

## SOCIOLOGY 350: Sociology of Leisure (Spring 2012)

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Lecture:	Tuesday & Thursday; 11:00 a.m. – 12:15 p.m.
Lecture location:	Applied Sciences & Arts 118C
Office:	Faner Hall, 3424
Telephone:	(618) 453-7627
Email:	<a href="mailto:dmartin@siu.edu">dmartin@siu.edu</a>
Web:	<a href="http://sociology.siu.edu/faculty/fac_martin.html">http://sociology.siu.edu/faculty/fac_martin.html</a>
Office Hours:	Tuesday: 10:00 a.m. – 10:45 a.m. & 1:30 p.m. – 4:30 p.m. Thursday: 10:00 a.m. – 10:45 a.m. & 1:30 p.m. – 3:00 p.m., and by appointment

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### *Course Content and Organization:*

The theme for this course is the sociology of leisure: What can we learn about ourselves, and about society, by the ways that we spend our leisure time? As with studying other institutions (i.e., the educational system, economic system, and legal system), a sociological examination of leisure can provide insights into a society's ideologies and beliefs. And, as is typically the case with other institutions, leisure involvement is often shaped by stratification and inequality. Unlike many other institutions though, leisure participation generally provides opportunities for freedom of expression – some people may choose from a different and/or more limited menu than others, but their leisure preferences still reveal much about their values, tastes, and their personal identity. This semester we will explore how society influences leisure behavior, how individuals respond and adapt to those influences, and how individuals' leisure choices can impact society. Along the way we will challenge common notions about what leisure is, about what it is not, and about its triviality.

### *Course Objectives:*

- To understand what leisure is and how it has evolved over time.
- To understand how leisure reflects, perpetuates, and influences cultural values and lifestyles.
- To understand how leisure is related to other social institutions, including the family, the educational system, politics, the economy, and religion.
- To understand how leisure involvement is mediated by gender, race, class, sexual orientation, disability, and age.
- To develop an understanding of the many benefits of leisure involvement, the barriers that constrain us, and the facilitators that encourage participation.

### *Course Requirements:*

First and foremost, your attendance is required. Furthermore, class participation is also expected. Class participation includes reading the course materials (**before class begins!**) and asking questions or making comments during lecture. When relevant, students are encouraged to enrich class discussions by bringing in current events, accounts from personal experiences, and/or other appropriate material from outside the class. Lively discussions often provide a perspective different from that of lecture or the text book, which can lead to new insights and a deeper understanding of the material. Therefore, class **attendance** and **participation** are important elements of this course.

There will be three (3) written tests, which are announced, plus I reserve the right to add any number of quizzes, which may or may not be announced. In addition, all students are required to keep a journal documenting their weekly progress toward a leisure goal. Journals will be collected at mid-term, and again at the end of the semester. Finally, there are three (3) written assignments:

Paper 1, "My Leisure Biography"	2-3 pp. (due 2/2)
Paper 2, "Reaction Paper"	2-3 pp. (due 3/27)
Paper 3, "Leisure Biography Interviews"	10 pp. (due 5/3)

Written assignments will be graded on both their content and their form, therefore you should make relevant use of subject matter from the course **AND** your writing should be clear, logical and coherent. All assignments should be type-written, double-spaced, and proofread thoroughly. Papers 1 & 2 are worth 35 points each and Assignment 3 is worth 180 points. Late assignments will not be accepted, except in the case of a documented illness or emergency.

### ***Leisure Goals:***

All students are required to choose a leisure goal that they will work towards throughout the semester. The goal must be stated in such a way that weekly progress toward its completion can be measured and verified empirically. All leisure goals **MUST** be approved by the instructor by the end of the second week; goals that are illegal, dangerous, or potentially harmful to the participant or others will **NOT** be approved. Students must keep a journal that; 1) outlines their reasons for choosing the goal, 2) how the goal fits with different conceptions of leisure, 3) their weekly progress towards the goal, and 4) factors that serve as barriers or facilitators to achieving the goal. As stated above, journals will be collected at mid-term [**Thursday, March 8<sup>th</sup>**], and again at the end of the semester [**Thursday, May 11<sup>th</sup>**]. Whether or not the student successfully reaches the goal is of no consequence, "it is the journey, not the destination." The journals will be graded primarily on their content and wherever possible, students should strive to display a thorough understanding of the concepts introduced in this course.

### ***Grading Criteria:***

Your final course grade will be determined based on the following:

Class Participation	10%
Exam 1	14%
Exam 2	15%
Final Exam	16%
Written Assignments	25%
Leisure Journal	20%

Students who earn 90% or more of the points will earn an "A."

Students who earn 80% to 89% of the points will earn a "B."

Students who earn 70% to 79% of the points will earn a "C."

Students who earn 62% to 69% of the points will earn a "D."

Students who fail to earn at least 62% of the points will earn an "F."

**I do not believe in giving extra credit, so do not even bother to ask.**

An *INC* is assigned when, for reasons beyond their control, students *engaged in passing work* are unable to complete all class assignments. An *INC* must be changed to a completed grade within a time period designated by the instructor but not to exceed one year from the close of the term in which the course was taken, *or graduation*, whichever occurs first. Should the student fail to complete the course within the time period designated, not to exceed one year, or graduation, whichever comes first, the incomplete will be converted to a grade of *F* and the grade will be computed in the student's grade point average. Students should not reregister for courses in which an *INC* has been assigned with the intent of changing the *INC* grade. Re-registration will not prevent the *INC* from being changed to an *F*.

***Examinations:***

The examinations will consist of a combination of multiple choice, true/false, short answer, and essay questions, and they will include both in-class and take-home sections. Except for the final, the exams will **NOT** be cumulative, although an understanding of certain key concepts will be necessary throughout the semester. Additionally, exams must be taken on the scheduled day; there will be **NO** make-up exams.

***Course Materials:***

[**R&L**] = *Kraus's Recreation and Leisure in Modern Society*. Daniel McLean, Amy R. Hurd, and Nancy Brattain Rogers. [you do **NOT** need the 9<sup>th</sup> edition, the 8<sup>th</sup> will do fine]

<http://health.jbpub.com/recreation/9e/>

[**RES**] = Various articles posted on Blackboard, under "Additional Readings"

[**Videos**] = Various videos that will be shown in class

***Emergency Procedures:***

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus and is available on the BERT website at <http://www.bert.siu.edu/>, Department of Public Safety's website [www.dps.siu.edu/](http://www.dps.siu.edu/) (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

***Acknowledging Differences:***

During the semester students will have the opportunity to share thoughts, opinions, and beliefs about their life experiences. The differences in these perspectives that each student brings to the discussion will add to the richness of this course. Therefore, each student should communicate in ways that acknowledge and respect such differences.

***Classroom Decorum:***

I have an obligation to maintain a classroom environment that allows each student to learn to the best of his or her capabilities. While I encourage students to ask questions and make comments in class, I will not tolerate or permit behavior that is disruptive, distracting, or demeaning. Actions that violate these norms will be treated seriously— one warning, then you'll be asked to leave. If your cell phone must be on for medical, child care, or other reasons, please set it to vibrate, not ring.

***Americans with Disabilities (ADA) Statement:***

Persons with disabilities requiring special accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor(s) as soon as possible. Written documentation of the disability should be submitted during the first week of the semester along with a request for special accommodations. Contact the SIU Disability Support Services (DSS) to facilitate requests: Email: [DSSsiu@siu.edu](mailto:DSSsiu@siu.edu)

Woody Hall B-150, Carbondale, IL 62901, Mailcode 4705,  
Ph: (618) 453-5738 Fax: (618) 453-5700 TTY: (618) 453-2293

***Ethical Conduct:***

Southern Illinois University at Carbondale is dedicated not only to learning, research, and the advancement of knowledge, but also to the development of ethically sensitive and responsible persons. The university seeks to achieve these goals through sound educational programs and policies governing individual conduct that encourage independence and maturity. By accepting membership in this university, an individual joins a community characterized by free expression, free inquiry, honesty, respect for others, and participation in constructive change. All rights and responsibilities exercised within this academic environment shall be compatible with these principles. An act of ***academic dishonesty*** is a breach of the student conduct code. Dishonesty includes: 1. Plagiarism, representing the work of another as one's own work; 2. Preparing work for another that is to be used as that person's own work; 3. Cheating by any method or means; 4. Knowingly and willfully falsifying or manufacturing scientific or educational data and representing the same to be the result of scientific or scholarly experiment or research; 5. Knowingly furnishing false information to a university official relative to academic matters; 6. Soliciting, aiding, abetting, concealing, or attempting conduct in violation of this code. If you are in doubt or have questions regarding behavior that may constitute academic dishonesty, please consult with me or refer to the SIUC Student Conduct Code:

<http://policies.siuc.edu/policies/conduct.html>

***SIUC email policy:*** Official SIUC Student Email Policy:

<http://policies.siuc.edu/policies/email.htm>

## Topics and Readings

### WEEK 1: Introduction

1/17 Introductions & Syllabus

1/19 Why a “Sociology of Leisure?”

**Read:** Chapter 1, pp. 1-24 [R&L]

### WEEK 2: What is Leisure?

1/24 Basic Concepts

**Read:** Veal [RES.1]

**Assignment 1** (Due February 2<sup>nd</sup>)

1/26 Philosophical Analysis of Leisure

**Read:** Chapter 2, pp. 25-48 [R&L]

### WEEK 3: History of Recreation and Leisure

1/31 Early History

**Read:** Chapter 3, pp. 49-91 [R&L]

2/2 The Modern Era

**Read:** Chapter 4, pp. 93-115 [R&L]

### WEEK 4: Leisure Motivations

2/7 Benefits & Motivations of Leisure

**Read:** Chapter 5, pp. 117-130 [R&L]

**[First ½ of chapter only]**

2/9 More Motivations

**Read:** Iso-Ahola [RES.2]

### WEEK 5: Leisure Forms

2/14 **Exam I**

2/16 Social Functions of Leisure

**Read:** Chapter 7, pp. 167-194 [R&L]

**Read:** Kelly & Godbey [RES.3]

### WEEK 6: More Leisure Forms

2/21 Tourism, Sport, & Outdoor Recreation

**Read:** Chapter 10, pp. 273-291 [R&L]

**Read:** Chapter 11, pp. 293-315 [R&L]

**Read:** Kelly & Godbey [RES.4]

- 2/23 The Arts & Mass Media  
**Read:** Kelly & Godbey [RES.5]  
**Read:** Kelly & Godbey [RES.6]

WEEK 7: Still More Leisure Forms

- 2/28 Deviant Leisure, Addiction & Artificial Experience  
**Read:** Rojek [RES.7]  
**Read:** Kelly & Godbey [RES.8]  
**Read:** Shinew & Parry [RES.9]

- 3/1 Extreme Leisure & Serious Leisure  
**Read:** Celsi et al. [RES.10]  
**Read:** Kelly & Godbey [RES.11]  
**Read:** Stebbins [RES.12]

WEEK 8: Stratification in Leisure

- 3/6 *At Leisure's Edge* [Video]  
**Assignment 2** (due March 27)

- 3/8 Stratification in Leisure  
**Read:** Chapter 6, pp.149-167 [R&L]  
**Read:** Kelly & Godbey [RES.13]  
**Leisure Journals Due**

**SPRING BREAK: NO CLASS [MARCH 10-18]**

WEEK 9: More Stratification

- 3/20 Racial Differences  
**Read:** Washburne [RES.14]  
**Read:** Gramann & Allison [RES.15]  
**Read:** Floyd [RES.16]

- 3/22 Gender Differences & Multiple Hierarchies  
**Read:** Henderson [RES.17]  
**Read:** Shaw [RES.18]  
**Read:** Shinew et. al. [RES.19]  
**Read:** Lee et. al. [RES.20]

WEEK 10: Constrained Leisure

- 3/27 Leisure Constraints  
**Read:** Kelly & Godbey [RES.21]  
**Read:** Crawford et. al. [RES.22]  
**Read:** Jackson et. al. [RES.23]

- 3/29 Facilitators  
**Read:** Raymore [RES.24]

WEEK 11: Leisure across the Life Course

4/3 **Exam II**

4/5 Leisure across the Life Course & Leisure & the Family

**Read:** Chapter 5, pp. 130-148 [R&L]

**Read:** Kleiber & Kelly [RES.25]

**Read:** Kelly & Godbey [RES.26]

**Read:** Kelly & Godbey [RES.27]

WEEK 12: Leisure Socialization

4/10 Leisure Socialization

**Read:** Becker [RES.28]

**Read:** Kelly [RES.29]

4/12 Leisure Identities

**Read:** Kelly & Godbey [RES.30]

**Read:** Kelly & Godbey [RES.31]

WEEK 13: More Leisure Identities

4/17 More Leisure Identities

**Read:** Haggard & Williams [RES.32]

4/19 Identity Construction & Confirmation

**Read:** Donnelly & Young [RES.33]

WEEK 14: Leisure Identities & Subcultures

4/24 Racialized Identities

**Read:** Martin [RES.34]

4/26 More Racialized Identities

**Read:** Carter [RES.35]

WEEK 15: Leisure Subcultures

5/1

**Read:** Ogden & Hilt [RES.36]

**Read:** Clay [RES.37]

5/3 Conclusions, Summary, & Final Thoughts

**Term Papers (Assignment 4) Due!**

**FINAL EXAM: Tuesday, May 8<sup>th</sup>, 12:50 p.m. – 2:50 p.m.**

### RESERVE ARTICLES

1. "Definitions of Leisure and Recreation," A. J. Veal. (1992). *Australian Journal of Leisure and Recreation*, 2(4), 44-48.
2. "Motivational Foundations for Leisure," Seppo E. Iso-Ahola (1999). Pp. 35-51 in *Leisure Studies: Prospects for the XXI Century*, edited by E. L. Jackson and T. L. Burton. State College, PA: Venture Publishing.
3. "Interaction as Leisure," John R. Kelly and Geoffrey Godbey (1992). Pp. 211-224 in *The Sociology of Leisure*. State College, PA: Venture Publishing, Inc.
4. "Outdoor Resource-Based Recreation," John R. Kelly and Geoffrey Godbey (1992). Pp. 425-437 in *The Sociology of Leisure*. State College, PA: Venture Publishing, Inc.
5. "The Arts as Leisure," John R. Kelly and Geoffrey Godbey (1992). Pp. 439-453 in *The Sociology of Leisure*. State College, PA: Venture Publishing, Inc.
6. "The Mass Media," John R. Kelly and Geoffrey Godbey (1992). Pp. 455-468 in *The Sociology of Leisure*. State College, PA: Venture Publishing, Inc.
7. "Deviant Leisure: The Dark Side of Free Time Activity," Chris Rojek (1999). Pp. 81-94 in *Leisure Studies: Prospects for the XXI Century*, edited by E. L. Jackson and T. L. Burton. State College, PA: Venture Publishing.
8. "Addiction and Artificial Experience," John R. Kelly and Geoffrey Godbey (1992). Pp. 469-476 in *The Sociology of Leisure*. State College, PA: Venture Publishing, Inc.
9. "Examining College Students' Participation in the Leisure Pursuits of Drinking and Illegal Drug Use," Kimberly J. Shinew and Diana C. Parry (2005). *Journal of Leisure Research*, 37(3), 364-386.
10. "An Exploration of High-Risk Leisure Consumption through Skydiving," Richard L. Celsi, Randall L. Rose, and Thomas W. Leigh (1993). *The Journal of Consumer Research*, 20(1), 1-23.
11. "Specialization and Serious Leisure," John R. Kelly and Geoffrey Godbey (1992). Pp. 243-249 in *The Sociology of Leisure*. State College, PA: Venture Publishing, Inc.
12. "Serious Leisure," Robert A. Stebbins (1992). Pp. 1-19 in *Amateurs, Professionals, and Serious Leisure*. Montreal, Quebec: McGill-Queen's University Press.
13. "Stratification and Social Divisions," John R. Kelly and Geoffrey Godbey (1992). Pp. 105-126 in *The Sociology of Leisure*. State College, PA: Venture Publishing, Inc.