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Clemson University
College of Behavioral, Social and Health Sciences

PRTM 8080 Behavioral Aspects of Parks, Recreation and Tourism Management
FALL I – 2019
Section 3
CRN: 89468

Instructor	Dr. Lauren Duffy
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Office Hours	Please contact me to set up a time.
Course Time	Tuesday 7pm – 8:30pm EST via Zoom Meeting: https://zoom.us/j/565117821

Course Introduction

PRTM 8080 Behavioral Aspects of Parks, Recreation and Tourism Management 3(3,0) Behavioral aspects of recreation, focusing on the social and psychological dimensions of the recreation experience in a variety of environments and activities. Pre-requisites: Graduate student standing

This is a Critical Thinking Seminar (CT2) that is designed to actively engage you in thinking deeply about various issues related to parks, recreation, and tourism management. Critical thinking is not about merely learning about content but having the ability to think clearly and rationally.

Course Objectives

At the end of this course, the student will be able to:

1. Recognize how a philosophy of science determines a researcher's approach to studying the leisure and critique how each discipline (i.e., biology, psychology, sociology, social-psychology, etc.) addresses leisure behavior.
2. Identify types of theoretical statements/models and construct theoretical statements/models related to leisure behavior.
3. Describe and analyze perspectives towards leisure behavior that have dominated the formal literature within the field.
4. Demonstrate how to be an effective graduate student, including how to find and document evidence-based references (i.e., how to use the research components of the library), write in a sound technical and scientific style that engages in careful, evidence-based discussions, and begin to formulate a solid research question that might become the focus of the student's terminal project.

Course Requirements

1. There are no textbooks for this course. Readings will be listed and either found by the student in the Clemson Library electronic holdings and databases or supplied through Canvas.
2. Minimum technical requirements:
 - Computer System Requirements – Any modern Apple or PC should be adequate

- Access to email and a reliable high-speed Internet connection.
- Current version of an operating system and a word processing package.
- Microphone or Webcam

Navigating the Course

1. **Canvas:** Canvas is the main online course site for this class. Outside of class meetings, communication will be conducted through Canvas including course announcements and reminders, and any additional readings/ assignments will be accessible through Canvas. It is your responsibility to check Canvas on a regular basis to stay up to date with this course. I recommend leaving your email notifications active for course announcements. If you are new to Canvas, please visit www.clemson.edu/canvas to login and access other Canvas resources.

Getting Started with Canvas:

- Open your Internet browser to the Clemson University home page at www.clemson.edu
- Select the URL of <https://www.clemson.edu/canvas/> and press Enter
- Login with your Clemson University Username and Password
- The Welcome page will list your current courses
- Select this course and enter the Canvas classroom

Canvas Course Navigation: The buttons in the course menu provide access to these content areas:

- **Home:** A general landing page where you can access the different elements of the course site.
- **Announcements:** Includes updates and reminders for the course.
- **Syllabus:** Explains the course objectives, grading criteria, online student responsibilities, and final exam information for proctoring.
- **Modules:** Contains all content regarding individual modules – assignment instructions, readings, links to the recorded lecture.
- **Discussion Board:** Will be used by students to post assignments and to respond to questions to classmates. You can also access the ‘Ask the Instructor’ discussion thread for posting general questions
- **Assignments:** Provides a running tab of upcoming assignments and their due date.
- **Grades:** Displays instructor feedback and grades. If you see an exclamation mark for an assignment, it means the assignment has been submitted and will be reviewed by the instructor. If you see a score for an assignment, you can click on it to read feedback from your instructor.
- **Pages:** Direct access to any pages created for the course. Includes the faculty bio (can also be accessed through the home page)
- **Files:** Direct access to any and all files uploaded to the course site. If you are looking for a particular document, you may search the file directory rather than accessing through the modules.

2. **Zoom:** In this online course, you will interact with the content, instructor and classmates on a weekly basis through course assignments, synchronous classroom sessions, and asynchronous discussions via Canvas. If you have any difficulty connecting to Zoom, please contact the instructor as soon as possible via phone (704-213-2099) or via email at lduffy@clemson.edu. Please take the time to troubleshoot your technology prior to the start of class. If you experience technological difficulties, please contact Zoom.

Getting Started with Zoom:

- Please read through the material provided on Canvas about getting started with Zoom.

- You will need to sign up for a free Zoom account prior to our first class meeting. To do this please go to <https://zoom.us> . When you sign up for your free account, it should automatically install the app and there will be a video icon on your desktop or tool bar.
- **The Zoom link for synchronous classroom sessions is:** <https://zoom.us/j/565117821>. This is also linked from our Canvas course site. Use the last 9 digits of the of the weblink if you wanted to 'Join' from the main Zoom Account page.
- When you enter, you will be on mute.
- For additional resources on getting started and addressing technical issues, please visit: https://support.zoom.us/hc/en-us?flash_digest=9841011ab11e1b98f182dba483b2f3e7012c38d3

Course Policies

1. Attendance Policy. Absences from the e-synchronous classes may be excused at the discretion of the instructor and will be considered only when appropriate documentation is presented within one week of the absence. Each unexcused absence will result in a 5% point-deduction from the final grade. If you miss class, you will be expected to watch the recording and provide a summary of what you gleaned from the material and the discussion from class. This make-up assignment will be due within 48 hours of the original class period.
2. Time Commitment, Engagement, and Connecting to the Course. To be successful in this online course, you must be willing to allocate sufficient time to access course materials, participate in online classes, and complete assignments. Much of the material in this class is abstract and requires time to think about readings. Similar to traditional classroom courses, you will interact with the content, your teacher, and your classmates on a weekly basis through course assignments and synchronous meetings as indicated in this syllabus. During this course, you should plan on scheduling 15 to 18 hours per week. Keep in mind that, like most online classes, to be successful in the course you will need to be self-driven and self-motivated in working on content throughout the week to keep up with the material and deadlines.
3. Critical Thinking. For the purposes of this course, we understand critical thinking to be, “a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.” (AAC&U 2009). Critical thinking is a self-aware process of thinking in a clear and systematic way to gain a deeper understanding. To do so requires engaging in meta-cognition, which means reflecting on our own thinking by recognizing our biases, assumptions, and considering how we create knowledge. Critical thinking does not come naturally; therefore, we must practice critical thinking – which is one of the goals of this course.
4. Instructor Tardiness. Students are required to wait 15 minutes for the instructor to arrive for a synchronous class. If the instructor has not arrived within 15 minutes, the students should attempt to contact the instructor to ascertain if there is a technical failure and if other arrangements have been made for the meeting.
5. Instructor Response Time: Instructor response time is 48 hours for questions sent via email. This response times may vary over weekends, official University closures, and other times as noted by the instructor. Should you need live assistance, email me to arrange an online or phone consultation, or an in-person meeting. Generally, I will also get grades and feedback to you within 72 hours of the deadline (not including weekends).
6. Online Conduct: Appropriate academic conduct includes doing assigned work, meeting deadlines, participating in online discussions, and completing all the required elements of the course. It also means following basic rules of netiquette. Netiquette or Network Etiquette is a set of rules for behaving properly online. When you enter any new culture you're liable to commit a few social blunders. You might offend people without meaning to. Or you might misunderstand what others say and take offense when it's not intended. In general, here are some basic guidelines:
 1. Don't waste people's time.
 2. Don't say anything to a person online that you wouldn't say to face-to-face.

3. Remember if you are only using audio that you are communicating with people who do not have the advantage of seeing your body language or hearing your voice inflections, and who may interpret your message differently than you intended.
 - Using all caps may be interpreted as shouting.
 - Use humor and sarcasm carefully (we can't see the twinkle in your eye); add emoticons to provide a visual representation of your intent.
 - Keep your critiques constructive; antagonistic criticism is called "flaming" and may cause an unwanted reaction.
4. Spelling and grammar do count.
5. Be coherent and succinct

Furthermore, appropriate academic conduct means maintaining a safe learning environment based on mutual respect and civility. All participants in Clemson online courses are expected to behave professionally by adhering to these standards of conduct:

- Never transmit or promote content known to be illegal.
- Respect other people's privacy as well as your own.
- Forgive other people's mistakes.
- Never use harassing, threatening, embarrassing, or abusive language or actions.

Online communication that fails to meet these standards of conduct will be removed from the course. Repeated misconduct may result in being blocked from online discussions, receiving a grade penalty, or being dismissed from the course. Such misconduct in the online environment may also be reported to officials for appropriate action in accordance with University policy. If you ever feel as though our online classroom is inappropriate or uncomfortable, please first contact your instructor with your concerns. Also, please be respectful of your learning environment, as well as that of your peers, by making sure that you login to our Zoom classroom in an environment that is free of distractions, excessive noise, etc.

6. Minimum Technical Skills: Students are expected to have a minimum working knowledge of computers and a word processing program to be successful in an online class. You must be comfortable with your computer system and willing to deal with any problems that may arise. Lack of technical knowledge can greatly interfere with your learning a new subject. If you do not have these skills, consider taking a short computer course prior to enrolling in an online course.

- Get your password and login to your class before the semester begins (if available)
- Attach files to email messages
- Word processing tasks (type, cut, paste, copy, name, save, rename, etc.)
- Download information from the Internet
- Use of a Web browser
- Completing online forms
- Backup your files
- Install and maintain anti-virus and other software

Students are expected to be comfortable accessing the online course site and downloading files such as Microsoft Office documents, YouTube videos, and PDFs. In addition, students should be able to use Microsoft Office to compose written documents, spreadsheets, and PowerPoint presentations. For technical assistance with the online course site, students should contact ithelp@clemson.edu or visit http://www.clemson.edu/ccit/help_support/.

7. Academic Integrity Policy: Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment. Cheating includes but is not limited to giving or receiving answers on assignments and test or using any materials or aids pertinent to assignments and tests without permission of the instructor. Any forms of cheating will be penalized under the discretion of the instructor.

"As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a 'high seminary of learning.' Fundamental to this vision is a mutual commitment

to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.”

In instances where academic standards may have been compromised, Clemson University has a responsibility to respond appropriately to charges of violations of academic integrity.” Please see the Graduate School Policy Handbook for more information regarding the graduate academic integrity policy.

8. **Plagiarism:** **It is your responsibility to understand what constitutes plagiarism.** Plagiarism is defined as the intentional act of representing the words of another, as one's own in any academic exercise. Plagiarism may occur on any paper, report, or other work submitted to fulfill course requirements. This includes submitting work done by another, whether a commercial or non-commercial enterprise, including web-sites, as one's own work. Works that include copied sentences or paragraphs without proper citations, as well as entire articles, sections of books, periodicals, web articles, work from other students, and work you have previously submitted for a grade, are all considered forms of plagiarism. **Plagiarism is grounds for failing assignments and the course.** All students at Clemson University are responsible for knowing the rules governing academic conduct. All written assignments will be submitted to Turnitin.com and saved within the repository.

Resources on plagiarism:

<http://www.clemson.edu/academics/academic-integrity/integrityplagiarism.html>

<http://www.clemson.edu/academics/academic-integrity/integrityfaq.html>

<https://www.indiana.edu/~istd/examples.html>

9. **VA Educational Benefits:** This link provides you with information about the Veterans Administration Education Benefit program at Clemson University: <http://www.registrar.clemson.edu/html/veteran.htm>
10. **Accommodations for students with disabilities:** Students with disabilities who need accommodations should make an appointment with Clemson Disability Services to discuss specific needs within the first month of classes. Students should present a Faculty Accommodation Letter from Student Disability Services when they meet with instructors. Student Disability Services is located in Suite 239 Academic Success Building (656-6848; sds-l@clemson.edu). Please be aware that accommodations are not retroactive and new Faculty Accommodation Letters must be presented each semester. Visit the Student Disability Services website for location, contact information, as well as official policies and procedures. You can also visit this link for additional details: <http://www.clemson.edu/campus-life/campus-services/sds/about.html>.
11. **The Clemson University Title IX (Sexual Harassment) Statement:** Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Mr. Jerry Knighton is the Clemson University Title IX Coordinator and is also the Director of Access and Equity. His office is located at 111 Holtzendorrf Hall, [864.656.3181](tel:864.656.3181) (voice) or [864.565.0899](tel:864.565.0899) (TDD).
12. **Student Grievances:** Information Clemson's Academic Grievances polices can be found here: <http://www.clemson.edu/administration/ogc/legal-topics/grievances.html>. Students are advised to visit the Ombuds Office prior to filing a grievance.
13. **Key Dates:**
 - First synchronize meeting: Tuesday August 20, 2019
 - Last day to add: August 26, 2019
 - Last day to drop without record: August 30, 2019
 - Last day to drop without final grade: September 20, 2019
 - Last synchronous meeting: Tuesday October 1, 2019
 - Final grades due: October 16, 2019

Course Assignments & Grading Procedure

Late Penalty Policy: All assignments are due by their deadline to be eligible for full credit. Assignments turned in after the due date and time, will be subject to the following late penalties: one letter grade for each day it is late which begins immediately following the class period in which it is due.

Synchronous Meeting Attendance and Participation	15	11%
TED Talk Discussion Responses (4 posts at 3pts each)	15	11%
Evaluative Critiques (5 critiques at 15pts each)	75	53%
Presentation of Article (1 at 8pts)	5	4%
Final Paper/Project	30	21%
Total	140	

- 1. Synchronous Meeting Attendance and Participation.** Students are expected to attend and participate in the weekly synchronous meetings. Each class will be facilitated by the instructor and will include some lecture, discussion, and group breakout activities. The synchronous classes are every Tuesdays at 7:00 pm – 8:30pm EST beginning October 16, 2018 and will be facilitated through Zoom meeting space. All assigned readings and evaluative critiques should be completed before the meeting; this allows for richer discussion that benefits everyone.
- 2. TED Talk Discussion Responses.** As part of this course, you will watch and respond to certain TED Talks that connect to the content in the course. Specifically, the TED Talks offer insight from leading cognitive psychologists, behavior economists, and social-neuro-psychologists who provide theoretical depth to our understanding of behavior. Through the examples they provide, we will bridge their ideas to the study of leisure behavior. These responses, noted in the course schedule as part of the weekly assignments, will be posted to the discussion board. Specifics on prompted questions and length of response will be given on the Canvas discussion board.
- 3. Evaluative Critiques.** For each of the three to four readings each week, please submit an evaluative critique about each of the readings. A quality evaluative critique demonstrates that you have read the reading and understand the concepts/theories in the reading(s). The evaluative critique will consist of:
 - 1) Describing the (2 to 4) main points of the reading;
 - 2) Applying of the information (i.e., how can you connect it to your own area(s) of interest, why is it important),
 - 3) Identifying concerns about the validity of the idea and argument (i.e., does it have logical fallacies, can the research be trusted, are there other ways to think about the problem), and
 - 4) One substantive question you would like addressed. The question should be carefully crafted, demonstrating how you have thought about the content of the paper, but wish further clarification.Two to four well-crafted paragraphs should cover this activity. These critiques are due in the assignment section of Canvas before our synchronous meeting on Tuesday nights (by 7 pm EST).
- 4. Presentation of Article.** During our last synchronous meeting, each student will present (virtually through share screen) a peer-reviewed article that they have identified and found relevant for their research. In preparation, I want you to read the article carefully and critically. Then I want you to create one (1) powerpoint slide that you can share that includes the following: 1) Summary of main points (highlight the purpose of the study, the methods used, and findings of the research), 2) Application specific to your own research/work, and 3) Application that could be relevant to other's in the class (broadly, thinking about application relevant to leisure service provision, outdoor recreation programming, consumer behavior and understanding markets, recreational therapy and intervention-based programming, etc.). This assignment

is meant to help you progress in your area of interest, and a to give you a chance to practice translating research to your colleagues.

5. **Final Paper.** Your final project will be a tightly written conceptual or theoretical paper in the 4 to 6-page range not including the **10 to 15 scientific, peer-reviewed references** you will use. The paper you write will present your unique integration of social science theories or conceptual frameworks to help explain a professional issue you wish to systematically address. This paper should consist of an:

- **Introduction**
- **Literature Review**
- **Presentation of the Typology** (with figure/ table for illustration, as well as described in the text)
- **Application of the Typology**
- **Conclusion**
- **References** (APA format)

Essentially, you will create a novel or conceptual framework or theory that can be presented as a ‘typology’ that you believe helps to make sense of types of people and behaviors. The introduction will situate your issue for the reader (why is this topic important; what is your thesis statement). Introductions usually take the form of a motivational description of the problem or possibility that helps the reader decide whether to read your paper. The literature review follows outlining what, based on evidence (i.e., peer-reviewed research) is already known about the issue? You might identify two or three bodies of evidence-based knowledge that address your issue. After describing what is already known about these two bodies of knowledge, you would then argue that integrating them would provide a fuller understanding of your issue. The paper finishes with a theoretical or conceptual framework, typically a typology, that illustrates what and how you would integrate the two ideas using the theoretical structures you are exploring. Your paper should contain a figure to help illustrate your new ideas. You should make sure to create application of the typology – that is, put it into action. How might what you construct help you answer practical, management issues? What can someone learn through applying your model? The conclusion should provide a very brief summary that restates the purpose/ thesis statement, and ultimate utility of your conceptual model.

Grading Scale:

A	(90 – 100%) Excellent, innovative, well-written, creative work of a very high character, the highest grade given
B	(80 – 89%) Good work that is definitely above average, competent, and thoughtful.
C	(70 – 79%) Fair work of average or medium character that meets the minimum requirements.
D	(60 – 69%) Passable work but below average, unsatisfactory, and inadequate; the lowest passing grade.
F	(59% and below) Unacceptable quality of work; Failed indicates that the student knows so little of the subject that it must be repeated in order that credit can be received.
I	Incomplete indicates that a relatively small part of the semester’s work remains undone. Grade I is not given to a student who made a grade of F on his/her daily work. The incomplete grade is calculated as an F in the student’s GPA until the work is made up and a final grade is assigned. Students are allowed thirty days after the beginning of the next scheduled session excluding summers and regardless of the student’s enrollment status, to remove the incomplete grade, normally only one extension for each I may be granted, and this is under unusual circumstances. The extension must be approved in writing by the instructor of the course and the chair of the department in which the course was taken. The extension will indicate the nature and amount of work to be completed and the time limit (students under this policy are prohibited from removing the ‘I’ by repeating the course). A letter grade of I converts to F unless the incomplete is removed within the specified time.

NOTE: See Canvas for any changes.

Week 1 August 20th	Topic 1: Introduction	Topic 2: Thinking about how you think and Being a Graduate Student	Topic 3: The Study of Leisure Behavior	Assignments Due
	N/A	N/A	N/A	<p>Watch Sara Dolnicar (2017) who discusses her research related to pro-environmental behavior while on vacation: <i>How to waste less while you travel</i>. https://www.youtube.com/watch?v=gtv4BHqEpN8</p>
Week 2 August 27th	Topic 1: We are not rational actors	Topic 2: Structures of Social Theory	Topic 3: Leisure Behavior	
	<p>Wilson, T. D. (2004). Chapter 2: <i>The adaptive unconscious</i>, in <i>Strangers to Ourselves</i>: Cambridge: Belknap Press. scan in Canvas FILE documents.</p>	<p>Discussion skills reading: Generalizing, stereotyping, and social science. In J. M. Charon (2002). <i>The Meaning of Sociology</i>, Upper Saddle, NJ: Prentice Hall—scan in Canvas file documents</p>	<p>Genetic influences on leisure behavior--Read Chapter One: Thrills: Getting high on life In D. Hamer & P. Copeland, <i>Living with Our Genes: Why they matter more than you think</i>, New York: Doubleday. pp 27-53—scan in Canvas FILE documents.</p>	<p>Evaluative Critiques of readings</p> <p>Watch <i>How Your Unconscious Mind Rules Your Behaviour</i> by Leonard Mlodinow (2013): https://www.youtube.com/watch?v=vcJm-y7UnLY Provide a short response to the following question: What do you think is the most important consequence of the unconscious mind to leisure behavior?</p>
Week 3 September 3rd	Topic 1: Types of leisure and their characteristics	Topic 2: Types of leisure and their characteristics	Topic 3: The study of leisure behavior (cont'd)	
	<p>Stebbins, R. A. (1982). Serious leisure: A conceptual statement, <i>Pacific Sociological Review</i>, 25, 251-272. Retrieve CU Library</p>	<p>Stebbins, R. A. (1997). Casual leisure: A conceptual statement, <i>Leisure Studies</i>, 16(1) 17-25. Retrieve CU Library</p>	<p>Typologies and Taxonomies: As an example of a logical typology read: Gunter, B. G. & Gunter, N. C. (1980). Leisure styles: A conceptual framework, <i>The Sociological Quarterly</i>, 21(3), 361-374. Retrieve CU Library.</p> <p>Your final paper can be in the form of this paper. Pay attention to the “typology” in the figure along with the text. We will spend much time on this during our Tuesday night meetings.</p>	<p>Evaluative Critiques of readings</p> <p>Watch Robert Sapolsky (2009) <i>The Uniqueness of Humans</i>. https://www.ted.com/talks/robert_sapolsky_the_uniqueness_of_humans?language=en Take <i>one</i> of the six areas that Sapolsky describes (e.g., aggression, Theory of Mind), and discuss how it can help us understand behavior in leisure settings. Be creative in thinking about your applications.</p>

<p>Week 4 September 10th</p>	<p>Topic 1: Place and Behavior</p> <p>Halpenny, E. A. (2010). Pro-environmental behaviours and park visitors: The effect of place attachment. <i>Journal of environmental psychology</i>, 30(4), 409-421. Retrieve CU Library</p>	<p>Topic 2: Outcomes: Identity and Self-Affirmation</p> <p>Haggard, L. M., & Williams, D. R. (1992). Identity affirmation through leisure activities: Leisure symbols of the self. <i>Journal of leisure research</i>, 24(1), 1-18. Retrieve CU Library</p>	<p>Topics 3: Outcomes: Sign Value and Consumption</p> <p>Dimanche, F. & Samdahl, D. (1994). Leisure as symbolic consumption: A conceptualization and prospectus for future research, <i>Leisure Sciences</i>, 16, 119-129 - Scan in Canvas File documents</p>	<p>Evaluative Critiques of readings</p> <p><i>Watch Daniel Kahneman (famous behavioral economist) making a distinction between happiness in the moment and happiness as recalled – with a colonoscopy thrown in.</i> https://www.youtube.com/watch?v=XgRlrBI-7Yg Provide a short response to the following question: How would you sort ideas about leisure into his distinction? Or, is he onto something new?</p>
<p>Week 5 September 17th</p>	<p>Topic 1: Outcomes: Unpacking Motivations</p> <p>Lepp, A., Barkley, J. E., & Li, J. (2017). Motivations and experiential outcomes associated with leisure time cell phone use: Results from two independent studies. <i>Leisure Sciences</i>, 39(2), 144-162. Retrieve CU Library</p>	<p>Topic 2: Outcomes: Unpacking Motivation</p> <p>Ryan, R. M. & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. <i>American Psychologist</i>, 55(1), 68-78. Retrieve CU Library</p> <p>Note: Without this note, based on the past, most students pay attention to the intrinsic motivation part of this model. Please spend your mental effort on the four extrinsic stages. These are far more important as they explain why something that is extrinsically motivating may eventually become intrinsic.</p>	<p>Topic 3: Constraints are bad, and good</p> <p>Jackson, E. L. (1988). Leisure constraints: A survey of past research, <i>Leisure Sciences</i>, 10(3), 203-215. - Scan in Canvas File documents</p> <p>And</p> <p>Kleiber, D. A., McGuire, F. A., Aybar-Damali, Db, & Norman, W. (2008). Having more by doing less: The paradox of leisure constraints in later life. <i>Journal of Leisure Research</i>, 40, 343-359. Retrieve CU Library</p>	<p>Evaluative Critiques of readings</p> <p><i>Watch The Four-Letter code to selling anything by Derek Thompson (2018):</i> https://www.youtube.com/watch?v=6pY7EiqD3QA</p> <p>Provide a short response to the following question: What would a ‘familiar surprise’ look like in the leisure field? That is, how could we take ‘MAYA’ and apply it to our own work?</p>
<p>Week 6 September 24th</p>	<p>Topic 1: Critical Issues: Class and Leisure</p> <p>Trussell, D. E., & Mair, H. (2010). Seeking judgment free spaces: Poverty, leisure, and social inclusion. <i>Journal of Leisure Research</i>, 42(4), 513-533. Retrieve CU Library</p>	<p>Topic 2: Critical Issues: Gender and Leisure</p> <p>Shaw, S. M. (1994). Gender, leisure, and constraint: Towards a framework for the analysis of women's leisure. <i>Journal of leisure research</i>, 26(1), 8-22. – Retrieve CU Library</p>	<p>Topic 3: Critical Issues: Race and Ethnicity</p> <p>Shinew, K. & Floyd, M. F. (2005). Racial inequality and constraints to leisure in the post-civil rights era: Toward an alternative framework. In E. J. Jackson (Ed.) <i>Constraints to Leisure, State College: Venture Publishing.</i> - Scan in Canvas File documents</p>	<p>Evaluative Critiques of readings</p> <p><i>Watch Barry Schwartz's ‘The Paradox of Choice’</i> https://www.ted.com/talks/barry_schwartz_on_the_paradox_of_choice?language=en; <i>specifically, what are the</i></p>

				<i>consequences of his thesis on leisure behavior? What implications could this have on the leisure services we provide?</i>
Week 7 October 1st	TBA	TBA	TBA	
Exam Week	Final paper due Friday October 8th			

Other Resources

Financial Aid

<http://www.clemson.edu/financial-aid/>

This link provides you with information about financial aid opportunities.

Graduate School Information

<http://www.grad.clemson.edu/>

The Graduate School web pages include current policies, procedures, calendars, and related forms.

Help with Technology

The CCIT Help Desk is available by telephone (864-656-3594) or email (ITHelp@clemson.edu). Check the web site for available hours. Assistance with Canvas may also be available through the CCIT Technology Services area. Send an email message to ITHelp@clemson.edu.

Library Services

<http://www.clemson.edu/library>

The library web pages connect you to the many services and resources provided for Clemson University students, including online databases, e-journals, electronic books, interlibrary loan, etc.

Registrar's Office

<http://www.registrar.clemson.edu/>

The Registrar's Office web site provides you with information about course schedules, registration, calendars, tuition fees, and grades.

Accreditation

Clemson University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Bachelor's, Master's, Education Specialist, and Doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4501 about the accreditation of Clemson University.

Final Notes on Syllabus

Syllabus Disclaimer:

By staying enrolled in this course, you are agreeing to any and all of the policies or procedures spelled out above. If you cannot accept the demands of the course (i.e., the amount of time and work required), you need to drop the course as soon as possible. Your instructor should be your first point of contact and support for any questions or concerns you have about this online course. If you cannot resolve your questions or concerns through your instructor, contact the Clemson Online, 206 Sikes Hall, at online@clemson.edu or 864-656-3978.

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