

University of Florida  
Department of Tourism, Hospitality and Event Management

**LEI 2181 Leisure Contemporary Society**  
University of Florida Online | Main Campus | Dual Enrollment

Spring 2026

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**Office Hours: Monday 8-9am; Thursday 8-9am.** Outside of these times, please send me an e-mail in advance so that we can set up a time to meet and I can send you a Zoom link.

**Class meets:** 100% online

**Required Text:** Hurd, A., Anderson, D. M., & Mainieri, T. (2021). *Kraus' recreation and leisure in modern society* (12th ed.). Jones and Bartlett.

**Course Description:** Examines leisure as a condition of being human, as a cultural mirror and as a social instrument; reflects a wide range of literature from a number of academic disciplines. (S)

**General Education - Social Science (S)**

Social Science courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues.

Additional information regarding General Education Subject Areas can be found here: [Subject Area Objectives - Undergraduate Affairs - University of Florida \(ufl.edu\)](#)

**Social Sciences Student Learning Outcomes**

**Content:** Identify, describe, and explain key themes, principles, and terminology; the history; theory and/or methodologies used, and social institutions, structures and processes.

**Critical Thinking:** Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.

**Communication:** Communicate knowledge, thoughts and reasoning clearly and effectively.

**Course Objectives:**

1. Describe the role of leisure in society across history, from ancient civilizations to the present day.
2. Identify the impact of socio-demographic factors on our understanding of and participation in leisure.
3. Explain the types of motivations that compel individuals to participate in leisure activities.

4. Describe the role and functions that community recreation plays in society.
5. Discuss the leisure delivery system and describe various types of service provision, including travel and tourism, sport, recreation therapy, armed forces recreation, campus recreation, and others.
6. Identify current trends and issues related to leisure, as well as discuss future directions that will impact the field of leisure.
7. Analyze leisure's roles in people's lives by exploring how leisure influences individual choice, the economy, the environment, and individual and community quality of life.

**Course Content:**

<b>Week and Date</b>	<b>Module</b>	<b>Topic and Assignments Due Dates</b>	<b>Readings</b>
<b>Week One</b>	Orientation  Module 1	Orientation: Course Orientation  Module 1: Conceptual Foundations of the Field of Leisure Services  Assignments Due: N/A	Textbook: Chapter 1
<b>Week Two</b>	Orientation  Module 1	Orientation: Course Orientation  Module 1: Conceptual Foundations of the Field of Leisure Services  Assignments Due: <ul style="list-style-type: none"> <li>• Quiz: Course Orientation</li> <li>• Discussion: Introduce Yourself</li> <li>• PlayPosit Interactive Lecture: Conceptual Foundations of the Field of Leisure Services</li> <li>• Learning Activity: Leisure Journal</li> <li>• Discussion: Leisure, Play, and Recreation</li> </ul>	Textbook: Chapter 1
<b>Week Three</b>	Module 2	Module 2: Leisure Motivation  Assignments Due: <ul style="list-style-type: none"> <li>• Perusal Assignment: Module 2 Reading</li> <li>• Quiz: Module 2</li> </ul>	Textbook: Chapter 2
<b>Week Four</b>	Module 3	Module 3: Socio-demographic Factors NOTE: The focus here is on leisure activity choice by age group, male and female, and income. This informs developing profiles or market segments to help with future programming.  Assignments Due: <ul style="list-style-type: none"> <li>• PlayPosit Interactive Lecture: Socio-</li> </ul>	Textbook: Chapter 3  Journal Article: Gender differences in leisure patterns at age 50 and above

		<p>demographic Factors differences in activity preferences.</p> <ul style="list-style-type: none"> <li>• Perusall Assignment: Module 3 Reading. Pay attention to differences in leisure activity choice among men and women at mid-life.</li> <li>• Leisure Analysis Project: Milestone 1</li> </ul>	
<b>Week Five</b>	Module 4	<p>Module 4: History of Recreation and Leisure</p> <p>Assignments Due: N/A</p>	Textbook: Chapter 4
<b>Week Six</b>	Module 4	<p>Module 4: History of Recreation and Leisure</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> <li>• Perusall Assignment: Module 4 Reading</li> <li>• Quiz: Module 4</li> </ul>	Textbook: Chapter 4
<b>Week Seven</b>	Module 5	<p>Module 5: Social Functions of Community Recreation</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> <li>• PlayPosit Interactive Lecture: Social Functions of Community Recreation</li> <li>• Perusall Assignment: Module 5 Reading</li> </ul>	<p>Textbook: Chapter 5</p> <p>Journal Article: Local policymakers' community priorities and perceived contributions of parks and recreation</p>
<b>Week Eight</b>	Module 6	<p>Module 6: Leisure-Service Delivery System</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> <li>• Learning Activity: Systems Thinking</li> <li>• Perusall Assignment: Module 6 Reading</li> <li>• Quiz: Module 6</li> </ul>	Textbook: Chapter 6
<b>Week Nine</b>	Module 7	<p>Module 7: Career Opportunities and Learning Progression</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> <li>• Learning Activity: Planning Your Career Path</li> <li>• Perusall Assignment: Module 7 Reading</li> <li>• Leisure Analysis Project: Milestone 2</li> </ul>	Textbook: Chapter 7

<b>Week Ten</b>		Spring Break – no class	
<b>Week Eleven</b>	Module 8	<p>Module 8: Specialized Leisure Sectors</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> <li>• Perusall Assignment: Module 8 Reading</li> <li>• Quiz: Module 8</li> </ul>	<p>Textbook: Chapter 8</p> <p>Journal Article: Signaling and social influence: the Impact of corporate volunteer programs</p>
<b>Week Twelve</b>	Module 9	<p>Module 9: Sector of Outdoor Recreation</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> <li>• Perusall Assignment: Module 9 Reading</li> <li>• Quiz: Module 9</li> </ul>	Textbook: Chapter 9
<b>Week Thirteen</b>	Module 10	<p>Module 10: Exploration of the Interconnected Travel and Tourism Sector of Leisure</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> <li>• PlayPosit Interactive Lecture: Tourism</li> <li>• Perusall Assignment: Module 10 Reading</li> <li>• Quiz: Module 10</li> <li>• Leisure Analysis Project: Milestone 3</li> </ul>	<p>Textbook: Chapter 10</p> <p>Article: 2022 Deloitte travel outlook: The winding path to recovery</p>
<b>Week Fourteen</b>	Module 11	<p>Module 11: Leisure and Sport</p> <p>Assignments Due: N/A</p>	Textbook: Chapter 11
<b>Week Fifteen</b>	Module 11	<p>Module 11: Leisure and Sport</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> <li>• PlayPosit Interactive Lecture: Sport and the Leisure Industry</li> <li>• Learning Activity: Sport and Leisure Reflection</li> </ul>	Textbook: Chapter 11

<b>Week Sixteen</b>	Module 12	Module 12: Looking Ahead to the Future  Assignments Due: <ul style="list-style-type: none"> <li>Leisure Analysis Project: Final Submission</li> </ul>	Textbook: Chapter 12

## Assignments and Grading:

### 1. PlayPosit Interactive Lecture (5) 20%

This course uses PlayPosit to provide interactions within the lecture videos. When you click on a video thumbnail, the PlayPosit video will open in a new tab for you to watch and complete the interactions.

Five PlayPosit assignments allows you to understand course content from a theoretical perspective better. You can apply theory to real-world situations to better familiarize yourself with the theories and how you can better support leisure analysis and design.

### 2. Perusall Reading Assignments (9) 20%

This course uses Perusall helps you take notes and share ideas when you read textbook and articles. Perusall is a collaborative annotation platform where you can ask questions and leave comments for your peers to answer or consider.

The assigned reading material is designed for you to have an overall understanding to this module's material. You are **not** expected to understand all concepts fully at the end of this reading. Your knowledge of module concepts will be built upon this reading foundation as you watch the lecture videos and complete module activities. Discussion and reflection topics will be assigned within the Perusall readings.

### 3. Module Quizzes (7) 20%

This course has seven module quizzes to assess core foundational information in the corresponding module. You will have unlimited time to complete the quiz. The quiz is open book and contains multiple choice, free response, matching, and true/false questions.

### 4. Learning Activities (6) 20%

The learning activities are designed to bridge theory with real-world application. Dive into hands-on projects, dynamic case studies, and enriching LinkedIn Learning courses to deepen your understanding and application of leisure concepts. Those assignments equip you with the knowledge and skills to effectively support and enhance leisure experiences in various contexts.

### 5. Capstone Project (4) 20%

This capstone project is split into four steps, including Milestone 1, Milestone 2, Milestone 3, and Final Submission. You need to finish different milestones throughout the course and wrap up

the project with final submission. An overview of the final project is below. Additional information is provided within Canvas.

- Section 1
  - Complete the LinkedIn Learning course “Anticipating the Future as a” You will apply the considerations presented in this course to successfully complete parts 2 and 3 of this project. Upload your certificate of completion.
- Section 2
  - In your Milestone 1 submission, you identified and explored three personal leisure engagements. Review your submission for Milestone 1. Next, answer the following reflection question in (6-8 sentences):
    - How do you anticipate the leisure engagements you identified changing with time? Include a discussion about leisure motivations, socio-demographic factors, barriers, and constraints in your response. Justify your answer with relevant course content or external research.
  - In your Milestone 2 submission, you created a position overview for a potential leisure industry position. Review your submission for Milestone 2. Next, answer the following reflection question:
    - Based upon the LinkedIn Learning course “Anticipating the Future as a Leader” and the chapter 12 reading, what modifications or additions would you make to this position overview? Be sure to address/consider the following in your answer (6-8 sentences)
      - Skills and attitudes needed to be a leisure services professional with an eye to the future.
      - Key societal trends and their impact on the leisure services industry.
      - Key issues and opportunities for the leisure services industry moving forward.
      - Leisure services in the post-pandemic landscape.
  - In your Milestone 3 submission, you identified potential trends and internal/external influences impacting the travel/tourism (hospitality) industry. Review your submissions for Milestone 3. Next, answer the following reflection question (6-8 sentences):
    - How may the trends explored in Milestone 3 impact the intersection of leisure and society at the global/general level? What additional trends do you anticipate seeing in the future? How can we prepare for them?
- Section 3
  - Over the past few weeks, we’ve explored many dimensions of leisure and society. As you reflect on this course, what has been your single biggest takeaway, and what action(s) may result from this takeaway? There is not a length requirement for this question.

**Make-up Policy for LEI 2181:** Quizzes/projects/discussions/portraits **must be completed** at **scheduled times as per syllabus**. No late assignments will be accepted, except those due to circumstances consistent with UF policies that can be found at:

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

Please contact me **in advance of deadlines** to request any deviations from course schedule.

### **Grading Information**

The UF grading system is 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>

**Please note:** A minimum of grade C is required for General Education Credit

### **Grading Scale:**

A	92 - 100%
A-	90 - 91.99%
B+	87 - 89.99%
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 %

## **Class Policies and Procedures – Please read carefully.**

1. **I do not give extra credit.** If you are not performing well on assignments, please talk to me before it is too late (i.e., before the last week of classes) and get individualized help.
2. **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.*

### **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 generative AI tools is *not* permitted for:**

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

**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.bluer.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](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.

**You may also change your “Display Name” in Canvas.** Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to [one.ufl.edu](https://one.ufl.edu), click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

## **Minimum Technology Requirements**

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to his or her degree program. Most computers are capable of meeting the following general requirements. A student’s computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the Internet and related equipment (Cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

Individual colleges may have additional requirements or recommendations, which students should review prior to the start of their program.

## **Minimum Technical Skills**

To complete your tasks in this course, you will need a basic understanding of how to operate a computer, and how to use word processing software.

### **Privacy and Accessibility Policies**

For information about the privacy policies of the tools used in this course, see the links below:

- Instructure (Canvas)
  - [Privacy Policy](#)
  - [Accessibility Links to an external site.](#)
- PlayPosit
  - [Privacy Policy \(Links to an external site.\)](#)

- [Accessibility \(Links to an external site.\)](#)
- Perusall
  - [Privacy Policy \(Links to an external site.\)](#)
  - [Accessibility \(Links to an external site.\)](#)

## **Technical Difficulties**

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For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu> (Links to an external site.)
- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues should be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

## **Academic and Student Support**

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- **Career Connections Center:** 352-392-1601. Career assistance and counseling services [career.ufl.edu/](http://career.ufl.edu/) (Links to an external site.).
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources. [cms.uflib.ufl.edu/ask](http://cms.uflib.ufl.edu/ask) (Links to an external site.)
- **Teaching Center:** 352-392-2010 General study skills and tutoring: [teachingcenter.ufl.edu/](http://teachingcenter.ufl.edu/) (Links to an external site.)
- **Writing Studio:** 352-846-1138. Help brainstorming, formatting, and writing papers: [ufl.edu/writing-studio/](http://ufl.edu/writing-studio/)