

**TEXAS A&M UNIVERSITY**

**Department of Recreation, Park and Tourism Sciences**

**RPTS 602: Social Science Foundations of Recreation, Parks and Tourism**

**Spring Semester 2011  
MW 4:10-5:25 Francis 151**

**Instructor:** Gerard Kyle  
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**Office Hours:** Before class and by appointment

**Catalog Description**

Application of the methods, constructs and of social science theories to the study of leisure.

**Course Objectives**

The overall objective of this course is to explore social scientific approaches to the study of leisure. Upon successful completion of the course, the student should be able to articulate several social science theories and concepts that have been applied to understand leisure behavior in multiple contexts (e.g., outdoor recreation, tourism) and among diverse populations (e.g., different racial and ethnic groups, different life stages, gender, and social worlds). Consequently, throughout the course, there will be predominantly four cross-cutting themes;

1. Facilitation, constraint and negotiation processes;
2. Motivation to engage in leisure;
3. Globalization/internationalism of leisure lifestyles; and
4. Lifespan perspectives.

Students will also be exposed to a diverse methodological approaches and tools.

**Course Format**

Class meetings will be run as seminars involving shared participation and leadership among class members including the instructor. Most class periods will consist of a discussion of the assigned chapter and readings. All students are expected to actively engage in this process as the success of this method rests on student interaction. Therefore, assigned readings must be read prior to the class meeting. I will typically provide a brief lecture/discussion on the main topic or construct of interest, and then we will discuss articles that use the construct(s) in research.

**Course Readings**

Jackson, E. (2005). *Constraints to leisure*. State College, PA: Venture Publishing.

**Course Requirements and Evaluation**

1. **Cooperative Learning and Leadership (Expert Teams).** You will be evaluated on your level of participation and responsibility taken for leading an assigned reading week. As a week leader you will be responsible for developing a set of questions for each set of readings, which can be integrative or specific to the article (or both). Then, you will lead all or a portion of the topic for the week. We will determine as a class when the discussion questions should be posted to the group, but it should be before the week the articles are to be discussed.
2. **Class Participation.** You are expected to actively participate in class discussions. The extent to which you are prepared and contribute to the discussion of each week's seminar will be assessed.
3. **Reaction Papers.** You will be required to submit eight reaction papers (2 pages in length) through the semester. These papers should not be summaries of each of the papers but capture your thoughts/reflections on overall themes discussed in the readings.
4. **Research Proposal.** Develop a research proposal for investigating a leisure related phenomenon from a "social psychological" perspective. Specific details will be forthcoming.

**Course grades will be based on the following weighting scale:**

<i>Class discussion/participation</i>	10%
<i>Discussion leader</i>	20%
<i>Reaction papers</i>	30%
<i>Final paper</i>	40%

**Article Discussion Suggestions**

Read the articles assigned and discuss the following. First decide whether the article is conceptual or theoretical in nature (A) or empirical (B).

A. Conceptual or theoretical articles

1. Type: review of research, concept or theory, refinement of a concept, development of new theory, etc.
2. Major theme or issue addressed
3. Major conclusion(s)
4. Is the logic or development of the argument sound?
5. In what way is the approach or analysis social psychological?
6. Can the issue addressed be applied to an important problem in the field of leisure studies or services?
7. What research, if any, could logically follow from the discussion presented in this article?
8. What methodological or theoretical questions would you like to discuss in relationship to the article?

B. Research Articles

1. What is the major hypothesis or research question(s) addressed by the research?
2. Does the review of the literature (previous research, concepts and theory discussed) adequately suggest the rationale for the selection of the hypothesis or research question? Suggest alternative hypotheses or research questions that could have been addressed based on the review.
3. Is the research method used in the study appropriate for the issue being examined and adequately carried out? Consider alternative methods and procedures that could have been used to examine the hypothesis or research question.
4. Are the data analyzed and interpreted correctly? Suggest alternative explanations for the findings.
5. In what way is the study social psychological?
6. Can the findings be applied to an important problem in the field of leisure studies or services?
7. What future research, if any, would logically follow from the discussion presented in the article?
8. What methodological or theoretical questions would you like to discuss in relationship to the article?

**COURSE OUTLINE**

WEEK, DATES, & DISCUSSION LEADER (DL)	TOPIC
<p style="text-align: center;"><b><u>Week 1</u></b> January 19</p> <p>DL: Gerard</p>	<b>Overview and general articles/chapters</b>
	<ul style="list-style-type: none"> <li>• Chap.1: Leisure constraints research: Overview of a developing theme in leisure studies (Jackson, 2005)</li> </ul>
	<ul style="list-style-type: none"> <li>• Leisure research in a global world: Time to reverse the western domination in leisure research? (Iwasaki, Nishino, Onda, &amp; Bowling, 2007)</li> </ul>
	<ul style="list-style-type: none"> <li>• Theory in recreation and leisure research: Reflections from the editors (Henderson, Presley, &amp; Bialeschki, 2004)</li> </ul>
<p style="text-align: center;"><b><u>Week 2</u></b> January 24/26</p> <p>DL: Dr. Jinhee Jun</p>	<b>The leisure experience</b>
	<ul style="list-style-type: none"> <li>• Investigating an evolving leisure experience: Antecedents and consequences of spectator affect during a live sporting event (Madrigal, 2003).</li> </ul>
	<ul style="list-style-type: none"> <li>• Leisure as a multiphase experience: Challenging tradition (Stewart, 1998)</li> </ul>
	<ul style="list-style-type: none"> <li>• Ebb and flow of brief leisure experiences (Hull, Michael &amp; Walker, 1996)</li> <li>• Contextualizing leisure research to encompass complexity in the lived leisure experience: The need for creative analytic practice (Parry &amp; Johnson, 2007)</li> </ul>
<p style="text-align: center;"><b><u>Week 3</u></b> January 31/February 2</p> <p>DL:</p>	<b>Race, ethnicity &amp; leisure (Part 1)</b>
	<ul style="list-style-type: none"> <li>• Chap. 4: Ethnicity, immigration, and constraints (Stodolska &amp; Yi-Kook, 2005)</li> </ul>
	<ul style="list-style-type: none"> <li>• Culture, self-construal, and leisure theory and practice (Walker, Deng, &amp; Dieser, 2005)</li> </ul>
	<ul style="list-style-type: none"> <li>• A reflection on cultural conflicts in women's leisure (Tsai, 2010)</li> <li>• The effects of discrimination and constraints negotiation on leisure behavior of American Muslims in the post-September 11 America (Livengood &amp; Stodolska, 2004).</li> </ul>
	<ul style="list-style-type: none"> <li>• The role of ethnic enclosure in leisure in the economic achievement of Korean immigrants (Stodolska, Marcinkowski, &amp; Yi Kook, 2007)</li> </ul>

<p style="text-align: center;"><b><u>Week 4</u></b> February 7/9</p> <p style="text-align: center;">DL:</p>	<p><b>Race, ethnicity &amp; leisure (Part 2)</b></p>
	<ul style="list-style-type: none"> <li>• Understanding the relationship between race and leisure activities and constraints: Exploring an alternative framework (Shinew, Floyd, &amp; Parry, 2004).</li> </ul>
	<ul style="list-style-type: none"> <li>• A conditioned attitude model of individual discriminatory behavior (Stodolska, 2007)</li> </ul>
	<ul style="list-style-type: none"> <li>• The racialization of leisure (Hutchison, 2007)</li> </ul>
	<ul style="list-style-type: none"> <li>• Discrimination is a societal issue too (Shaw, 2007)</li> </ul>
	<ul style="list-style-type: none"> <li>• Just research and physical activity: Diversity is more than an independent variable (2010)</li> <li>• Are prejudice and discrimination learned? (Chick, 2007)</li> </ul>
<p style="text-align: center;"><b><u>Week 5</u></b> February 14/16</p> <p style="text-align: center;">DL:</p>	<p><b>Gender &amp; leisure</b></p>
	<ul style="list-style-type: none"> <li>• Chap. 2: Gender analysis and leisure constraints: An uneasy alliance (Shaw &amp; Henderson, 2005).</li> </ul>
	<ul style="list-style-type: none"> <li>• Context and dialogue in research on women and leisure (Henderson, Hodges, &amp; Kivel, 2002).</li> </ul>
	<ul style="list-style-type: none"> <li>• Wolves among sheep? The role of men in a feminist leisure studies (Lyons, 2006)</li> </ul>
	<ul style="list-style-type: none"> <li>• “Daddy’s gone and he’ll be back in October”: Farm women’s experiences of family leisure (Trussell &amp; Shaw, 2007)</li> </ul>
	<ul style="list-style-type: none"> <li>• Nonresident fathers’ leisure with their children (Jenkins, 2010)</li> <li>• Women’s leisure and constraints to participation: Iranian perspectives (Arab-Moghaddam, Henderson, &amp; Sheikholeslami, 2007)</li> </ul>
<p style="text-align: center;"><b><u>Week 6</u></b> February 21/23</p> <p style="text-align: center;">DL:</p>	<p><b>Leisure emersion</b></p>
	<ul style="list-style-type: none"> <li>• Enduring involvement, situational involvement and flow in leisure and non-leisure activities (Havitz &amp; Mannell, 2005).</li> </ul>
	<ul style="list-style-type: none"> <li>• From novice to expert? A panel study of specialization progression and change (Kuentzal &amp; Heberlein, 2006)</li> </ul>
	<ul style="list-style-type: none"> <li>• Examining relationships between leisure involvement, psychological commitment and loyalty to a recreation agency (Iwasaki &amp; Havitz, 2004)</li> </ul>
	<ul style="list-style-type: none"> <li>• Exploring the dimensions of serious leisure: “Love me, love my dog!” (Baldwin &amp; Norris, 1999)</li> <li>• Serious leisure, social identity and sport tourism (Green &amp; Jones, 2005)</li> </ul>

<p style="text-align: center;"><b><u>Week 7</u></b> February 28/March 2</p> <p style="text-align: center;">DL:</p>	<p><b>Self, others and leisure</b></p> <ul style="list-style-type: none"> <li>• An analysis of adult play groups: Social versus serious participation in contract bridge (Scott &amp; Godbey, 1992).</li> <li>• Association, sociability, and civic culture: The democratic effect of community gardening (Glover, 2005)</li> <li>• Creating community at the farm: A contested concept (Dunlap, 2010)</li> <li>• Social participation, flow and situational involvement in recreational physical activity (Decloe, Kaczynski &amp; Havitz, 2010)</li> <li>• Land of 10,000 lakes and 2.3 million anglers: Problems and coping response among Minnesota anglers</li> <li>• Clarifying interpersonal and social values conflict among recreationists (Vaske, Needham, &amp; Cline, 2007)</li> </ul>
<p style="text-align: center;"><b><u>Week 8</u></b> March 7/9</p> <p style="text-align: center;">DL:</p>	<p><b>Place &amp; people</b></p> <ul style="list-style-type: none"> <li>• Languages of place and discourses of power: Constructing new sense of place (Stokowski, 2002)</li> <li>• Cultural politics and contested identity (Jeong &amp; Santos, 2004)</li> <li>• Finding common ground: The importance of place attachment to community participation and planning (Manzo &amp; Perkins, 2006)</li> <li>• The social construction of a sense of place (Kyle, 2007)</li> <li>• A picture <i>and</i> 1000 words: Using resident-employed photography to understand attachment to high amenity places (Stedman, Beckley, Wallace &amp; Ambard, 2004).</li> <li>• Youth spaces and teen clubs: Case studies of two teen clubs (Henderson &amp; King, 1999)</li> </ul>
<p style="text-align: center;"><b><u>Week 9</u></b> March 14/16</p>	<p style="text-align: center;"><b>No Class – SPRING BREAK</b></p>
<p style="text-align: center;"><b><u>Week 10</u></b> March 21/23</p> <p style="text-align: center;">DL:</p>	<p><b>Innovative and promising approaches and methods</b></p> <ul style="list-style-type: none"> <li>• Chap. 15: The utility of the concept of affordances for leisure research (Kleiber, Wade, &amp; Loucks-Atkinson, 2005).</li> <li>• Chap. 17: Advancing quantitative research on social cognitive theories of the constraint-negotiation process (Mannell &amp; Iwasaki, 2005).</li> <li>• Looking back in time: The pitfalls and potential of retrospective methods in leisure studies (Snelgrove &amp; Havitz, 2010)</li> <li>• “It was fun...I liked drawing my thoughts”: Using drawings as a part of the focus group process with children (Yuen, 2004).</li> <li>• The use of factorial surveys in leisure research (Shooter &amp; Galloway, 2010)</li> <li>• Defining the groove: From remix to research in <i>The Beat of Boyle Street</i> (Lashua &amp; Fox, 2007)</li> </ul>

<p><b><u>Week 11</u></b> March 28/30</p> <p>DL:</p>	<b>Motivation (Part 1)</b>
	<ul style="list-style-type: none"> <li>• Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being (Ryan &amp; Deci, 2000)</li> </ul>
	<ul style="list-style-type: none"> <li>• Daily well-being: The role of autonomy, competence, and relatedness (Reis, Sheldon, Gable, Roscoe &amp; Ryan, 2000).</li> </ul>
	<ul style="list-style-type: none"> <li>• A model of contextual motivation in physical education: Using constructs from self-determination and achievement goal theories to predict physical activity intentions (Standage, Duda, &amp; Ntoumanis, 2003).</li> </ul>
	<ul style="list-style-type: none"> <li>• Associations among perceived autonomy support, forms of self-regulation, and persistence: A prospective study (Pelletier, Fortier, Vallerand, &amp; Brière, 2002).</li> </ul>
<p><b><u>Week 12</u></b> April 4/6</p> <p>DL:</p>	<b>Motivation (Part 2)</b>
	<ul style="list-style-type: none"> <li>• Chap. 14: Why don't people do what's good for them? Cross-fertilization among the psychologies of nonparticipation in leisure, health, and exercise behaviors (Mannell &amp; Loucks-Atkinson, 2005)</li> </ul>
	<ul style="list-style-type: none"> <li>• Perceived constraints on recreational sport participation: Investigating their relationship with intrinsic motivation, extrinsic motivation and amotivation (Alexandris, Tsorbatzoudis, &amp; Grouios, 2002).</li> </ul>
	<ul style="list-style-type: none"> <li>• Culture, self-construal and leisure motivations (Walker, 2009)</li> </ul>
	<ul style="list-style-type: none"> <li>• Measuring leisure motivation: A meta-analysis of the recreation experience preference scales (Manfredo, Driver &amp; Tarrant, 1996)</li> <li>• Testing theory of planned versus realized tourism behavior (March &amp; Woodside, 2005)</li> </ul>
<p><b><u>Week 13</u></b> April 11/13</p> <p>DL:</p>	<b>Lifespan perspectives</b>
	<ul style="list-style-type: none"> <li>• Chap. 5: A developmental approach to understanding constraints to adolescent leisure (Caldwell &amp; Baldwin, 2005).</li> </ul>
	<ul style="list-style-type: none"> <li>• Chap. 6: The role of constraints in successful aging: Inhibiting or enabling (McGuire &amp; Norman, 2005)</li> </ul>
	<ul style="list-style-type: none"> <li>• Chap. 8: Impacts of life transitions on leisure and constraints to leisure (Jackson, 2005).</li> </ul>
	<ul style="list-style-type: none"> <li>• The positive psychology of interested adolescents (Hunter &amp; Csikszentmihalyi, 2003).</li> <li>• Understanding developmental regulation in adolescence: The use of the selection, optimization and compensation model (Lerner, Freund, De Stafanis, &amp; Habermas, 2001).</li> </ul>

<p style="text-align: center;"><b><u>Week 14</u></b> April 18/20</p> <p style="text-align: center;">DL:</p>	<p><b>Leisure studies... a field? a discipline? a waste of time?</b></p> <ul style="list-style-type: none"> <li>• Leisure studies for the 21<sup>st</sup> century: The sky is falling? (Henderson, 2010)</li> <li>• The neoliberal assault on the public university: The case of recreation, park, and leisure research (Rose &amp; Dustin, 2010)</li> <li>• Writing leisure: Values &amp; ideologies of research (Stewart, Parry &amp; Glover, 2010)</li> </ul>
	<ul style="list-style-type: none"> <li>• The flagship journal and its role in advancing new knowledge and the of inquiry (Iso-Ahola, 2009)</li> </ul>
<p style="text-align: center;"><b><u>Week 15</u></b> April 25/27</p> <p style="text-align: center;">DL:</p>	<p><b>Open</b></p>