SLMG 601 – LEISURE AND SUSTAINABILITY: PRINCIPLES AND PARADIGMS

INSTRUCTOR:
Dr. Pete Parker, Vancouver Island University, Canada
Office: Building 250 - office 358  Office Hours: M & W 1-3pm
Email: Pete.Parker@viu.ca  Phone: 250-753-3245 Local 2259

VISITING SCHOLAR:
Dr. John Paul McCarthy, Reader in Urban Studies at Heriot-Watt University in Edinburgh
Office: Building 250 – office TBD
Email: j.p.mccarthy@hw.ac.uk  Phone: Local TBD

COURSE SCHEDULE:
Class time: Tuesday, Thursday, and Friday from 1:00 to 4:00 pm
Location: Vancouver Island University, Building 250, Room 105

LEARNING RESOURCES:

Textbooks:

And a list of articles will be made available online as pdf documents. You can read these on line, save them to your own files, or print them if you choose. Website: www.slmg601.wordpress.com

COURSE DESCRIPTION

This course examines the principles, paradigms, and practices that influence leisure activities and service providers. It provides learners with the opportunity to identify, evaluate and critique frameworks that are pertinent to the concept of sustainability in the leisure services industry. Particular attention is given to developing a worldview that incorporates environmental, social, and economic consequences that are inherent in planning, design, delivery of leisure services at the local, national, and international level. Sustainability issues, policies, and practices applicable to non-governmental organizations, government and commercial enterprises are also examined.

Topics to be explored in this course include:

Concepts and Paradigms:
- What is a paradigm, where do they emerge and how do shifts occur?
- How does leisure link to sustainability and what is its role in innovation and change?

Sustainability:
- Evolution of sustainability – how did we get to this point in time and where exactly are we?
What do we mean by sustainability? What are the core underlying principles of sustainability?

Roles and responsibilities – who needs to be sustainable, what role do they need to play? Who is part of the solution already and who needs to join in? What levels are taking the lead in sustainability efforts (local or global)

Factors influencing sustainability – What factors positively influence sustainability decisions?

Barriers to sustainability – what do we know about the barriers that inhibit us from achieving sustainability?

Triple bottom line – how do we balance the economic, social and environmental consequences in management decisions?

An extended conceptual approach to sustainability – the five dimensional building concept

Weak versus strong sustainability

A systems approach to sustainability – understanding complex human-environment systems

Innovation and Change

What is innovation? How does innovation occur and why is it important in the advancement of sustainability?

Fostering sustainable behavior – how do leisure service providers play a role and what role do they need to play?

Charting a new course – based on what we have learned – what needs to happen to advance our efforts towards sustainability? And how can leisure be at the forefront of these advancements?

LEARNING OUTCOMES

At the conclusion of this course, learners will be able to:

1. Explain various leisure-related concepts and theories;
2. Describe the historical context of the sustainability movement and its application to the leisure services industry;
3. Differentiate between the consumer and conserver societies;
4. Describe and advocate for the role of leisure in the modern sustainability movement;
5. Assess and describe the relationship between the cross-cultural context of leisure and global commitment to sustainability;
6. Analyze the forces influencing the mobilization of human, financial, and natural resources for leisure service provision in a mixed economy;
7. Identify and assess the application of the triple bottom line to leisure industries;
8. Understand further sustainability dimensions to be balanced in a systems understanding;
9. Distinguish between weak and strong sustainability; and
10. Describe and evaluate the adequacy of sustainability indicators and performance measures.

COURSE REQUIREMENTS:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective paper on Leisure, Sustainability and Innovation</td>
<td>Sept 27th</td>
<td>25%</td>
</tr>
<tr>
<td>Seminar notes</td>
<td>(each Tuesday)</td>
<td>25%</td>
</tr>
<tr>
<td>Conceptual research paper</td>
<td>Oct 15th</td>
<td>50%</td>
</tr>
</tbody>
</table>

GRADING:

The Instructor will assign a letter grade based on each student’s performance at the end of the course. Although flexible, grades will be assigned closely in alignment with the following scale:

- 100 – 90% = A+
- 90 – 85% = A
- 84 – 80% = A-
- 79 – 76% = B+
- 75 – 72% = B
- 71 – 68% = B-
- 67 – 64% = C+
- 63 – 60% = C
- 59 – 55% = C-
- 54 – 50% = D
- 49% and below = F
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics to explore</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 11 TUES</td>
<td>Introduction to the course. Overview of the schedule, reading materials, assignments and expectations.</td>
<td>Slow Ch 1-4</td>
</tr>
<tr>
<td></td>
<td><strong>Paradigms and paradigm shifts.</strong> Innovation and Co-creation. Watch Charles Leadbeater on TED.com introduce the concept of innovation and co-creation of ideas.</td>
<td></td>
</tr>
<tr>
<td>Sept 13 THURS</td>
<td><strong>Where are we and how did we get here?</strong> Status, consumerism and the pursuit of happiness: do we need to slow down? Cradle to Cradle</td>
<td>Slow Ch 5-7, Kelly 2009</td>
</tr>
<tr>
<td>Sept 14 FRIDAY</td>
<td>How do we spend our time? What drives our activity? Has it resulted in happiness or sustainability? Is there a sustainability revolution?</td>
<td>Slow Ch 8-9, Klein-Violihauser 2009</td>
</tr>
<tr>
<td>Sept 18 TUES</td>
<td><strong>Do we need a paradigm shift?</strong> Jason Clay (WWF Vice-President): How big companies can save biodiversity. ASSIGNMENT: Seminar notes #1</td>
<td>New science Ch 2, Indicators Ch 4</td>
</tr>
<tr>
<td>Sept 20 THURS</td>
<td><strong>Roles and responsibilities</strong> – who needs to be sustainable, what role do they need to play? Who is part of the solution already and who needs to join in? What levels are taking the lead in sustainability efforts (local or global)? Discussion about political influence on sustainability and the role of business/corporate community.</td>
<td>New science Ch 5, Miller etal. 2009</td>
</tr>
<tr>
<td>Sept 21 FRIDAY</td>
<td><strong>Principles underlying sustainability</strong> What principles guide our progress towards sustainability? Who shares these principles? How are they used to create accountability in society?</td>
<td>New science Ch 14-15, Leiserowitz etal 2006</td>
</tr>
<tr>
<td>Sept 25 TUES</td>
<td><strong>What factors influence our progress towards sustainability?</strong> Discussion of the dominant paradigms that need may need to be rethought (speed, consumption, status, measurement of productivity, success...) Watch Tim Jackson on TED.com talking about Prosperity and conspicuous consumption.</td>
<td>Indicators Ch 1-3, ASSIGNMENT: Seminar notes #2</td>
</tr>
<tr>
<td>Sept 27 THURS</td>
<td><strong>Discuss the Reflective paper</strong> on leisure, sustainability and innovation Projects and Systemic Sustainability Analysis What is innovation? How does innovation occur and why is it important in the advancement of sustainability? ASSIGNMENT: Reflective paper</td>
<td>(Hand in by 9 am), Indicators Ch 5-7, Diffusion of Innovation 168-218 Anderson etal. 2004</td>
</tr>
<tr>
<td>Sept 28 FRIDAY</td>
<td>John McCarthy – Literature Reviews and Reflective writing</td>
<td>McCarthy 2011</td>
</tr>
<tr>
<td>Oct 4 THURS</td>
<td>John McCarthy - Culture-led regeneration (via cultural districts) and sustainability</td>
<td>McCarthy 2005, McCarthy 2006</td>
</tr>
<tr>
<td>Oct 5 FRIDAY</td>
<td><strong>Moving forward from here</strong> – what will it take? Reflecting on our learning in this course Revisiting content in the course and linking concepts</td>
<td></td>
</tr>
<tr>
<td>Oct 9 TUES</td>
<td><strong>No class, just hand in seminar notes by 1pm</strong></td>
<td>ASSIGNMENT: Seminar notes #4</td>
</tr>
<tr>
<td>Oct 15</td>
<td><strong>ASSIGNMENT: Hand in Conceptual research paper – drop box by 4 pm</strong></td>
<td></td>
</tr>
</tbody>
</table>
ADDITIONAL READING RESOURCES:

In the library:


As PDF's


ASSIGNMENTS:

ASSIGNMENT #1: REFLECTIVE PAPER ON LEISURE, SUSTAINABILITY AND INNOVATION

Due Date: September 27th  
Worth: 25% of your grade

The purpose of this assignment is to engage learners in critical and creative thought about their own leisure pursuits and how they relate to the material discussed in the course. This will provide a platform to integrate key concepts such as leisure, sustainability, and innovation.

INSTRUCTIONS:

Develop a paper (3000 – 4000 words) that covers all of the following outcomes. While the paper can be written in first person, it must introduce more than your own opinion by weaving in supporting references to demonstrate your thought processes. Ensure that it includes an introduction, body and conclusion, references according to APA format.

Identify and describe one of your leisure pursuits including:

a) its evolution over time (how has it changed (innovation) over time due to co-creation by participants),

b) the ecological footprint created by participation in this activity (comment on your footprint but also the collective impact)

c) the underlying factors motivating engagement in this activity (why do you and others do it? How is it linked to identity building, consumption, status?), and;

d) potential innovations that could make this leisure pursuit more sustainable.

This assignment is due at the beginning of class on September 27th in hard copy. You will be expected to discuss your paper with your classmates in the seminar during the day.

WHAT AM I LOOKING FOR IN THESE?

✓ An ability to synthesize and integrate the core concepts we have discussed in classes and reading materials.
✓ Clear, succinct expression of your ideas.
✓ Evidence that you can seek out supporting references and utilize them to make strong arguments or clarify your statements.
✓ Evidence of critical thinking and analysis of your leisure pursuit with respect to sustainability.
✓ Evidence of creative thinking with respect to your leisure pursuit with respect to innovation.

NOTES
SUSTAINABLE LEISURE MANAGEMENT 601: PRINCIPLES AND PARADIGMS

ASSIGNMENT #2: SEMINAR NOTES

Due: Each Tuesday September 18, 25, Oct 2, 9th Worth 25% of your grade

Graduate learning often takes place during seminars. Successful seminars require active preparation, engagement and reflection on the part of the learners to make sure that reading materials and discussion is translated into learning outcomes. The purpose of this assignment is to motivate students to engage scholarly discussion during seminars by recording their preparation and reflection notes.

INSTRUCTIONS:
Record your observations, notes, and questions on each of the required readings prior to seminar. Bring these in to guide your contributions and make sure to speak up and share your perspectives in class. During class, you should also take notes on others ideas and contributions – and use these, plus your own reflections to prepare a weekly summary on the seminar. Hand these in each Monday.

A good way to keep focused on the text is to respond to the following three questions:

- What does the text say? Point to the exact page and paragraph so everyone can read.
- What does the text mean? Explain or interpret the passage in your own words.
- Why is this important? Discuss the passage’s importance to the entire text or program themes.

FORMAT:
Design a format for your weekly submissions that incorporates: a) your preparation notes for each seminar, b) your “take aways” from each seminar, and c) your reflection on the seminars. These should be typed, and try to limit them to max 10 pages per week. I’d like to see you start or close with some general observations on how the various concepts in the week are coming together for you as well. No need to reference your textbooks on these but if you do additional research for the seminars, then include those references as well in a Bibliography.

WHAT AM I LOOKING FOR IN THESE?
- Evidence of advance preparation and thought going into the seminars;
- Active engagement in discussions in the seminars;
- Reflection post seminar including the development of a conceptual foundation in each learner based on the material covered.

WHAT ARE SEMINARS AND WHY ARE THEY IMPORTANT?

Seminars are forums in which issues are raised and explored, but not necessarily resolved; they require you to think, to practice the skills of analysis and synthesis, and by doing so, possibly leave with more and better ideas than the ones with which you came. Seminars are not intended as a mechanism for transmitting information; they serve as a means for groups of students to obtain a set of common experiences, usually based on a text. Seminars are not a place for the transmission of data. Ideally they go beyond the sharing of facts and probe the depths of the subject matter at hand. (Modified from Evergreen State College at: http://www.evergreen.edu/advising/seminars.htm)

WHAT TO DO AND NOT DO IN SEMINAR

1. Be Prepared
   - Always complete assigned reading prior to the seminar
   - Take notes on the assigned reading, and bring those notes, along with assigned texts, to each meeting of the seminar.
Read specifically for ideas and for key concepts. Make your own index to them in back of the book.
2. Get a study partner, or become part of a study group. Exchange papers or discuss before seminar.
3. Bring questions. There are two kinds of questions you can bring to seminar: logistical questions that have answers, and the really important, open-ended questions that foster intelligent discussion.
4. Be on time. If you must be late, do not join in the discussion until you are certain that you know exactly what is being discussed.
5. Quote from the book and make references to specific passages. This helps to focus the discussion where it should be - on the text.
6. At the center is the subject matter of the text, not personal opinion.
7. Listen attentively to what is said by others and take notes on the general discussion. Taking notes in seminar is even more important, sometimes, than taking notes in lectures.
8. Speak in turn and don’t interrupt another person.
9. Respond actively to what another has said before you contribute your own thoughts.
10. Don’t be afraid to try out ideas. Nobody expects you to have fully-formed ideas when you come to seminar.
11. Remember to address the entire seminar, not just the faculty member.
12. Specifics from your own experience may be relevant. But place a DANGER sign here, because this is where too many seminars founder. Just talking about your own experience has little educational value. Your personal experience is relevant only insofar as you can show how it amplifies the point of the discussion.
13. Don’t engage in extended arguments. Seminars are for learning and listening, not for winning a debate.
14. If you didn’t read the book, don’t talk. Instead, take notes.
15. Don’t engage in side conversations.
ASSIGNMENT #3: CONCEPTUAL PAPER

Due Date: Oct 15th  
Worth: 50% of your grade

This course will introduce learners to a number of principles, paradigms and concepts linked to sustainability, innovation and leisure. As a foundational course in the program, learners are expected to understand these and build on them in later courses to deepen their inquiry, and ultimately, to utilize in their thesis work. The purpose of this assignment is to allow learners to dig deeper into a concept that was of particular interest to them by engaging in additional reading and reflection. It will also provide an opportunity to develop skills in locating research literature, synthesizing ideas and proposing new research.

INSTRUCTIONS:

1. Select a concept covered in the course that you would like to explore in greater depth. This may be something that is central to your research interests, or it may be something that just resonated with you in the reading and seminar discussions. (Hint – you could look at the topics and questions in this outline for some ideas to get you going). For example, if you are interested in studying more about how to get people to adopt sustainable practices, you may want to explore innovation theory in greater depth or some of the factors underlying sustainable behavior. Discuss your idea with the professor, run some ideas another faculty member, or chat with your classmates to come up with something that fits for you. You don’t have to keep studying this topic in your thesis – but for those who are fairly sure of what they want to study, it may allow you to get a head start on building a library of resources and a good literature review. Selecting a topic is often the hardest part of writing, but remember you don’t have to change the world with this paper – instead, consider it an opportunity to expand your understanding about a topic that we explored in class in greater depth.

2. Develop a library of resources in Refworks or a similar bibliography manager so that you can build a library on the topic. Scan the databases at VIU, look on google scholar, read scholarly blogs and books to get grounded in the topic.

3. As you read material you will begin to get an idea about what we know and also what we don’t know about the topic you are exploring. You will get an idea about what theories are being used to explain it, and what issues are being discussed in the literature. Now, take this understanding and develop a research paper that builds on existing research that proposes new questions or models to be studied to advance our understanding of the topic.

4. Develop an academic paper in APA format of around 5000 words. Include an abstract, an introduction, body and conclusion, plus all supporting references.
PETE’S GENERAL EXPECTATIONS OF STUDENTS AND THEIR WORK

Before class
- Read and understand the course outline. Ask questions in the first week - not later in the term. Don’t ask questions already covered in the outline unless seeking clarity – go to the outline first! Otherwise be prepared for me to say “It’s in the syllabus”.
- Read and prepare for classes. Go and obtain your readings early, get them organized and keep up to date with them.

In class
- Come on time, get set up and ready to contribute.
- Turn off your cell phones. If you are expecting an important text or call you need to just let me know before class.
- If using a computer in class, put the screen down when we are in discussion so eye contact can be maintained with those speaking.
- Listen and contribute, thoughtfully, professionally, and with curiosity.
- Have fun – add your positive energy to the room and keep your negative energy out.

In written assignments
- Follow instructions in the outline. Go through the assignments in detail and answer all questions asked of you.
- If I have given you an evaluation rubric, go through to see exactly what I am asking for and double check that you have done everything on there.
- Always write in third person unless otherwise indicated. So, no “I”, “you” type of language which is quite informal. This is good preparation for most writing in your career. Other than blogs, you will rarely write in first person.
- Always have a completed title page with your name, the assignment, the date, clearly indicate that you are the author and I am the one receiving the work, the course, the institution and of course the title of your submission.
- Always have an introduction paragraph telling me what the assignment will cover. Then build a body and do just what you said you would do, and always have a conclusion that recaps your main points. This is regardless of your assignment – good practice.
- Always include your references. Even if outside reading isn’t required, it shows preparation and curiosity when you go outside to see what others have to say about the topic – and it adds to classroom discussion.
- Always use APA formatting – and page numbers in a header or footer are standard practice.
- Think about presentation – your work is a reflection of yourself. Show me that you care not only with the content but also the appearance of your work.
- Submit as I ask for it to be submitted – if hard copy, just use a staple (no fancy covers etc. unless you don’t want them back – and nothing that has to be taken apart for copying or easy reading). Don’t hand things in with paperclips or no staple – it looks unprofessional, shows you are not prepared and you risk losing valuable parts of your work when I am grading.