University of Florida  
Department of Tourism, Recreation and Sport Management  

LEI 5188 Trends in Tourism and Recreation Management  

Spring 2019

Instructor: Dr. Heather Gibson  
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Syllabus on Canvas  
Office Hours: Monday 1.30-2.30 pm; Thursday 2-4 pm

Course Description: This class will introduce students to some of the issues and trends pertinent to the field of tourism and recreation management using the lens of leisure more broadly to frame our analysis. 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 and trends in the fields of recreation, tourism, events and related leisure sectors.

- To develop an appreciation for the application of theory and research to recreation, tourism, events and related leisure service sectors.

- To provide a forum for the discussion of issues currently facing the leisure services profession generally with foci on recreation, tourism, events and related leisure sectors.


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

Course Content

January 7th

Introduction to class

Introduction to the class and discussion of course content.
January 14th

Understanding Leisure in the 21st Century: Setting the scene


Optional Reading:
Book Chapter 4: The history of leisure

January 21st MLK Day- No Class

January 28th

Race, Class and Ethnicity: Diverse populations


Optional Reading:
Book Chapter 28: Leisure, Race, Ethnicity and Immigration.

February 4th

Gender and Other identities – Towards intersectionality

**Women and Time: What makes her tick: Executive Summary 2012 – Real Simple.**


**Optional Reading:**
- Book Chapter 24: The relational politics of gender and leisure

**February 11th**

**Life span and Leisure: Youth, Early Adulthood**


**Optional Reading:**
- Book Chapter 21: Youth and Leisure
- Book Chapter 22: Family and Leisure

**February 18th**

**Life span and Leisure: Middle and Late Adulthood**


Optional Reading
Book Chapter 23: Leisure and Aging Well

February 25th

Social Psychology and Leisure


Optional Readings:
Book Chapter 17: Leisure needs and motivation.

March 4th Spring Break – No Class

March 11th

Tourism: Issues and the Way Forward?


Skift. (2015). *The future of travel in 2020*. (This consists of slides so do not print out. View online)


Optional Reading:
Book Chapter 11: Tourism.
March 18th

Sustainability, Environmental Issues


Optional Reading:  
Book Chapter 33: Public Policy and Planning Frameworks

March 25th

Community Parks and Recreation: The benefits approach

*Synopsis of 2010 Research Papers – Benefits of Recreation.* NRPA


Optional Reading:  
Book Chapter 34: Marketing Public Leisure Services: Key Concepts, Approaches, and Book Chapter 35: Contemporary Views of Management and Leadership in Leisure Studies

April 1st

The Growth of Events in Contemporary Society


IAEE (2013). Future trends impacting the exhibitions and events industry.


American Express 2018 Global Meeting and Events Forecast.


Optional Reading:


April 8th

People with disabilities


Optional Reading:

Book Chapter 26: Leisure and People with Disabilities.

April 15th

The role of technology


April 22\textsuperscript{nd}

\textbf{Over work and time crunch}


Project Time Off. \textit{Under-Vacationed America: An analysis of the States and Cities that need to take a day.}

Optional readings:
- Book Chapter 29: Trends in Time for Leisure
- Book Chapter 32: Leveraging Leisure-Based Community Networks to Access Social Capital

\textbf{Grading Procedures}

1. \textbf{In Class Presentation} \hspace{1cm} 35\%

- 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:

- \textbf{At least two weeks} before your scheduled presentation date \textit{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 \textit{scholarly journals}, in addition to material from popular media etc.

- Summarize the major points/issues from each article and make a \textbf{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. \textbf{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

- \textbf{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 \textbf{not use} PowerPoint slides for your summary.
2. Final Paper

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. Class Participation

Come to class prepared to discuss the assigned readings and also to debate the presentation issue. Periodically, we will work on in-class group-based assignments which will also count towards your participation grade. 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.

On the Mondays that we hold class, by 12 noon please send me two questions that you have from the readings. I will use these to understand what you have gained from the readings. Please send these to my e-mail hgilson@hp.ufl.edu

Depending on the size of the class we will hold an in-class debate on April 22nd. This will constitute 5% of your participation grade. More details to follow.

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

Grading Scale:

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

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<tr>
<th>Grade</th>
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<td>B+</td>
<td>87 - 89.99%</td>
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B 82 - 86.99%
B- 80 - 81.99%
C+ 77 - 79.99%
C 72 - 76.9%
C- 70 - 71.99%
D+ 67 - 69.9%
D 62 - 66.9%
D- 60 – 61.99%
E below 59.99%

5. 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 note book 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.
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.

At the end of each semester, students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at [https://evaluations.ufl.edu](https://evaluations.ufl.edu). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at [https://evaluations.ufl.edu/results/](https://evaluations.ufl.edu/results/).

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 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.