), 136-144.

## **9. Leisure and Social Capital      April 3<sup>rd</sup>**

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

Blackshaw, T. & Long, J. (2005). What’s the big idea? A critical exploration of the concept of social capital and its incorporation into leisure policy discourse. *Leisure Studies*, 24 (3), 239-258.

Kadushin, C. (2004). Too much investment in social capital? *Social Networks*, 26, 75-90.

Yuen, F., & Johnson, A. (2017). Leisure spaces, community and third places. *Leisure Sciences*, 39, 295-303.



Glover, T. (2018). All the lonely people: Social isolation and the promise and pitfalls of leisure. *Leisure Sciences, 40*, 25-35.

### **Optional Reading**

Parsons, L. (2015). Embedding the “Black Box”: A reformulated social capital theory for the exploration of socio-physical linkages. *Congent Social Sciences, 1*, 1079352.

Forsell, T., Tower, J. & Polman, R. (2018). Development of a scale to measure social capital in recreation and sport clubs. *Leisure Sciences*, Online first.

## **10. Social Worlds, Serious Leisure, Involvement**

**April 10<sup>th</sup>**

Kelly, J. (1996). Leisure, specialization and subcultures. In J. Kelly, *Leisure*, (pp. 366-379). Needham Heights, MA: Allyn & Bacon.

Donnelly, P. & Young, K. (1988). The construction and confirmation of identity in sport subcultures. *Sociology of Sport Journal, 5*, 223-240.

Gibson, H., Willming, C., & Holdnak, A. (2002). “We’re Gators not just a Gator fan:” Serious leisure, social identity and University of Florida football. *Journal of Leisure Research, 14*, 397-425

Kraus, R. (2014). Becoming a belly dancer: Gender, Life course and the beginnings of a serious leisure career. *Leisure Studies, 33*, 565-579.

Veal, T. (2017). The serious leisure perspective and the experience of leisure. *Leisure Sciences, 39*, 205-223.

Gallant, K., Arai, S., & Smale, B. (2013). Serious leisure as an avenue for measuring community. *Leisure Sciences, 35* (4), 320-336.

Scott, D. & McMahan, K. (2017). Hard-core leisure: A conceptualization. *Leisure Sciences, 39*, 569-574.

Smith, J., & Smith S. (2017). The constraint-effects-mitigation involvement loyalty model: An integrative review. *Leisure Sciences, 39*, 244-260.

Scott, D. & Harmon, J. (2016). Extended leisure experiences: A sociological conceptualization. *Leisure Sciences, 38*, 482-488.

Scott, D. (2012). Serious leisure and recreation specialization: An uneasy marriage. *Leisure Sciences, 34*, 366-371.

Lyu, S., & Oh, C., (2015). Bridging the conceptual frameworks of constraints negotiation and serious leisure to understand leisure benefit realization. *Leisure Sciences, 37*, 176-193.

Jun, J., Kyle, G., Vlachopoulos, S., Theodorakis, N., Absher, J., & Hammit, W. (2012). Reassessing the structure of enduring leisure involvement. *Leisure Sciences*, 34, 1-18.

Patterson, I., Getz, D., & Gubb, K. (2016). The social world and event travel career of the serious leisure devotee. *Leisure Studies*, 35, 296-313.

## **11. Constraints and Facilitators**

**April 17<sup>th</sup>**

Jackson, E. (1988). Leisure constraints: A survey of past research. *Leisure Sciences*, 10 (3), 203-215. DOI: [10.1080/01490408809512190](https://doi.org/10.1080/01490408809512190)

Shaw, S. M., Bonen, A., & McCabe, J. F. (1991). Do more constraints mean less leisure? examining the relationship between constraints and participation. *Journal of Leisure Research*, 23(4), 286.

Shaw, S. M. (1994). Gender, leisure, and constraint: Towards a framework for the analysis of women's leisure. *Journal of Leisure Research*, 26(1), 8.

Jackson, E., & Henderson, K. (1995). Gender-based analysis of leisure constraints. *Leisure Sciences*, 17(1), 31-51. DOI: [10.1080/01490409509513241](https://doi.org/10.1080/01490409509513241)

Samdahl, D. & Jekobovich, N. (1997). A critique of leisure constraints: Comparative analysis and understandings. *Journal of Leisure Research*, 29, (4), 430-452.

Godbey, G., Crawford, D., & Xiangyou S. (2010). Assessing Hierarchical Leisure Constraints Theory after Two Decades, *Journal of Leisure Research*, 42, 1, 111-134, DOI: [10.1080/00222216.2010.1195019](https://doi.org/10.1080/00222216.2010.1195019)

Jun, J., & Kyle, G. (2011). The effect of identity/conflict facilitation on the experience of constraints to leisure and constraint negotiation. *Journal of Leisure Research*, 43 (2), 176-204.

Kyle, G. & Jun, J. (2015). An Alternate Conceptualization of the Leisure Constraints Measurement Model, *Journal of Leisure Research*, 47, 3, 337-357, DOI: [10.1080/00222216.2015.11950364](https://doi.org/10.1080/00222216.2015.11950364)

Raymore, L. (2002). Leisure facilitators. *Journal of Leisure Research*, 34, (1), 37-51.

Son, J., Guangzhou, C., Liechty, T., Janke, M., West, S., Wong, J. & Naar, J. (2021). The role of facilitators in the constraint negotiation of leisure time physical activity. *Leisure Sciences*, DOI: [10.1080/01490400.2021.1919253](https://doi.org/10.1080/01490400.2021.1919253)

## **Other Readings and Issues that you should read at some point.**

*Journal of Leisure Research*, 32 (1) 2000 – Special Issue – Turning the century: Reflections on leisure research.

*Journal of Leisure Research*, 37, (1) Discussion and counterpoint on self-construal being applied to the study of leisure.

*Leisure Studies*, 25 (4) 2006 25<sup>th</sup> Anniversary edition. Collection of position papers on various issues related to the field.

*Journal of Leisure Research*, 41 (3) 2009 – 40<sup>th</sup> Anniversary Issue. Reflections from past editors and key papers from the past.

*Journal of Leisure Research* 41 (4) 2009 – Special issue on race and ethnicity.

K. Spracklen, K. Lashua, E. Sharpe, & E. Swain (Eds). *The Palgrave Handbook of Leisure Theory*. Palgrave Macmillan.

*Leisure Sciences*, 40 (1-2) 2018 – Special Issue: 40<sup>th</sup> Anniversary Issue.

## Assignments and Grading Procedures

### 1. Class participation

20%

Please come to class each with written questions that you can ask to contribute to class discussion. The readings form the main source of information for this class. The actual class period is a time to debate the issues, ask questions and learn additional information pertaining to that week's topic. As you read each week, please take notes, think about and answer the questions I will give you each week pertaining to that week's readings. **Please keep a notebook with your reading notes and answers to the questions.**

In class, be able to orally review and critique each week's assigned readings. Identify key points, discuss implications/significance, and raise questions for class discussion. **As a general guide, come to class each week with at least one question or comment about each article.** The success of this class relies on the quality of your preparation and your participation. As this class only meets once per week you are expected attend all class periods. If you are ill or have an emergency please let me know before class.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### 2. Seminar Leadership

35%

Working with one other student, your task will be to lead/teach our class for one week. I will do an overview of the topic and you will have at least two hours to lead the class.

Your tasks are as follows:

1. Starting with Race and Ethnicity (February 21st) choose a week/topic and a partner.
2. I have provided you with a list of classic and contemporary readings for your topic. Select four readings from my list but also review the leisure journals to see if there are alternative readings you would like to suggest for the class. In your meeting with me, please show me

what readings you propose to use. **We need these readings at least two weeks before your class period.**

3. Read around your topic. This is important as you need more information than just the journal articles you have set.
4. Working with your **partner teach/lead the seminar**. Here you will need to be creative. You will need questions for the class; you will need to teach the class about the main concepts; you may need a video to illustrate key concepts; you may choose to use PowerPoint or to work without it. **You must teach and lead the class. This is not a presentation.** This is an opportunity to lead a seminar style class.
5. I will be part of the class but I will also interject if I think there is a need.
6. **Please meet with me at least two weeks before your seminar and on the Tuesday before your seminar please upload a copy of your teaching materials and a summary outline of your class i.e., your lesson plan.**

### **Some seminar leadership ideas from Dr Susan Bluck**

“The seminar leaders will give a brief summary of each of the required readings, e.g., what are the major theoretical issues, methodological concerns, points of controversy, unresolved issues, a discussion of empirical studies in the area, key findings, challenges for future research, etc. The leader(s) will raise questions to structure and facilitate the class discussion. Questions should focus on analysis, synthesis, comparison/contrast, evaluation, or application of the main issues in the assigned readings. Seminar leader(s) must utilize the class readings but should also review any other articles of interest to prepare for the discussion. Creativity is encouraged! The seminar leader should employ whatever learning exercises or activities that he/she deems useful for enhancing comprehension and application of the material (e.g., audio-visual aids, poetry, literature, film examples, thought experiments, group exercises or ‘games,’ etc.)”

### **3. Discussion Posts 20%**

Based on the readings and the topic for each week please share your observations. These observations might be about the overall topic, the issues the topic raises, methods used to investigate that topic, the theoretical contributions or future research ideas. **Please aim for a post of around 150 words. Please support your points with citations** and cross link weekly readings as we proceed throughout the semester. The more readings we have done as the semester progresses, the more knowledge you have to draw from. The goal is not necessarily to summarize the papers but to develop some insights and some analysis of the topic. **Please post your observations by Tuesday evenings at 11.59pm.** You may comment on each other’s posts.

### **4. Practice Essay Exam for Qualifying Exams 25%**

You will be given one essay question similar to that set for doctoral qualifying examinations. You will have three hours to answer the question in class. You will be expected to answer the question in essay format making reference to scholarly works to support your argument and discussion. You will be expected to use a laptop to type your answers. We can sort out specific details about laptops and the exam later. The practice exam date is **Wednesday April 24<sup>th</sup>**

### **Grading Information**

The UF grading system will be used for this class. This grading scale includes minus grades. More details can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## Additional Policies

1. I expect every member of the class to uphold 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! I would also prefer you to use a notebook to take notes. I will ask for computers to be closed for most of the class, especially while we are discussing and during student presentations.

**Course Accessibility.** Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/> It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

**Course Evaluation.** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/> Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

**In-Class Recording:** • Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without the permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted

on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

### **ChatGPT and other AI Composition Applications**

Collaboration with ChatGPT or other AI composition software is not permitted in this course.

#### **The use of generative AI tools (e.g., ChatGPT, Dall-e, etc.) is permitted for:**

- Brainstorming and refining your ideas
- Fine tuning your research questions
- Finding information on your topic
- Drafting an outline to organize your thoughts.
- Checking grammar and style.

#### **The use of AI is *not* permitted for:**

- Impersonating you on discussion boards
- Writing sentences, paragraphs, or papers to complete assignments.

**Health and Wellbeing:** Your well-being is important to UF. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at (352) 392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to Victim Advocates, Housing Staff and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 911.

**It is important to the learning environment that you feel welcome and safe in this class; and that you are comfortable participating in class discussions and communicating with me on any issues related to the class.** If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your UF-rostered name. I welcome you to the class and look forward to a rewarding learning adventure together.

## **Class Calendar**

### **January**

10<sup>th</sup> – Class introduction and overview

17<sup>th</sup> What is leisure?

24<sup>th</sup> The world of leisure studies

31st TALS Conference - Work on class discussion assignment

### **February**

7<sup>th</sup> Theory and the study of leisure

14<sup>th</sup> Post theories and the study of leisure

21<sup>st</sup> Leisure, race and ethnicity – 1<sup>st</sup> seminar leadership opportunity

28<sup>th</sup> Leisure and life course – early – childhood and adolescence

### **March**

6<sup>th</sup> Leisure and the life course – the family

13<sup>th</sup> Spring Break

20<sup>th</sup> Leisure and later life

27<sup>th</sup> Leisure and social psychology – motivation and wellbeing

### **April**

3<sup>rd</sup> Leisure, social capital and social connections

10<sup>th</sup> Social worlds, serious leisure and involvement

17<sup>th</sup> Constraints and facilitators

24<sup>th</sup> Practice Exam for Qualifying Exams