LEI 5188 Trends in Tourism and Recreation Management

Spring 2020

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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 6th

Introduction to class

Introduction to the class and discussion of course content.
January 13th

Understanding Leisure in the 21st Century: Setting the scene


Optional Reading:
Book Chapter 4: The history of leisure

January 20th  MLK Day- No Class

January 27th

Race, Class and Ethnicity: Diverse populations


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

February 3rd

Gender and Other identities – Towards intersectionality


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

February 10th

Life span and Leisure: Youth, Early Adulthood


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

February 17th

Life span and Leisure: Middle and Late Adulthood


Optional Reading

Book Chapter 23: Leisure and Aging Well

**February 24th**

**Social Psychology and Leisure**


Optional Readings:

Book Chapter 17: Leisure needs and motivation.

**March 2nd  Spring Break – No Class**

**March 9th**

**Sustainability, Environmental Issues**


Optional Reading:
March 16th

Tourism: Issues and the Way Forward?


(view online - slides so do not print out)


Optional Reading:
Book Chapter 11: Tourism.

March 23rd

The Growth of Events in Contemporary Society


American Express 2018 *Global Meeting and Events Forecast*.


Optional Reading:
March 30th

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 6th

People with disabilities


Optional Reading:
Book Chapter 26: Leisure and People with Disabilities.

April 13th

The role of technology


April 20th

Over work and time crunch


Project Time Off. 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

Grading Procedures

1. In Class Presentation 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:

- 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**
55%

**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** 15%

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.

Please keep a notebook of detailing the notes you have taken from your class readings. Periodically I may ask to see your note book as part of your participation grade.

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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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.

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/
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.