

5-2015

Re-conceptualizing Recreation-based Social Worlds

Matthew D. Hughes
Clemson University

Follow this and additional works at: https://tigerprints.clemson.edu/all_dissertations

Recommended Citation

Hughes, Matthew D., "Re-conceptualizing Recreation-based Social Worlds" (2015). *All Dissertations*. 1493.
https://tigerprints.clemson.edu/all_dissertations/1493

This Dissertation is brought to you for free and open access by the Dissertations at TigerPrints. It has been accepted for inclusion in All Dissertations by an authorized administrator of TigerPrints. For more information, please contact kokeefe@clemson.edu.

RE-CONCEPTUALIZING RECREATION-BASED SOCIAL WORLDS

A Dissertation
Presented to
the Graduate School of
Clemson University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy
Parks, Recreation, and Tourism Management

by
Matthew D. Hughes
May 2015

Accepted by:
Dr. William C Norman, Committee Co-Chair
Dr. Jeffrey C. Hallo, Committee Co-Chair
Dr. Kenneth L. Robinson
Dr. William C. Wentworth

ABSTRACT

Social worlds are a distinct form of human organization in which individuals organize themselves by using communication channels to spread knowledge and culture around a shared interest. Over the past thirty years, the leisure sciences have increasingly used the social world vernacular to describe population samples of recreation-based groups. While important to the leisure and recreation disciplines, social world vernacular can be confusing, often leading to improper use. This research returns to the original definition of social worlds created by Shibutani and reexamines what social worlds were intended to be in the context of recreation and tourism. By reexamining the original definition of social worlds, the researchers identified three major characteristics and those characteristics' ability to predict and make comparisons among social worlds and their membership. These characteristics include a social world's shared culture, shared communication channels, and shared knowledge.

The characteristics were first used to predict social world membership amongst two social worlds. Next, they were consolidated and assessed on their ability to compare and contrast four different groups' three social worlds including the social worlds of featherbowling, surfing and Humans vs. Zombies, and individuals who engaged in the recreation-activity of bowling. This also assisted in the development of the Social World Strength Profile, a visual mapping of the characteristics of a social world as a representation of that social world's strength. Finally, this research addressed travel intention amongst the social world of surfing using the three characteristics to identify if they had any predictive ability on a surfer's intention to travel for surfing in the next two

years. The researchers found that the social world characteristics could predict a number of intent to travel variables making them somewhat useful in understanding social world travel behavior.

DEDICATION

This dissertation is dedicated first and foremost to my amazing and supportive wife Zsofi Bende whom I met at the beginning of this long process and has seen through this with me from the beginning. I could not have done this without your constant support. I also want to dedicate this to my family whose constant love and encouragement has always been unwavering throughout my life. To my mom, Neva Hughes, who has always been a pillar and role model; someone who has constantly triumphed in the face of adversity. To my grandmother, Nancy Hughes, who always reminded me to maintain my perspective in life and not to forget where I come from. To my grandfather, Richard Hughes, who's Zen-like nature and Saturday morning golf games via the internet always reminded me about the importance of the small things in life. To my aunts, uncles and cousins for the constant reminders and passive-aggressive questions about the completion date of my PhD kept me going. To my great-grandmother, Neva M. White Hughes, and late Great-Grandmother Hughes for raising, maintaining and being the matriarchs of two amazing and loving families that have always guided, loved and influenced me.

ACKNOWLEDGEMENTS

First and foremost, I must acknowledge my committee: Dr. Norman, Dr. Hallo, Dr. Robinson, and Dr. Wentworth. Dr. Hallo and Dr. Norman constantly pushed me to be a better researcher, writer, academic and, most importantly, person than I ever thought I could be. As co-chairs, I always joked about the two of you being like parents to me. All joking aside, the encouragement, criticisms, and overall development you two have bestowed upon me over the past four years has been no less than impactful. I hope to remain close to you both professionally and personally. To Dr. Robinson and Dr. Wentworth, you both acted as anchors to my research. When I lost sight of what this meant in practice, Dr. Robinson always asked the question, “How can this affect rural economies?” Dr. Wentworth always made sure I understood the philosophy behind my concepts, which oftentimes felt overwhelming, but rewarding, to wrap my mind around such complex concepts like intersubjectivity. To the other faculty members who have shaped my life in the PRTM department, I must thank you. This is especially true for Dan and Denise who mentored me in many ways throughout the years. To Dr. Teresa Tucker, and Dr. Dorothy “Dart” Schmalz, thank you for taking a huge risk and letting me foster my interest in surf tourism. It kept me going when other aspects of graduate school were not as glamorous. To the tourism faculty: Dr. Ramshaw, Dr. Ken and Shelia Backman, thank you for shaping my understanding of something that has become so dear to me, and thanks for helping me meet my wife. Finally, to Dr. Brent Hawkins and his wife Carmen Hawkins, I would need a dozen more pages for you two, but thank you for ever thing you have ever done for me. Without you two I would have never have made it.

TABLE OF CONTENTS

	Page
ABSTRACT.....	ii
DEDICATION.....	iv
ACKNOWLEDGEMENTS.....	v
LIST OF TABLES.....	ix
LIST OF FIGURES.....	x
CHAPTER ONE	
INTRODUCTION.....	1
Social Worlds of Leisure or Recreation.....	5
Social World and Activity.....	6
Social World Complications.....	7
Problem Statement.....	9
Study Purpose.....	9
Dissertation Structure.....	10
Research Questions.....	11
Dissertation Contributions.....	12
Definitions.....	12
CHAPTER TWO	
LITERATURE REVIEW.....	17
Social Worlds.....	17
Social worlds and other forms of social organization.....	24
Society and the Arena.....	24
Typologies and social worlds.....	25
Communities and social networks.....	26
Structured organizations.....	27
Market Segment.....	29
Recreation-based Social Worlds.....	30
Identification of Core Social World Characteristics and Related Scales.....	35
Characteristic of Culture.....	36
Characteristic of Communication.....	42
Characteristic of Knowledge.....	44
CHAPTER THREE	
RE-CONCEPTUALIZING RECREATION-BASED SOCIAL WORLDS: EXAMINING THE CORE CHARACTERISTICS OF SOCIAL WORLDS.....	45
Abstract.....	46
Introduction.....	47
Literature Review.....	49
Framing Social Worlds.....	49
Social World Stratification.....	50

Table of Contents (Continued)

	Page
Social World Characteristics.....	53
Methods.....	58
Measurement of social world characteristics.....	58
Culture.....	58
Communication Channels.....	62
Knowledge.....	64
Sample Selection.....	64
Analysis.....	68
Results.....	69
Comparison of social worlds.....	69
Predicting group membership.....	76
Discussion and Conclusion.....	78
References.....	84
CHAPTER FOUR	
RE-CONCEPTUALIZING RECREATION-BASED SOCIAL WORLDS: COMPARING	
VARIOUS TYPES OF SOCIAL WORLDS ON THEIR DEFINING	
CHARACTERISTICS.....	91
Abstract.....	92
Introduction.....	93
Literature Review.....	96
Leisure, Recreation, and Social Worlds.....	98
Characteristics of Social Worlds.....	100
Shared culture.....	101
Shared communication channels.....	103
Shared knowledge.....	104
Methods.....	105
Culture.....	105
Communication channels.....	109
Knowledge.....	110
Sampling.....	111
Featherbowling.....	111
The activity of bowling.....	113
Humans vs. Zombies (HvZ).....	114
Surfing.....	115
Social World Strength.....	116
Data Analysis.....	118
Results and Discussion.....	119
Composite Variable Development.....	119
Social World Characteristics.....	123
Comparison of Social Worlds.....	125

Table of Contents (Continued)

	Page
Conclusion	133
References.....	137
CHAPTER FIVE	
RE-CONCEPTUALIZING RECREATION-BASED SOCIAL WORLDS: CAN SOCIAL WORLD STRENGTH PREDICT INTENTION TO TRAVEL?	147
Abstract.....	148
Introduction.....	149
Literature Review.....	152
Surfing.....	152
Social Worlds.....	154
Methods.....	155
Shared Culture	155
Shared communication channels.....	157
Shared Knowledge	159
Travel Intentions	160
Sampling and Analysis	160
Results.....	162
Discussion and Conclusion.....	168
Limitations	169
Future Research and Contrary Findings	170
Implications.....	172
References.....	174
CHAPTER SIX	
CONCLUSION	181
Major Findings.....	181
Dissertation Contributions	183
Limitations	184
Implications.....	185
Future Research Directions.....	186
Final Thoughts	189
APPENDICES	192
Appendix A.....	193
Survey distributed to featherbowlers	193
Appendix B.....	201
Survey distributed to bowlers	201
Appendix C.....	209
Online survey distributed to Humans vs Zombies (HvZ).....	209
Appendix D.....	220
Online survey distributed to surfers.....	220
References.....	232

LIST OF TABLES

2.1	Unruh's (1979) Social World Involvement Typologies	21
3.1	Correlation Coefficients and Standardized Function Coefficients	70
3.2	Comparison of Culture Scales	71
3.3	Comparison of Communication Scales.....	72
3.4	Comparison of Knowledge Scales	78
4.1	Component Loadings for the Characteristic of Culture.....	120
4.2	Component Loadings for the Characteristic of shared communication channels	121
4.3	Component Loadings for the Characteristic of Shared knowledge	122
4.4	Cronbach's Alphas for each Composite Score Across each Study Sample.....	123
4.5	Comparison of social world strength across four different social worlds	126
5.1	Social World Characteristics Scales (Independent Variables).....	163
5.2	Intention to Travel Items (Dependent Variables)	166
5.3	Regression Results using social World Characteristics	167
5.4	Standardized beta Coefficients of Independent Variables for each Dependent Variable.....	168

LIST OF FIGURES

1.1	Social world-activity spectrum	16
2.1	Conceptual Model of Social World Characteristics.....	35
3.1	Conceptual Model of Social World Characteristics.....	54
3.2	Representation of IOS Scale	62
4.1	Representation of IOS Scale	108
4.2	Social World Strength Profiles	132
5.1	Representation of IOS Scale	157
5.2	Surfing Social World Strength Profile.....	167

CHAPTER ONE

INTRODUCTION

The following chapter highlights the phenomenon of *social worlds*, a unique form of human organization described by Tamotsu Shibutani (1961). Originally given the moniker of *Reference Groups* (Shibutani, 1955, 1962), social worlds evolved to suggest that individuals located within society define and redefine the world they live in based on major points of reference (e.g., other individuals, norms). As a result, a social world is an unstructured entity that is defined by the breadth of its communication channels rather than by its temporal or geographical position in the physical world that has widely been used in the literature previously. Social worlds operate as catalysts in which individuals and groups of individuals act and react with one another to create and define their world (Crane, 1972; Cressey, 1932; Thrasher, 1963; Wirth, 1928). Individuals are often part of a number of social worlds as they pass through the course of their lifetime.

The original definition presented by Shibutani (1961) is, “ a social world is a culture area, the boundaries of which are set neither by territory nor formal group membership, but rather by the limits of effective communication” (p. 130). Shibutani (1961) went on to describe three overarching types of social worlds. They are:

1. Subcommunity social worlds: These social worlds are often marginalized voluntarily or involuntarily. These include neighborhood social worlds, and are often geographically bound social worlds. This could also include ethnic minorities or the social worlds of amputees.

2. Voluntary association social worlds: These social worlds are those of organized labor, religion and other professions. The participants in most cases are geographically dispersed and are bound by their involvement in common activities and membership in related groups.
3. Special interest social worlds: Most participants in these social worlds move in and out of these arenas since they are drawn together only periodically by the limited interest they have in common. There are many degrees of involvement, ranging from the fanatically devoted to the casually interested.

Similarly, Gerson (1983) establishes three types of social worlds. First is the production social world that is characterized by activities designed to produce resources or goods. These social worlds are most related to Shibutani's voluntary association network social worlds. Second, communal social worlds emerge from individuals and groups committed to each other through shared interests or goals and are most relatable to Shibutani's special interest social worlds. Finally, social movement social worlds emerge to alter aspects of society or the arena in which they operate. For example, individuals involved in the Civil Rights movement of the 1960s would be part of the same communication channels, and thus a social movement social world. While similar, typically Gerson's social worlds are used more prolifically in business and the medical disciplines. The social worlds of Shibutani are those most often used and cited in the discipline of leisure and recreation. Therefore, for the purpose of this study, Shibutani's definition of social worlds will be used.

To make the distinction between the three social world types clear, a few examples might be apropos. Current scholars seeking social world literature will discover a tremendous amount of information. It is important to distinguish social world types to frame the rest of this study. In the case of the subcommunity, researchers may identify other scholarly work looking at class structures. For instance, the marginalized subcommunity of transnational migrant workers (Batnitzky, McDowell, & Dyer, 2012) paints a picture of those marginalized into their own social world with unique culture and communication channels. Similarly, the work of Peterson and Krivo (2011) mentions the emergence of crime social worlds (subcommunities) marginalized by racial and economic characteristics. This could also include intended marginalization as with upper class neighborhoods or communities. Those who live in Beverly Hills clearly have a distinct social world, as opposed to those who may live in lower class neighborhoods. Each likely has a distinct language, culture, and knowledge.

Voluntary association social worlds are slightly different in that individuals ascribed to these social worlds have chosen to do so freely in most cases. Kellett and Warner (2011) documented the social world of umpires, and Barczyk and Duncan (2012) focused on individuals employed in the same software company. Academia is likely one of the most distinct and recognizable voluntary association social worlds (Clarke, 1997).

The focus of this dissertation is the interest-based social world. This scholarly research focuses on the recreation-based social worlds. These social worlds play a key role in how people define aspects of their lives. This may include the social world of anglers (Ditton, Loomis & Choi, 1992), trail hikers (MacLennan & Moore, 2011), white

water kayakers (Whiting & Pawelko, 2010), surfers, or mountaineers (Devall, 1973). While these forms of recreation are clearly activities in their own right, Strauss (1978, 1982, 1984) suggests that each recreation-based social world has at its center an activity or interest that drives the communication within that social world.

Individuals may find themselves in a number of social worlds, or that participation in one social world may mean multiple things to multiple individuals within those social worlds. For instance, the social worlds of stripping (Bradley-Engen & Ulmer, 2009), tattooing (Riley & Riley, 2012), or mixed martial arts (Abramson & Modzelewski, 2010) suggest that a synergy can exist either between or within social worlds. Not only can individuals transition to multiple social worlds, but they may experience the same social world from multiple lenses. A surfer, for instance, may begin entering the surfing social world by an interest-based perspective. If they open a surf shop, they may make a career out of surfing and thus transition into the voluntary-association social world.

Consequently, individuals may operate on multiple levels of social worlds revolving around the same activity in what is known as the *Arena* (Strauss, 1978). It is within this *Arena* that multiple social worlds interact with one another around the same interests and resource usage. Coastal usage, for instance, may intertwine the social world of surfing (special interest) with fishing (special interest), local residents (subcommunities), and oil refining companies (voluntary association). Furthermore, each social world can have multiple layers in which individuals operate. A fisherman may fish for recreation purposes (special interest) on the weekends, may be employed by the

fishing industry (voluntary association), and may live in a coastal community affected by both recreation and commercial fishing (subcommunity). Each one of these social worlds acts both independently and synergistically to create the individual's world.

Social Worlds of Leisure or Recreation

For the most part, leisure can be described as freedom of obligation (Veblen, 1899), an experience (Clawson & Knetsch, 1971), or a state of mind (Iso-Ahola, 1976; Neulinger, 1974). According to Tinsley and Tinsley (1986), leisure should also have components of arousal and commitment. As it is conceptualized in this research, leisure is an intangible phenomenon. Leisure might be sought from engagement of a social world or through recreational pursuits, but in this case it is not labeled as the foci of the social worlds under examination. The social worlds studied here are recreation-based social worlds.

Recreation, as opposed to leisure, is largely focused on an activity. Participation in an activity in pursuit of a goal is recreation. This goal may include leisure, but it is not limited to leisure alone. Participation in recreation activities may also include the goals of exercising or of particular interest; here, the goal is socialization. Not all recreation is leisurely, and this can be postulated by the theory of "flow" created by Csikszentmihalyi (1990). Those in flow are likely to be experiencing a form of leisure, while those in stress or boredom might not be in leisure. Caldwell and Baldwin (2003) suggest that for something to be recreation, instead of just leisure, participants must do something that is constructive, positive, and socially acceptable. Therefore, the social worlds that this research focuses on are recreation-based social worlds. These have at their center a

particular activity that acts as a conduit for the communication channels where individuals share culture and knowledge.

Social World and Activity

At the center of recreation-based social worlds is a primary activity (Strauss, 1978). It is this activity that gives its name to the subsequent social world. Activities and their related social worlds vary in both scope and size (Unruh, 1979). For instance, a strong relationship between a recreation-based social world and an activity would be one where the two are transposable and dependent on one another. If you took the activity away, the social world would cease to exist, or if one were to take the social world away, the activity would cease to exist. Similarly, the purest activity would be one where individuals have very little engagement in the communication channels of any related social world. An example of a highly related social world and activity may be featherbowling. This activity is isolated to only one location in the United States. It is a highly socialized activity. If either component were removed the other would likely diminish or become nonexistent. At the other end of the spectrum would be an activity that had few barriers to participation. This activity would also be characterized by length of activity or low degree of difficulty. One such activity may be running in the form of the 5K. This activity requires little to no communication with the social world prior to participation. There are limited barriers to enter and it requires minimal intensive training. This is not to be confused with more demanding aspects of the running social world. There is clearly a running social world present in society as marked by the countless website and magazines supporting the communication channels. However, it is

assumed that marathon runners would be far more active in the social world in preparing for that activity than a 5K athlete would be.

Social World Complications

Since social worlds appear to be such an amorphous phenomenon, they are ripe for use and inconsistent use in the scientific community (Clarke, 1997). Scholars seeking literature on social worlds will find countless results, many with varying uses of the term social worlds, as exemplified above. In most cases, researchers neither parse out which type of social world they are studying, nor from which lens they are studying it. This has left the terminology of social worlds confusing, limiting the breadth of understanding regarding the social world phenomena (Clarke, 1997; Kazmer & Haythornthwaite, 2001; Strauss 1984). Further review and analysis of this literature may find inconsistencies in the usage of the term social worlds, how they are defined, how they are used, and how they are described. In many cases, research conducted on social worlds does not follow the criteria set forth by Shibutani (1961). An example is the study of the social world of tattooing (Riley & Riley, 2012), where the population was limited to the Chicago area. Arguably, this could represent another type of social world, one that is not the focus of this study (i.e., subcommunity or voluntary association). However, this practice of geographically bounding social worlds for a particular study has been widely used and accepted, negating Shibutani's original definition. Galloway (2010), MacLennan and Moore (2011), and Whiting and Pawelko (2010) are amongst the current examples of sampling from a geographical location rather than from the communication channels for which social worlds were originally defined. This has likely emerged as a common

practice because of the convenience of sampling geographically. Individual researchers would be required to use expensive mail surveys or travel extensively to reach larger populations. While enhanced technology allows for easier access to social world population, sampling procedures have remained unchanged, continuing the inconsistent use of social world definition and terminology.

This dissertation is not developed to criticize any particular research, but rather is designed to address an erring trend in the literature. Many recreation-based social worlds are practiced globally. It is one thing to speak of and assume generalizable results concerning an activity. It is another to speak of and assume generalizable results concerning a social world. Many articles apply social world concepts as almost an afterthought. The criticism that must be made is that by improperly labeling a sample, a researcher is addressing a form of activity rather than the intended social world. This may incorrectly apply findings to a social world that should be ascribed to something else, like an activity or a subcommunity.

It is critical to develop a more comprehensive understanding of the phenomenon of a social world as it was originally defined. Clarke (1997) suggests that while the terminology is oftentimes confusing, *social worlds* often give researchers a common conceptual vocabulary and thereby frame a focus. *Social worlds* emphasize certain aspects of social life while deemphasizing others. This allows researchers to have common terminology when addressing scholarly work. If social world terminology is continuously used inconsistently or not properly understood, its significance as a common vocabulary is being diminished.

Problem Statement

This terminology is in jeopardy of being degraded due to its inconsistent use, increasing confusion about what is and is not a social world. This study is an examination of social worlds using the original definition created by Shibutani (1961), which defines a social world as a cultural area framed by the scope of its communication channels. This study is necessary to assist in the clarification of the recreation-based social world terminology, potentially increasing its usefulness. In addition, it will use and assess previously-developed scales to capture and compare characteristics of social worlds.

Study Purpose

The purpose of this study is to conceptualize measurable characteristics found within the original social world literature. These measurable characteristics will allow for an alternative opportunity to assess, compare and contrast recreation-based social worlds based on characteristics that all social worlds have: shared culture, shared communication channels, and shared knowledge. While many researchers have utilized geographical regions for their sample selection concerning social worlds, this research will draw its distinguishing strength from samples gathered via carefully selected communication channels. Since recreation-based social worlds are derived not from geographical or temporal spaces, but rather by their communication channels, utilizing these channels is critical to studying the social world. This provides a certain level of difficulty and adds complication to surveying that until recently, within the past decade, has been challenging to overcome.

Dissertation Structure

Social world terminology is not new to either the leisure or recreation literature. Some of the prominent authors of this field have published scholarly work concerning social worlds, including Stebbins (1976, 1992, 1993, 2001, 2004, 2007); Ditton, Loomis, and Choi (1992); and Devall (1973), among others. The focus of these studies revolves around the particular population and sample within the study, using social worlds to describe them. The current study described here takes an alternative approach, putting the social world at the forefront.

Article One (Chapter 3) of this dissertation explores the original definition of social worlds along with other concepts attributed to them. Major characteristics were derived from the literature with an emphasis on the original content and descriptions provided by Shibutani (1961). As mentioned, these major characteristics include a shared culture, shared communication channels, and shared knowledge. Previously developed measurement tools from different fields are assessed for their ability to predict social world membership across two different samples: a pure social world sample and a pure activity sample.

Article Two (Chapter 4) refines these characteristics by testing them across other social worlds using the measurement tools identified in Article One. The research then uses these improved variables to compare and contrast three very different social worlds to identify which social worlds have the highest levels of shared culture, shared communication channels, and shared knowledge. In Article Two, the Social World

Strength Profile (SWSP) is presented as a visual representation of the strength of the social world.

Finally, in Article Three (Chapter 5) applies the new variables created in Article Two to predict individuals' intention to travel within the social world of surfing within the next two years. Furthermore, this article also identifying which social world characteristics were the best predictors of intention to travel and provides researchers and practitioners insight into how social world characteristics can be used in a thoughtful manner with the surf traveler in mind. This final step added useful application to the measureable characteristics of social worlds.

Research Questions

This dissertation revolves around addressing four research questions. The overarching research question guiding this work is, "Do social worlds exist and can their characteristics be measured?" Three subsequent questions emerge that reflect the articles of the dissertation and potential standalone manuscripts. The first of these three questions is, "Do social worlds have a unique set of characteristics that distinguish them from other social structures, and how well do these characteristics perform in a pure activity?" The second subsequent research question is, "Do the identified characteristics of social worlds exist in larger, more dispersed social worlds, and can they be used to compare and contrast social worlds?" Finally, the third and final research question is, "Can social world characteristics be used to predict individuals' intent to travel where the major purpose of travel is the recreation activity at the center of a social world?"

Dissertation Contributions

This dissertation draws its significance from its timely nature. First, social world terminology is losing its usefulness because of inconsistent use and confusion in identifying actual social worlds. This dissertation attempts to clarify this terminology by drawing on the original definition, identifying measurable characteristics, and utilizing these to develop a way to measure and compare social worlds based on their original defining characteristics. Second, previous comparisons of so-called social worlds have been relatively superficial in nature, often drawing on potential economic impacts or the number of individuals participating in that social world. This may negate important aspects attributed to those social worlds. By measuring shared culture, shared communication channels, and shared knowledge, this study offers an alternative way to compare and contrast social worlds. Finally, this study offers another option for predicting travel related to a particular social world.

Definitions

Social World

A cultural area, the boundaries of which are set neither by territory nor by formal group membership, but by the limits of effective communication (Shibutani, 1961, p. 130).

Subworld

An altered cultural area, developed from specialized concerns and interests within the larger social world of common activities, which act to differentiate some members of the world from others (Kling & Gerson, 1978).

Arena

A social area of concern that may form when multiple entities including social worlds, policymakers, individuals, businesses and organization interact and where “various issues are debated, negotiated, fought out, forced and manipulated by representatives” (Strauss, 1978; p. 124).

Social World Characteristics

Social world characteristics are defined by Shibutaniti (1961) as a unique set of defining aspects that frame the existence of a social world. There are three social world characteristics that define the existence of social worlds, they are a shared culture, shared communication channels and shared knowledge.

Elements

Within each characteristic are a set of elements that are used to capture the larger social world characteristic. They are broken down as follows:

1. Shared culture elements – Intersubjectivity, emotional solidarity, and in-group/out-group identification.
2. Shared communication channel elements – Formal communication channels (magazines, websites, multimedia) and informal communication channels (online forums, face-to-face communication, and location-based communication).
3. Shared knowledge elements – Historical, heroic, linguistic, symbolic, and locational.

Intersubjectivity

Intersubjectivity represents the creation and recreation of a shared understanding of the world between two or more individuals. People who have higher intersubjectivity understand the world more similarly than those who do not. (Schutz, 1967)

Emotional Solidarity

“The affective bonds individuals feel with one another binding a group together, that are characterized by perceived closeness, degree of contact, and an identification with others in the group.” (Woosnam, 2008; p. 16)

In-group/out-group identification.

In-group identification allows for conformity around group norms and through self-categorization as an in-group member (Ben-Ner, McCall, Stephane, & Wang, 2009). This also segregates out-group members, creating separation between the two.

Formal communication channels

Formal communication channels are controlled or moderated communication. While many sources may be gathered, ultimately these communication channels include editing and distilling of information (Shibutani, 1961). These include magazines, websites, and digital multimedia including movies or television shows.

Informal communication channels

These are uncontrolled forms of communication channels without moderation or filters. This includes online forums, face-to-face communication, or location-based communication (the local surf shop).

Social world-activity spectrum

At the center of each social world is an activity. However, individuals can participate in the activity without being part of the social world. Furthermore, individuals can also engage in the social world without participating in the activity. Each social world then is made up of individuals with varying degrees of participation in the activity. Figure 1.1 highlights this relationship. Each image shows a high degree of overlap between the social world (dashed circle) and activity (solid circle). The dashed line was chosen for a social world because it is more dependent on the existence of the activity rather than the other way around. If an activity ceased to exist, its related social world would too, likely cease to exist. However if a social world ceased to exist, the activity may still occur. The star in each image represents an individual's position between activity and social world. In the first image of Figure 1.1 the individual is only participating in the activity and is not engaging the social world. The second image the individual is involved in both the social world and activity and in the last image the individual is only engaged in the social world and is simply talking about the activity with others rather than participating in it. A surfer who must relocate to a location without waves

may still talk to others about surfing even though they do not have the opportunity to surf.

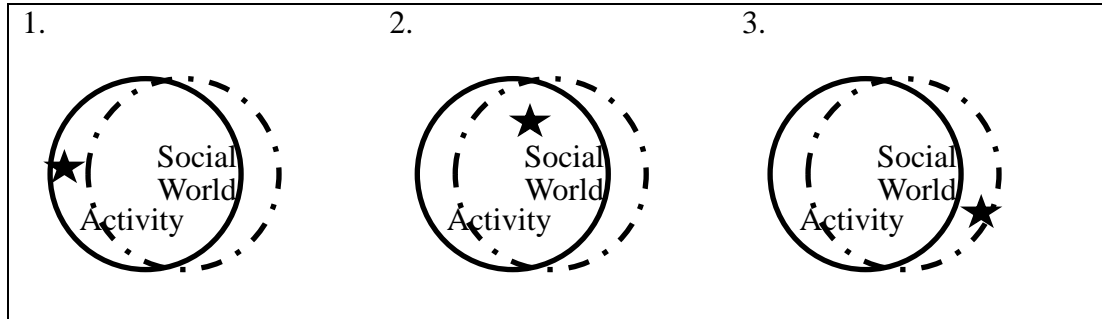


Figure 1.1: Social world-activity spectrum

Social World Strength

How individuals collectively interpret the three defining characteristics of that social world. Strong social worlds have high degrees of shared culture, high appreciation for their communication channels, and high degree of awareness of the shared knowledge.

CHAPTER TWO

LITERATURE REVIEW

Social Worlds

The term *social world* was first identifiably coined by Tamotsu Shibutani (1955, 1961). Its origins largely emerged from a conglomeration of ideals held within sociology and social psychology that emphasized the significance of social structures on the individual and vice versa. Social worlds as a concept emerged from the work of the *social wholes* found within the Chicago School of Sociology (Clarke, 1997). Social wholes were smaller, more narrowly defined populations when compared to the current usage of social worlds. However, they had their own unique cultures, languages, symbols and norms, giving rise to further social psychology development on social entities and how they affect individuals. Clarke (1997) suggests that some of the most notable of these social wholes includes gangs (Thrasher, 1927; 1963), ghettos (Wirth, 1928), taxi dancehalls (Cressey, 1932), and peasant immigrant communities (Thomas & Znaniecki, 1927).

Social wholes and community-based research became the focal point of Shibutani's work. It was Shibutani (1955, 1961, 1962) who turned his research emphasis from the community and coined the *reference group* and later the *social world*. It was this belief that multiple reference groups formed to create social worlds. He defined these social worlds as an interactive unit of regularized mutual response. These social worlds, according to Shibutani (1961), were not bound geographically or by formal membership, but "by the limits of effective communication" (Shibutani, 1961, p. 130).

Shibutani goes on to suggest that shared perspective is a product of this communication and, therefore, it is this communication that gives rise to a unique culture. *Society*, then, is made up of an unidentifiable amount of social worlds - *the underworld* as Shibutani called it (1961). Shibutani suggested that it is in society that social worlds operate as a mosaic in which each touch and interpenetrate each other to make up society as a whole.

Shibutani (1961) suggests that there are three categories of social worlds. First of these social worlds is the subcommunities with their complex systems of stratifications, many of which are marginalized groups either geographically, racial, or by other means. Many of these subcommunities' social worlds may identify themselves as being alike by common ancestry and include a particular value system. Thieves, prostitutes, gypsies, and cultural enclaves are all examples of subcommunities that exist in society (Shibutani, 1955).

Next are the social worlds of voluntary associations which include organized labor, religious denominations, and professions (Shibutani, 1961). Individuals ascribe themselves to these social worlds as one facet of their identity. Finally, there are the special interest social worlds. The worlds of ice hockey, stamp collecting, surfing, and video game playing are examples of special interest social worlds. Of particular concern, and discussed thoroughly in a later section, is that of the recreation-based social world.

Other segmentations do exist. For instance, there are the categories of production social worlds, communal social worlds, and social movement social worlds (Gerson, 1983; Kling & Gerson, 1977, 1978), each of which, like Shibutani's categorical scheme,

has an area of interest at its center. Production social worlds are focused on producing something; academia, for instance, is a production social world focused on producing knowledge. Communal social worlds are focused around communities of people with shared goals and interests. Gerson (1983) also had a third category: the social movement social world. The social movement social world exists with a purpose to alter aspects of society. The right to bear arms movement and the birth control movement are examples of these types of social worlds.

Regardless of the categorical scheme chosen by a researcher, some concepts worth noting here have consistently returned as part of the social world literature. For instance, people will likely participate in, and thus be identified by, a number of social worlds at the same time (Unruh, 1979, 1980). Individuals can freely move in and out of a majority of these social worlds with the exception of subcommunities (Shibutani, 1961). Each social world, regardless of category, has at its center one primary activity that all the communication channels support (Strauss, 1978). These social worlds also have particular sites where the activities occur, as well as specialized technology (Strauss, 1978) that, while it may not be unique to the social world, is uniquely used by the social world. At their origin, social worlds may appear chaotic, but over time will likely develop organizations. These organizations may create competitions or rules to govern advanced participation within the social world.

Social worlds are amorphous entities; the larger the social world the more likely that stratification will occur creating subdivisions and subworlds (Clarke, 1997). Furthermore, two or more worlds may intersect creating subworlds, or social worlds may

segment and experience structural change due to disagreements, compromises, or irrelevancy (Clarke, 1997, Strauss, 1982).

Unruh (1980) further developed the conceptual notions about personal involvement with social worlds. He suggested that there are four aspects of social world involvement:

- Voluntary involvement – entry and departure is relatively free, accessible, and frequently unnoticed, except maybe by an individual's peers within that social world.
- Partial involvement – one individual is not likely to know all aspects of a social world, especially the interests of subsequent subworlds.
- Multiple identifications – participants can be involved in multiple social worlds. Individuals are defined by the varying degrees to which they participate in these multiple worlds. For example, surfers may be part of the skateboarding social world, though participate in the activity very little.
- Mediated interaction - communication relies more heavily on mediated means like radio, television, magazines, or internet. The larger the social world, the more means of communication and the more mediated it is.

Unruh (1979) also suggested that individuals could be categorized into four different types of social world participants based on of their orientation, experiences, relationships and commitment. These four types of participants were categorized as strangers, tourists, regulars, and insiders. Table 1 highlights these relationships from Unruh (1979).

Table 2.1

Unruh's (1979) Social World Involvement Typologies

	Stranger	Tourists	Regulars	Insiders
Orientation	Naiveté	Curiosity	Habituation	Identity
Experiences	Disorientation	Orientation	Integration	Creation
Relationships	Superficiality	Transiency	Familiarity	Intimacy
Commitment	Detachment	Entertainment	Attachment	Recruitment

Kling and Gerson (1979) suggest that “social worlds evolve and subworlds form based on the pervasive tendency for worlds to develop specialized concerns and interests within the larger community of common activities, which act to differentiate some members of the world from others” (p. 26). Strauss also suggests that subworlds can be segmented around several sources or conditions:

- Spatial – Subworlds based on topographic or geographical characteristics. This might include where the activity takes place or where the participants reside.
- Objective – Subworlds form based on the distinctions made among the goals and objectives for that subworld. For instance, with surfing, some may have the objective of competition and others may not.
- Technology and skill – As technology improves, new subworlds may form.
- Ideology – People differ in their beliefs as to what is authentic or legitimate.
- Intersections – Participants can draw on different social worlds and subworlds to create new subworlds distinct unto themselves.

- Recruitment – new members tend to maximize chances for new lines of activity, uses of technology, ideological positions and further segmentation.

Social worlds are complex forms of human organization. Some may have a relatively homogeneous population, and others may be more heterogeneous. They differ in the extent and clarity of their reach, but do have an end point, whether that end point be wide or narrow, clear or vague (Shibutani, 1961). Some have limited or no barriers to entrance while others require a lifetime of dedication. Regardless, individuals in each social world have some idea of the kind of person they are based on the social world they are ascribed to, and identify what outsiders may think of them. Each social world, then, has a prevalent idea about the universe and the individual's place within it. The individual defines himself or herself from this perspective, through the social worlds of which he or she is a part (Shibutani, 1961).

One might come to the conclusion of this literature review that the social world literature appears quite dated. This is not by mistake, as the focus of this review thus far has been focused on interest-based social world literature. While there is a section later dedicated to recreation-based social worlds, social world literature has been rather stagnant outside of occupational social worlds (Broadhead & Margolis, 1993; Clarke, 1990a; Clarke & Montini, 1993; Fujimura 1988, 1996; Kling & Gerson, 1978; Star & Griesemer 1989; Strauss, 1993; Tovey & Adams, 2001). However, these contributions are beneficial in as much as they have added to the foundation of social world literature. This has allowed social worlds to emerge as an independent theory simply coined *social world theory* (Muggleton, 2000; Thornton, 1995). It should be noted that *social world*

theory provides no additional constructs other than the term *social world* itself.

Henceforth, social world and social world theory are used interchangeably throughout this research.

Alongside the growth of occupational social worlds is the increase in the use of the terminology *virtual social world*. Reviewing the literature, one would find that *virtual social worlds* are similar, yet different, entities. Many of these virtual social worlds share the basic characteristics of traditional social worlds; however, researchers rarely reference the social psychology social world literature when discussing them (Kaplan & Haenlein, 2009). In this context, virtual social worlds often refer to massively multiplayer online role playing games (MMORPG). Examples of this include *World of Warcraft*, *Everquest*, and *Second Life*. These are known as hyperrealities and allow individuals to take on alternate personalities through avatars creating uniquely skewed social worlds (Holzwarth, Janiszewski, & Neuman, 2006; Wang, Baker, Wagner, & Wakefield, 2007). It is important to mention these virtual social worlds as they are similar to, yet different than, the social worlds that are the focus of this research. The virtual social world itself has clear membership lines, based around paying for enrollment. Interaction is loose but always regulated by governing rules and parameters created by the developers. However, a traditional social world exists surrounding the virtual social world. Other communication channels are in place to discuss these virtual social worlds outside of participating in the activity of the virtual social world. The complications that virtual social worlds offer to the social world literature are not the focus of this study. Readers should take note, though, that virtual social worlds are likely

to play a critical role in the future of understanding traditional social world literature, as well as interest and recreation-based social worlds.

Before reviewing the literature on recreation-based social worlds, it is important to compare social worlds with other forms of social organization, classification, and segmentation often used in the social sciences. Other researchers may criticize social worlds, suggesting that they are the same as some of the following entities. However, this next section is designed to suggest that they are indeed unique and different from other commonly used terms and that it is not just an issue of semantics.

Social Worlds and Other Forms of Social Organization

Society and the arena.

Social worlds may have extensive variability, but there are things that social worlds are not. It is important to separate these other types of social organizations and categorical schemes to frame the significance of the phrase social worlds.

The conglomerate of all social activity is maintained within *society*. Society is a more complex system than a social world (Seumas, 2012). Society is more or less self-sufficient in terms of human resources, where a social world is not (Seumas, 2012; Shibutani, 1955; Strauss, 1978). It is within society that all sociological research takes place (Schutz & Luckmann, 1973). All human organization is subsidiary to society. Society, therefore, must be able to reproduce its membership, have its own language and education system, provide for itself economically, and be politically independent (Seumas, 2012).

The arena, then, refers to all social worlds that are connected via a larger issue (Strauss, 1978). Arenas are places of continuous confrontation, cooperation, and collaboration between social entities (Clarke, 2005; Fürst, 2010). An example would be the arena of river usage. Recreation social worlds will interact with other social worlds and institutions that use the river for various things. However, the arena is not a long-standing, stable entity in many cases, as it often has no prior existence until members from various entities interact thus creating it (Schienstock, 2012). The emergence of an arena suggests that conflict structures and bargaining relationships between social entities has become institutionalized (Schienstock, 2012). Policy makers, local municipalities, energy companies, and environmentalists may all be in this same arena and they will all directly or indirectly affect recreation groups who use the river as a recreation resource arena. In the arena, individuals may be part of numerous social worlds that revolve around that topic. An individual might take an active role in policy making, while also orienting himself as a recreational river user.

Typologies and social worlds.

Typologies systematically classify items or individuals based on two or more variables (Babbie, 2008). Researchers can use the term typology to discern between recreation groups by the activity in which they participate. In a broad sense, a typology of outdoor recreation may categorize groups of individuals by a shared interest. However, social worlds are far more complex than typologies. Typologies typically do not focus on the description of social interaction that makes up social worlds. Within leisure and recreation, typologies have usually been created from participation within a

certain activity (Chubb & Chubb, 1981; Eagles, 1992; Marcouiller, Kim, & Deller, 2004). Furthermore, the creation of typologies has been used in tourism literature to categorize tourism and recreation activity (Cohen, 1977; Hvenegaard, 2002; Murphy 1985). Using surfing as the activity, and the basic two-variable definition of Babbie (2008), one could say that surfers can be broken up between board type and wave surfed. This would crudely result in four typologies: longboard big wave surfers, longboard small wave surfers, short-board big wave surfers, short-board small wave surfers. Within those typologies, further division can occur based on characteristics that further describe clear separations within the higher typology, much like the division that occurs within social worlds. The surfing typologies can further be divided based on of age, gender, ethnicity, or even site, based upon other factors (Collins & Hodge, 1984; Smith, 1977). Creating these typologies results in a superficial categorization suggesting very little if anything about the individuals' culture, communication, or knowledge of their social world or recreation activity; they simply describe the collection of individuals who share characteristics.

Communities and social networks.

Communities are another form of social organization often related to social worlds. Communities can be defined as systems of interrelated activities, as geographic places, as common life-styles, as groups of people, and as centers of affiliation (Warren & Lyon, 1988). Communities are often limited in space, involve 'dense' interaction, have a focus on tradition, and members often have extensive knowledge of others in their community (Campbell & Murray, 2004). These communities are symbolically created by

the individuals within them and are often ascribed by those individuals (Cohen, 1984). This is different than social worlds, which organically form around the communication channels that support them. Communities can be subworlds, but are rarely overarching social worlds, as they are usually location specific or spatially bound (Campbell & Muray, 2004). When an individual refers to their own community, they are referring to their interconnected group of individuals. These communities form the building blocks of subworlds and social worlds.

Social networks also refer to certain social arrangements. Stokowski (1994) defines social networks as the arrangement or patterning of relationships across social space. This is an empirical way to diagram social world interaction, but as before, social networking does not explain the complexity of human interaction throughout a social world. Stebbins (2007) mentions that social networks are often viewed ego-centrally or person first. That is, the social networks are mapped with the individual as the initial unit of measure. Social worlds, on the other hand, are a conglomeration of individuals, and that is the unit of analysis. Through network analysis, an individual's communication channels are mapped, but there is no understanding of the culture or norms that make up social worlds. Social groups or social circles are individuals who participate in the same activities together.

Structured organizations.

Organizations are more formal institutions within social worlds. Individuals may become active in an organization to develop their network and relationships. Organizations have as characteristics an emphasis on process specialization of tasks,

standardization of role performance, centralization of decision making, uniformity of practice, and the avoidance of duplication of functions (Gulick, 1962; Katz & Kahn, 1978; Weber, 1946 [1915]). Since socializing is a key part of social worlds, developing ones network within their social world is a strong motivator. Structured organizations offer further communication channels to assist in individuals socializing with one another (Burke, 2010; Rainey, 2009). Furthermore, structured organizations often have missions or goals associated with them and thus require leadership (Schein, 2006). These goals and missions within organizations further assist individuals in identifying others within the social world that has similar ideals. For instance, Surfrider Foundation is a large 501(c) 3 organization dedicated to assisting the development of surfing worldwide and protecting surfing environments. Individuals who are part of this organization share the idea and belief that the activity and social world of surfing can be beneficial in rural coastal community development.

Often, organizations have more formal rules than the broader social world and subsidiary groups. Enrollment, membership, and initiation are all clearly defined within organizations. Organizations can span the same geographical and temporal space that social worlds do, though members in the social world may not be part of the organization (Burke, 2010; Coghlan & Brannick, 2009; Rainey, 2009). An example is the International Surfing Association (ISA). ISA and other organizations within different social worlds function as active structures within social worlds. These organizations offer more communication channels to the social world for participating members (Clarke, 1997; Strauss, 1978; Shibutani, 1961). It is likely that members of these

organizations are also more involved in the social world. This organization offers organized and sponsored events as well as educational workshops and opportunities. The Surfrider Foundation offers environmental cleanup opportunities, but also operates as a lobbying arm in Washington, D.C. for coastal related issues. They often serve in the best interest of the social world protecting the resources (i.e., arenas) that are necessary for that social world to operate. The collection of members of social worlds into these organizations often results in legitimization of social worlds and awareness (Clarke, 1997; Strauss, 1978).

Market segment.

The last categorical scheme believed relevant in the context of social worlds is that of the market segment. The market segment as defined by Smith (1956) is a group of individuals with similar demands in goods, products, and services. Therefore, marketers could use social worlds as a market segment. However, referring to social worlds solely as market segments ignores many of the characteristics that make a social world unique in particular norms and cultures. Companies that sell surfing products will turn to the social world of surfers because they have distinct communication channels to diffuse value-relevant information about a product (Menzly & Ozbas, 2010). Marketers will likely appeal to the activity component upon which the social world is based rather than the social world itself, and may even apply their efforts cross culturally (Agarwal, Malhotra, & Bolton, 2010) and potentially across society. Unlike social worlds, market segments are not exclusive to the social in-group component. They are likely to focus on more blatant, measurable criteria than membership within a social world, similar to the

variables used in typologies mentioned before. These may include geographical segmentation, demographic segmentation, or activity rich environments. While major companies can be found globally, you would be more likely to find a Quicksilver surfing store in California than you are to find one in South Dakota. There is no exclusivity behind market segments, but a social world may be used as a major population for marketing products.

Recreation-based Social Worlds

At the center of a recreation-based social world is an activity that guides the communication of that activity (Strauss, 1978). The interest Shibutani (1961) had in social worlds was focused on the individual. Other authors focused on the social world rather than the individual (Becker, 1974, 1982; Clarke, 1985, 1988, 1990 a, 1990 b, 1997; Gerson, 1983). Like these authors, this research focuses on the social worlds rather than the individuals within them; in particular, it is concerned with recreation-based social worlds.

To classify recreation-based social worlds using both Shibutani (1961) and Gerson (1983) would be to suggest that they are Shibutani's interest-based social worlds and Gerson's communal worlds. While this is the most prevalent classification of recreation-based social worlds, other classification could be argued on other grounds. For instance, a surfboard manufacturer might argue that he is, in fact, part of the voluntary association social world of Shibutani and the production world of Gerson. This is not an issue of semantics, but rather the lens of the individual from which they view a social world, thus providing the argument of the importance of focusing on the world

itself rather than the individual. The individual(s), too, can define the social world acting as a reinforcing loop. However, this research focuses on the social world as an entity. It is defined to identify what social worlds have in common and to create a tool that can be used to compare social worlds, regardless of activity. There are two main research foci to which social worlds and social world literature have been applied in the leisure and recreation discipline.

The first clear focus of research that utilizes social worlds is that of *recreation specialization* in the seminal article of Ditton, Loomis, and Choi (1992). The creation of recreation specialization is attributed to that of Bryan (1977). Recreation specialization is a tool used to describe diversity around a certain type of activity; in most of the literature it revolves around outdoor pursuits. Specialization is conceptualized as a continuum of behavior from the general to the particular reflected by equipment and skills used in the activity (Bryan, 1977). However, Ditton, Loomis, and Choi (1992) found usefulness in applying recreation specialization within a social world. Reviewers of the literature might identify that social worlds have frequently operated as the populations and subsequent samples within the recreation specialization literature. There is no shortage of recreation specialization literature that mentions social worlds as a component. There are many examples of recreation specialization being ascribed with the social world literature including: anglers (Salz & Loomis, 2005; Salz, Loomis and Finn, 2010), birding (Lee & Scott, 2004; McFarlane, 2004; Scott, Ditton, Stroll & Eubanks, 2005), contract bridge players (Scott & Godbey, 1994), hunting (Miller & Graefe, 2000), rock climbing

(Bogardus, 2011), scuba diving (Thapa, Graefe, & Meyer, 2006), and white water kayaking (Lee, Graefe, & Li, 2007; Whiting, Pawelko, Green, & Larson, 2011).

The second focus from which social worlds in leisure studies has a role is that of *serious leisure*. Serious leisure is a concept constructed by Stebbins (1992) that suggests that “individuals systematically pursue activity that is highly substantial interesting and fulfilling and where, in the typical case, participants find a career in acquiring and expressing a combination of its special skills, knowledge and experience” (p. 3). Once again, there are many examples of literature that focuses on serious leisure in which social worlds are a component including the social worlds of dog sports (Gillespie, Leffler, & Lerner, 2002), swimming (Hastings, Kurth, Schloder, & Cyr, 1995), museum volunteers (Orr, 2006), and numerous other examples used by Stebbins (1992, 1993, 2001, 2004, 2007) in his work on serious leisure.

These two concepts *recreation specialization* and *serious leisure* are far more complicated than this literature review suggests; however, social worlds are a critical component of both. It should also be noted that these two concepts are not independent of one another. There are many well cited articles that focus on the relationship between these two frameworks (Bryan, 2000; Scott & Godbey, 1994; Tsaor & Liang, 2008). Conceptually, serious leisure is where the structured concepts of recreation overlap with an individual’s pursuit of leisurely pleasure. Recreation specialization, then, is considered in some circles to be a product of serious leisure. It is important to digress at this point, as the relationship between these two concepts is, in its own right, a philosophical leisure dissertation. What is important here is that both concepts, which are

strongly rooted in the leisure literature, are highly influenced by the existence of recreation-based social worlds.

It is quite apparent why social worlds and the related literature lend themselves to the study of these two concepts. The unique features of social worlds help foster the various aspects of recreation specialization and serious leisure. Strauss (1978) mentioned that activity must be at the forefront of each social world, they must have sites where the activity occurs, technology unique or uniquely used for the social world, and organizations that exist to further one component of the social world or another. Each example of serious leisure or recreation specialization does in fact have one activity at its core, and places where individuals participate in this activity. Recreation specialization especially utilizes the technological and site specificity features of social worlds. This is because equipment preferences, type of experience sought, and desired setting for activity are all variables used to segment individuals along the recreation specialization scale (Bryan, 1977, 1979, 2000). Similarly, serious leisure is likewise affected by technology and the site of the activity. Surfers engaging in advancing levels of serious leisure will have to modify their technology and will likely have to change surfing locations to increase the challenge they face. Furthermore, organizations are likely to form if serious leisure is involved. The International Surfing Association creates rules, regulations and guidelines on how to score one's ability in surfing used for comparison and competition purposes.

The criticism offered here is that the overwhelming majority of the studies mentioned as examples of both recreation specialization and serious leisure have at their

focal point the concepts in which they intend to study rather than the concept of the social world (Scott, 2012). The leisure discipline's usage of social worlds to date has largely been secondary (and perhaps erroneous) in pursuit of deeper knowledge of either the concept of focus or a better understanding of an activity, site usage, or, in some cases, a social world. This has added quite a bit of breadth to the social world literature. There are numerous peer-reviewed journal articles that exist in the leisure discipline that mention or utilize social world concepts to better understand a phenomenon. However, this shallow usage has limited the depth to which the leisure discipline understands social worlds, a concept that is so crucial to major concepts in this field. This has left a large gap in the literature that is needed to assist in understanding the phenomenon of recreation-based social worlds. This gap started in 1980 with Unruh's (1980) last major contribution to the social world literature. Thereafter, most social world literature was done elsewhere in other fields and neglected a better understanding of recreation-based social worlds.

Additional criticism emerges in how we compare social worlds. Some situations may arise where a researcher or field practitioner may have to make decisions concerning resources or development based on of social worlds. Our comparison of these social worlds usually revolves around rudimentary measurements of demographics or economic potential. In some cases, we may use serious leisure or recreation specialization to further compare social worlds, but may not be the most useful or efficient manner to compare. How does one compare the social world of scuba diving with surfing, or mountain biking with horseback riding? Traditional methods may not accurately assess

the cultural spheres, norms, standards, and languages that are unique to each of these social worlds. While they are all different, they all share similar characteristics as they are social worlds.

Identification of Core Social World Characteristics and Related Scales

Shibutani (1961) ascribed numerous characteristics to the social worlds that he described. The following section identifies specific characteristics that emerge and a related scale for measurement for each of these characteristics. Based on the original definition of social worlds, three broad characteristics emerge that must be present for a social world to exist. These are: culture, communication, and knowledge or familiarity. These are explained in more depth in the following sections. To help clarify, these characteristics are all independent variables that are related to the dependent variable, social world existence. Figure 2.1 represents these characteristics visually.

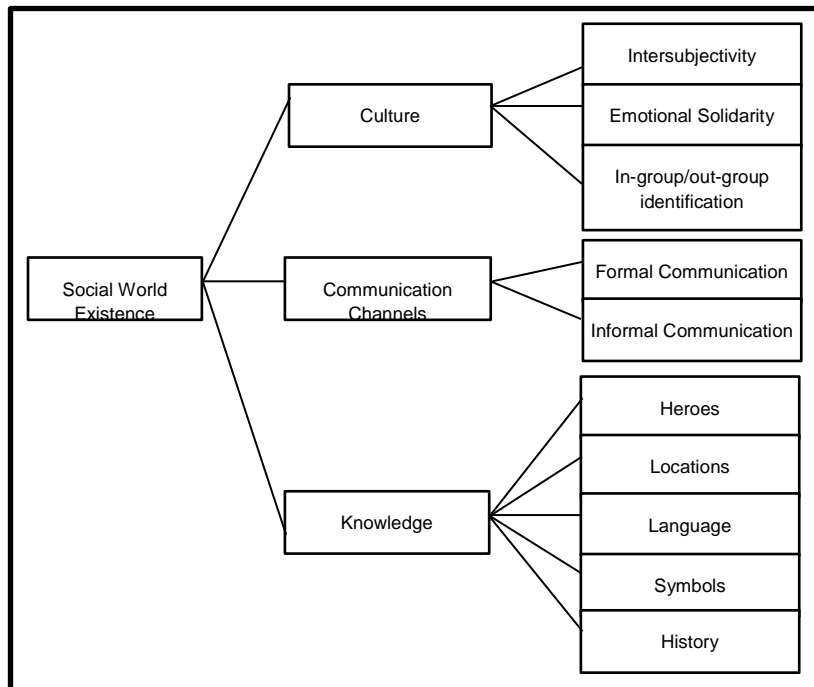


Figure 2.1: Conceptual Model of Social World Characteristics

Characteristic of culture.

Shibutani (1961) makes the following remarks regarding culture in social worlds: “since shared perspectives are products of communication, each channel gives rise to a distinctive culture... Each social world then is a cultural area, the boundaries of which are set neither by territory nor formal group membership” (p. 129). Since each social world is likely to create a cultural area, it is important to measure and grasp it as a major characteristic of a social world. Three components of shared culture and related scales have been identified for inclusion in this study.

Intersubjectivity.

Intersubjectivity describes the phenomenon of varying degrees of understanding among the same shared experiences between individuals and groups of individuals (Schutz, 1969, 1970; Schutz & Luckmann, 1973). Schutz suggests that intersubjectivity emerges as the shared consciousness between two or more individuals. Through this intersubjectivity, varying degrees of understanding one’s culture emerge. This is not simply a measurement of person to person, but rather the “goo” of a group that acts as a cohesive element bringing them together and helping individuals understand our world and the world of others (Ajiboye, 2012). Intersubjectivity allows for the creation and re-creation of the world through collaboration by individuals within social worlds. Higher degrees of intersubjectivity produce a richer culture for a social world (Wan, Chiu, Peng, & Tam, 2007). One way to measure culture and intersubjectivity is through measurement of values within that particular culture. It has been well studied that agreement of a culture’s value system reflects higher levels of intersubjectivity and, thus, culture

(Kroeber & Parson, 1958; Triandis, 1995). Since social worlds are identified by the individuals within them, and the individuals themselves are shaped by the social world, personal value systems should reflect high degrees of intersubjectivity. One tool that has been commonly used to measure values is the Schwartz (1992, 1994) Value Survey (SVS).

Schwartz Value Survey.

The SVS provides a broad comparison of culturally held value dimensions between different countries, groups, and social worlds. Originally, the SVS consists of 57 items representing 10 distinct values that are created from theoretically universal components of a human life. These 10 values are the following:

- Power – Social status and prestige. The ability to control others is important and power will be actively sought through dominance of others and control over resources.
- Achievement – Setting goals and achieving them. The more challenge, the greater the sense of achievement.
- Hedonism – Enjoying oneself. Those who have this value seek pleasure above all things and may, according to the view of others, sink into debauchery.
- Stimulation – Individuals value excitement, novelty, and challenge in life. Thrill-seeking can be a result of strong stimulation needs.
- Self-direction – Individuals who enjoy being independent and outside of the control of others.
- Universalism – Individuals who value universalism promote peace and equality.

- Benevolence – Take value from giving, seeking to help others, and provide general welfare.
- Tradition – Valued by people who do things because they are customary.
- Conformity – Characterized by those who value obedience to rules and structures.
- Security – Sought by those who seek the assurance of health and safety.

The SVS was created as an unbiased assessment of values and has been tested repeatedly in the social psychology literature (Ferrell, Mata-Hartshorn, Norman & Olges, 2009). It is a preferred measure of value systems as it has strong test and retest stability among repeated samples (Verkasalo, Lonqvist, Lipsanen & Helkama, 2009) and is highly adaptable across different populations (Hofer, Chasiotis & Campos, 2006). However, critics have proposed that responses may experience “end piling” by suggesting that all items are “somewhat important” to “very important” (Schwartz & Bardi, 2001), thus resulting in high intercorrelations between different types of values. This is likely a characteristic of the length of the survey and its related items. To address this criticism of length, Lindeman and Verkasalo (2005) created a short version of the test, coined the Short Schwartz’s Value Survey (SSVS). Lindeman and Verkasalo (2005) found the SSVS was as reliable and as valid as the SVS and consists of only 10 items, related to the 10 values mentioned above. The original SVS asked respondents to rate 57 value items for importance, and then responses were scored on the 10 value scales by calculating the average of these scores. However, the SSVS presents participants with the name of each value together with the value item’s description. Ten items are rated on

a 7-point scale ranging from 1 (not important) to 7 (very important), with 4 (neither important nor unimportant) as the midpoint. A social world with significantly aligned values will display a great deal of intersubjectivity, thus representing a shared culture. A social world with significantly aligned values will display a great deal of intersubjectivity as measured by the SSVS, thus representing a shared culture. It should be noted here that, when comparing social worlds on their value systems, the values themselves are not compared but rather how much a social world agrees on their values. Researchers cannot determine that one set of values are better than other, but how much individuals agree with others in their social world on those values is important.

Emotional Solidarity.

While not explicitly stated in *The Elementary Forms of the Religious Life*, emotional solidarity was first conceptualized by Durkheim (1995 [1915]) as a derivation of mechanical solidarity conceptualized in his earlier work. Emotional solidarity has also been described as how well individuals bind together and create a sense of “we togetherness” (Jacobs & Allen, 2005). This suggests that emotional solidarity is a measure of inclusion and cohesion (Wilson, 2006). Most mention of emotional solidarity is found in broader social science fields, but was recently applied to travel and tourism (Woosnam, 2010; Woosnam & Norman, 2010). The validity and reliability of the emotional solidarity scale has been tested in multiple tourism communities (Woosnam, 2012), but has application outside of the tourism literature. The emotional solidarity scale includes multiple items that predict social cohesion. This model has been tested

thoroughly across the relationship between host communities and visiting tourists, yet these scales have potential implications in broader social science measurement.

These scales may be used to identify emotional solidarity within a social world, or measure the “we togetherness” of a social world. Emotional solidarity has a strong conceptual link with social worlds’ defining culture. By applying scales and methods previously used in emotional solidarity studies, but to social worlds, the emotional solidarity framework can transcend its origins from tourism research to other social science application.

In-group/out-group Identification.

The third and final parameter that will be used to measure culture is the perception of the relationship insiders have compared to outsiders of that social world. Tied with the two previous measurements, this is one last crucial piece to understanding the culture of a social world. With respect to insider/outsider relationships, Shibutani (1961) says that that “outsiders are not likely to understand why the person undergoes such sacrifices to succeed in something that they regard as quite trivial or even senseless” (p. 133). Shibutani (1961) suggests members of the social world “expect from one another considerations that they do not impute to outsiders, and they are also acutely aware of the special claims that others within the circle have upon them” (p. 133).

There is a large body of literature that addresses the importance of the in-group versus out-group relationship and its role in social psychology. Individuals are able to identify others within their group, in this case the social world. This enables group identification to be enhanced, allowing in-group favoritism against out-group members to

be activated as well as behavior contrary to self-interest in favor of group-interest (Bicchieri & Muldoon, 2011). This in-group identification allows for conformity around group norms and through self-categorization as an in-group member (Ben-Ner, McCall, Stephane, & Wang, 2009). In-group membership also is attributed to how individuals identify themselves as part of the social world as Shibutani (1961) suggests. This identification can often be a source of positive and desirable outcomes such as warm feelings, amity, and affiliation; constructive and cooperative behavior in the context of social, ethnic and religious organizations; as well as desirable diversity and variety (Eckel & Grossman, 2005).

A tool that has been developed relatively recently to examine in-group and out-group relationships are the Inclusion of Other in the Self Scale (IOS). This scale was originally developed by Aron, Aron and Smollan (1992) to measure self-other inclusion and closeness to others and to a group. It is based on the assumption that close relationships help individuals identify membership to the in-group or out-group. This is represented by strong relationships within the in-group compared to more loosely organized relationships or non-existent relationship represented by the out-group (Agnew, Loving, Le, & Goodfriend, 2004; Aron, Aron, Tudor & Nelson, 1991). The IOS is a single-item scale that measures an individual's closeness with other individuals or other social entities. It is most commonly used to assess closeness of romantic relationships (Agnew, Van Lange, Rusbult, & Langston, 1998; Aron, et al., 1992; Uleman, Rhee, Bardoliwalla, Semin, & Toyama, 2000), degree of closeness across various interpersonal relationships (Li, Zhang, Bhatt, & Yum, 2006), as well as residents

and guests in the travel setting (Woosnam, 2010). Like these previous examples, this research will utilize the IOS to address individual's closeness to an alternative unit of measure, rather than to another individual. A major benefit to using this scale, as opposed to other similar types of measure including Relational Closeness Inventory (RCI) and Subjective Closeness Index (SCI), is that the graphic representations over verbal descriptions reduce the chances of misconstruction (Li, Zhang, Bhatt & Yum, 2006). Li's (2002) research examining an individual's perception of self to family members found that the scale was both sensitive and easy to use. Woosnam (2010) concluded that the IOS scale was an appropriate tool to use to measure self with other entity, but also suggested that other variables exist in explaining variance of emotional closeness. Respondents are instructed in the scale to show their closeness to the social world.

Characteristic of Communication.

Shibutani (1961) suggests that communication and communication channels are critical components to developing and maintaining a social world. Shibutani (1961, p. 133) states that "those who participate in the same communication channels develop a common outlook" (p. 133) and that "shared perspectives are products of communication channels" (p. 133). Shibutani (1961) also states that "Each social world, then, is a unique cultural area, the boundaries of which are set neither by territory nor by formal group membership, but by the limits of effective communication" (p. 133). It should be noted here that communication channels and usage are determined by retrieval and use of information from different sources. An individual who participates in an activity to which a social world is ascribed does not necessarily have to be a part of that social

world. However, if that individual engages in receiving information from the communication channels of a social world, they have then entered that social world, even if only briefly, and have potentially altered their understanding of said activity regardless of participation in that activity. A surfer who must relocate may no longer be considered an active surfer, but if they continue to engage in the surfer communication channels, they remain active in the social world.

The field of Management Information Systems has produced effective items to measure the usefulness and richness of communication channels for businesses (Zmud, 1979). Management Information Systems has largely concerned itself with the impact and strength of communication channels within business and organizations. In some cases this has been used to measure the connectivity of a business (Campbell, 2006). A business uses communication channels to distribute information and it utilizes these communication channels to portray company and business culture and values, similar to how a social world would do the same. Zmud (1978) suggests that there are four dimensions worth measuring for effective communication channels: quality of format, quality of meaning, quality of information, and relevancy. Another study suggests that perceived usefulness and perceived importance are also indicators of the success of a communication channel (Grenon, Larose, & Costa, 2012). Therefore, following the practices of the Management Information Systems, participants in this study will be asked to rank on a 1- to 7-point scale their perceptions of communication channel quality of format, quality of meaning, quality of information, relevancy, usefulness, and importance of both formal and informal communication channels established within their

social world. This scale will be modified from Zmud's (1978) items. Similar modifications have been conducted and analyzed using Confirmatory Factor Analysis, often yielding high reliability and validity (Doll, Xia, & Torkzadeh, 1994; Doll, Raghunathan, Lim, & Gupta, 1995). A formal communication channel might best be represented by a magazine or popular website. An informal communication channel might best be identified as a surf shop or face-to-face communication with other social world participants.

Characteristic of Knowledge.

Shibutani (1961) suggests that all members of a social world are familiar with key elements of that social world. This is not so much to say that outsiders are not aware of them or cannot become aware of them, but it is essential for individuals affiliated with the social world to be aware of these key elements. There are five dimensions to knowledge of a social world; these dimensions include history, heroes, language, locations, and symbols or brands. For each social world, one iconic item will be selected to represent each dimension mentioned previously. Following the procedures for symbolic identification set forth by McDougall, Curry and Bruijn (1999), participants in this study will be asked to identify their familiarity with the dimension on a 1- to 7-point scale, the meaningfulness of that item to the individual and to the social world, and its semantic distance (i.e., how much this dimension portrays the culture of the social world, or how different the image is from what it is supposed to represent).

CHAPTER THREE

**RE-CONCEPTUALIZING RECREATION-BASED SOCIAL WORLDS:
EXAMINING THE CORE CHARACTERISTICS OF SOCIAL WORLDS**

Matthew D. Hughes¹, Jeffrey C. Hallo¹ & William C. Norman¹

¹ Clemson University

Reprints or inquires may be addressed to the following:

Matthew D. Hughes

276 Lehotsky Hall

128 McGinty Ct.

Clemson University

Clemson, SC

29630

Abstract

Social worlds are a distinct form of human organization in which individuals organize themselves by using communication channels to spread knowledge and culture around a shared interest. Over the past thirty years, the leisure sciences have increasingly used the social world vernacular to describe population samples of recreation-based groups.

While important to the leisure and recreation disciplines, social world vernacular can be confusing, often leading to improper use. This research returns to the original definition of social worlds created by Shibutani and reexamines what social worlds were intended to be in the context of recreation and tourism. This research also aims at discussing how social worlds are organized within the structure of society. Finally, by reexamining the original definition of social worlds, the researchers identified three major characteristics and those characteristics' ability to predict and make comparisons among social worlds and their membership. These characteristics include a social world's shared culture, shared communication channels, and shared knowledge.

Introduction

Social worlds are a unique form of human organization that are of importance to major concepts in the leisure sciences including serious leisure (Stebbins, 1992) and recreation specialization (Ditton, Loomis, & Choi, 1992). Originally referred to as *reference groups* (Shibutani, 1955, 1962), social worlds evolved to suggest that individuals located within society define and redefine the world they live in based on major points of reference (e.g., other individuals, norms). The phrase social worlds has often been used in the literature to define a population or sample for a study. For example, studies using social worlds as their population include Ditton, et al. (1992) – anglers; MacLennan and Moore (2011) - trail hikers; Whiting and Pawelko (2010) – white water kayakers; and Devall (1973) – surfers and mountaineers, amongst many others. However, researchers often overlook a critical characteristic of social worlds defined by the original author, Shibutani (1961). The definition presented by Shibutani (1961) states “A social world is a culture area, the boundaries of which are set neither by territory nor formal group membership, but rather by the limits of effective communication” (p. 130). This is to suggest that social worlds should not be measured by their geographically limited places of activity, but rather by their larger and vast communication channels.

Until recently, leisure and recreation-oriented scholars have been limited in their ability to capture representative samples from a social world population, in many cases due to their large and often dispersed populations. Past researchers gathered information and made conclusions ascribed to social worlds based on a geographically limited

sample. Galloway (2010), MacLennan and Moore (2011), and Whiting and Pawelko (2010) are among the current examples of sampling from a geographical location rather than from the communication channels for which social worlds were originally defined. Many other examples of this exist dating back to the fundamental research on social worlds in leisure including Ditton et al. (1992) and Devall (1973). Generalizing and comparing social worlds based on narrow geographical samples might cause unintended consequences and misinterpretation of results. This can also have a negative effect on the social worlds terminology; misusing the social worlds definition can cause confusion for readers trying to distinguish between social worlds and other similar societal structures. Applying results uncovered in a geographically narrow portion of a social world can be overtly damaging to the larger entity. For instance, results found and ascribed to an activity (e.g., kayaking, surfing, skiing) at one particular location may not be generalizable to all who participate in that social world due to regional differences that influence that particular form of recreation. For instance, surfers on the east coast of the United States may behave differently than surfers on the West Coast. While this may occur, this paper suggests that there are still similar underlying characteristics that surfers within a social world share regardless of geographical location.

The research questions this study intends to answer are: First, do social worlds have a unique set of characteristics that distinguish them from other organizational structures? By addressing this question the paper is designed to reexamine the original social world literature, assist in the clarification of social world terminology, and overcome its inconsistent use. Second, which previously developed scales best measure

these characteristics of social worlds? Third, which scales are the most useful in predicting social world membership and comparing and contrasting social worlds? Ultimately, this paper is written to create a thoughtful discussion on how researchers should examine recreation-based social worlds, and the methods and resources to apply to the original social terminology.

Literature Review

Framing Social Worlds

Social worlds were originally referred to as *reference groups* by Shibutani, (1955, 1962). This moniker is of significance because Shibutani described social worlds as a way individuals located themselves within society that helps define and redefine the world they live in based on major points of reference (e.g., other individuals, norms). Clarke (1997) suggests that some of the most historic and notable social worlds include gangs (Thrasher, 1927, 1963), ghettos (Wirth, 1928), taxi dancehalls (Cressey, 1932), and peasant immigrant communities (Thomas & Znaniecki, 1927). Clarke (1997) also used social worlds to describe the medical field and academia.

Because of ample usage of social world terminology in the recreation and leisure field, recreation-based social worlds are of particular interest here. Stebbins (1992, 1993, 2001, 2004) often turned to social world literature to highlight the impact that these recreation-based social worlds may have on the individual as the individual defines themselves and their leisure. It is not uncommon for some individuals to identify themselves as surfers, mountain climbers, or skiers just as others might define themselves

by their professions. These individuals might be considered to be engaged in serious leisure. Bryan (1977) also turned to social worlds as places that allow for recreation specialization to occur. Recreation specialization is a tool used to describe diversity around a certain type of activity; in most of the literature it revolves around outdoor pursuits. Specialization is conceptualized as a continuum of behavior from the general to the particular reflected by equipment and skills used in the activity (Bryan, 1977). Because social worlds create unique cultures and communication channels, social worlds are logical places for both serious leisure and recreation specialization to develop.

Social World Stratification.

To further distinguish social worlds, it is necessary to conceptualize their place in the hierarchy of society, the arena, and the subworld. The conglomerate of all social activity is maintained within *society*. Society is a more complex system than a social world (Seumas, 2012). Society is more or less self-sufficient in terms of human resources, whereas a social world is not (Seumas, 2012; Shibutani, 1955; Strauss, 1978). It is within society that all sociological research takes place (Schutz & Luckmann, 1973), and all human organization is subsidiary to society. Society, therefore, must be able to reproduce its membership, have its own language and education system, provide for itself economically, and be politically independent (Seumas, 2012). However, Clarke (2005) suggests that society does not exist, but is rather made up of arenas, or social worlds.

The arena refers to all social worlds that are connected via a larger issue (Strauss, 1978). Arenas are places of continuous confrontation, cooperation, and collaboration between social entities (Clarke, 2005; Fürst, 2010). An example would be the arena of

river usage where different recreation social worlds (e.g., kayaking, motor boaters, and anglers) will interact with other social worlds (e.g., environmental activists, community members) and institutions (e.g., government entities, businesses) that use the river for various outcomes. The arena, however, is not a long-standing, stable entity. In many cases, the arena has no prior existence until members from various entities interact to create it (Schienstock, 2012). The emergence of an arena suggests that conflict structures and bargaining relationships between social entities (beyond recreation) have become institutionalized (Schienstock, 2012). Policymakers, local municipalities, energy companies, and environmentalists may all be in this same arena, and they will all directly or indirectly affect recreation groups who use the river as a recreation resource arena. In the arena, individuals may be part of numerous social worlds that revolve around that topic. An individual might take an active role in policymaking while also being oriented as a recreational river user.

Within society and the arena, multiple social worlds interact with one another. Social worlds are amorphous entities and the larger the social world, the more likely there is to be stratification, which may create subdivisions also known as subworlds (Clarke, 1997). Furthermore, two or more social worlds may intersect creating subworlds, or social worlds may segment and experience structural change due to disagreements, compromises, or irrelevancy (Clarke, 1997). Strauss (1982) suggests that subworlds can occur around several sources or conditions:

- Spatial – Subworlds are based on topographic or geographic characteristics. This might include where the activity takes place or where the participants reside.
- Objectives – Subworlds form based on the distinctions made between goals and objectives for that subworld; for instance, with surfing, some may have the objective of competition and others may not.
- Technology and skill – As technology improves, new subworlds may form.
- Ideology – People differ in their beliefs as to what is authentic or legitimate.
- Intersections – Participants can draw on different social worlds and subworlds to create new subworlds distinct unto themselves.
- Recruitment – New members tend to maximize chances for new lines of activity, uses of technology, ideological positions, and further segmentation.

It is important to reiterate here that the focus of this study is to identify and address characteristics of a social world rather than a subworld.

Social worlds may have extensive variability, but there are things that social worlds are not. It is important to separate these other types of social entities to frame the significance of the term *social worlds*. Following the original definition provided by Shibutani (1961), social worlds have no formal boundaries and are only limited by their communication channels. One may postulate that the majority of recreation-based social world literature addresses a subworld limited by geography rather than the larger entity. Researchers, often limited by one resource or another, may claim to be analyzing a social world; however, when choosing their population to sample, they often select from a

spatially unique area or region. This may limit the generalizability of the results across the entire social world, the very social world they intended to study. Because it may be easy for an individual to misinterpret their study sample as a social world, there are presently limited ways to compare and contrast social worlds in a useful manner.

It is important here to make a clear distinction between activity- and recreation-based social worlds. Strauss (1978) suggests that at the center of a social world is an activity that defines participation. Individuals may participate in the activity, but remove themselves from the social world to varying degrees. While less likely, some individuals involved in the social world might not participate in the activity. Each social world has varying degrees of dependence on the activity.

Social world characteristics.

Returning to the original work of Shibutani (1961), social worlds contain three major characteristics that are the focus of this paper. These prominent, emerging characteristics that all social worlds should have include a shared culture, shared communication channels, and shared knowledge. Figure 3.1 shows the conceptual model and visual representation of these characteristics and the subsections that define those characteristics. The following sections describe these characteristics in more detail.

Shared culture.

Shibutani (1961) makes the following remarks regarding culture in social worlds: “Since shared perspectives are products of communication, each channel gives rise to a distinctive culture... Each social world then is a cultural area, the boundaries of which

are set neither by territory nor formal group membership” (p. 129). Since each social world is likely to create a cultural area, it is important to measure and grasp it as a major characteristic of a social world. Three key components of shared culture have been identified for inclusion in this paper. They are: intersubjectivity, emotional solidarity, and in-group/out-group identification.

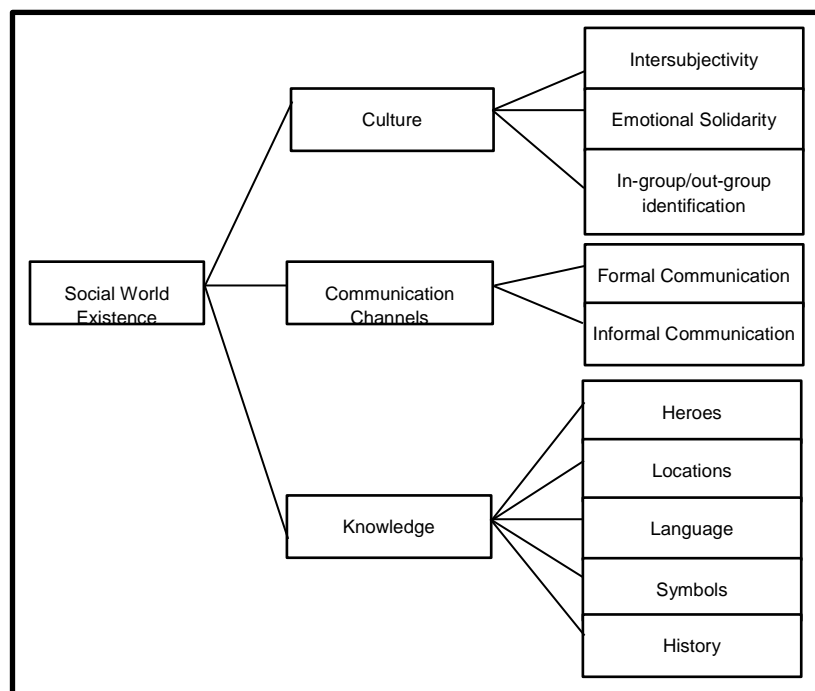


Figure 3.1: Conceptual Model of Social World Characteristics

Intersubjectivity describes the phenomenon of how individuals understand and relate their shared experiences with others to create and recreate the world around them (Schutz, 1969, 1970; Schutz & Luckmann, 1973). Schutz suggests that intersubjectivity emerges as the shared consciousness between two or more individuals. Through this intersubjectivity, varying degrees of understanding one’s culture emerge. This is not

simply a measurement of person to person, but rather the bond of a group that acts as a cohesive element bringing them together and helping individuals understand their world and the world of others (Ajiboye, 2012). Intersubjectivity allows for the creation and re-creation of the world through collaboration by individuals within social worlds. Higher degrees of intersubjectivity produce a richer culture for a social world (Wan, Chiu, Peng, & Tam, 2007). One way to measure intersubjectivity is through measurement of values within that particular culture. Cultures have unique value systems that are reflected in varying degrees of intersubjectivity (Kroeber & Parson, 1958; Triandis, 1995). Since social worlds are identified by the individuals within them, and the individuals themselves are shaped by the social world, personal value systems should reflect varying degrees of intersubjectivity.

While not explicitly stated in *The Elementary Forms of the Religious Life*, emotional solidarity was first conceptualized by Durkheim (1995 [1915]) as a derivation of mechanical solidarity conceptualized in his earlier work. Emotional solidarity has also been described as how well individuals bind together and create a sense of “we togetherness” (Jacobs & Allen, 2005). This suggests that emotional solidarity is a measure of inclusion and cohesion (Wilson, 2006). Most mention of emotional solidarity is found in broader social science fields, but was recently applied to the discipline of travel and tourism (Woosnam, 2008, 2010a; Woosnam & Norman, 2010).

The third and final characteristic that will be used to measure culture is the perception of the relationship insiders have to their social world. Tied with the two previous measurements, this is one last crucial piece to understanding the culture of a

social world. Shibutani (1961) says the following about insider/outsider relationships: “outsiders are not likely to understand why the person undergoes such sacrifices to succeed in something that they regard as quite trivial or even senseless” (p.133).

Shibutani (1961) suggests “They [members of the social world] expect from one another considerations that they do not impute to outsiders, and they are also acutely aware of the special claims that others within the circle have upon them (p. 133).

There is a large body of literature that addresses the importance of the in-group versus out-group relationship and its role in social psychology. Individuals are able to identify others within their group. In this case, the group is the social world. This enables group identification to be enhanced, allowing in-group favoritism against out-group members to be activated as well as behavior contrary to self-interest in favor of group-interest (Bicchieri & Muldoon, 2011). This in-group identification allows for conformity around group norms and through self-categorization as an in-group member (Ben-Ner, McCall, Stephane, & Wang, 2009). In-group membership also is attributed to how individuals identify themselves as part of the social world, as Shibutani (1961) suggests. This identification can often be a source of positive and desirable outcomes such as warm feelings, amity, and affiliation; constructive and cooperative behavior in the context of social, ethnic, and religious organizations; as well as desirable diversity and variety (Eckel & Grossman, 2005).

Shared communication channels.

Shibutani (1961) suggests that communication channels are a critical component to developing and maintaining a social world. Shibutani (1961) states that “Those who

participate in the same communication channels develop a common outlook” (p. 133) and that “Shared perspectives are products of communication channels” (p. 133). Shibutani also states that the boundaries of social worlds are set “by the limits of effective communication (p. 133). It should be noted here that communication channels and usage are determined by retrieval and use of information from different sources. An individual who participates in an activity that a social world ascribes to does not necessarily have to be a part of that social world. However, if that individual engages in receiving information from the communication channels of a social world, they have then entered that social world, albeit briefly, and have potentially altered their understanding of said activity regardless of participation in that activity. For example, a surfer who must relocate to an area that is not conducive to surfing may not be considered an active surfer, but if he or she is engaging in the communication channels, he or she is active in the social world.

Management Information Systems has largely concerned itself with the impact and strength of communication channels within businesses and organizations. These business and organizations often resemble social worlds in structure (Clarke, 1997). A business uses communication channels to distribute information and it utilizes these communication channels to portray company culture and values, similar to how a social world would do the same (Cambell, 2006).

Shared knowledge.

The final characteristic included in this study is the characteristic of a shared knowledge. Shibutani (1961) suggests that all members of a social world are familiar

with key elements of that social world. This is not so much to say that outsiders are not aware of these elements or cannot become aware of them, but it is essential for individuals affiliated with the social world to be cognizant of their existence and importance to the affiliated. There are five dimensions to knowledge of a social world; these dimensions include history, heroes, language, locations, and symbols.

Methods

Measurement of social world characteristics

The literature suggests that three major characteristics exist that can be used to frame and compare social worlds: a shared culture, shared communication channels, and a shared knowledge. Scales currently exist in a number of disciplines to capture these characteristics. The following sections describe how these scales were adapted and applied in an empirical study of an archetypical social world, the social world of featherbowling, and applied to individuals purely engaged in the recreation activity of bowling.

Culture.

Culture can be a challenging characteristic to capture using objective measures. Therefore, it was important to use multiple constructs in this study to triangulate that complexity. Three concepts of culture were included in this study and three scales were identified to capture these concepts.

The Short Schwartz Value Survey (SSVS) was used to capture intersubjectivity, the first component of culture mentioned earlier (Schwartz & Bardi, 2001). The SSVS is

a shorter, 10-item version of the longer, 57-item version of the Schwartz Value Survey that provides a broad comparison of culturally held value dimensions between different countries, groups, and social worlds. The SVS consists of 57 items representing 10 distinct values that are created from theoretically universal components of human life:

- Power – Importance is placed on social status, prestige, and the ability to control others. Power will be actively sought through dominance of others and control over resources.
- Achievement – Setting goals and accomplishing them determines worth. The greater the challenge, the greater the sense of achievement.
- Hedonism – Those who have this value seek to satisfy their own pleasure above all things and may, according to the views of others, sink into debauchery.
- Stimulation – Individuals value excitement, novelty, and challenge in life. Thrill-seeking can be a result of strong stimulation needs.
- Self-direction – Individuals enjoy being independent and outside of the control of others.
- Universalism – Individuals who value universalism promote peace and equality.
- Benevolence – Individuals take value from giving, seeking to help others, and providing general welfare.
- Tradition – People do things because they are customary.
- Conformity – This is characterized by those who value obedience to rules and structures.
- Security – This value is sought by those who seek security for health and safety.

The SVS was created as an unbiased assessment of values and has been tested repeatedly in the social psychology literature (Ferrell, Mata-Hartshorn, Norman, & Olges, 2009). It is a preferred measure of value systems as it has strong test and retest stability among repeated samples (Verkasalo, Lonqvist, Lipsanen, & Helkama, 2009) and is highly adaptable across different populations (Hofer, Chasiotis & Campos, 2006). To address criticisms of length, Lindeman and Verkasalo (2005) created a short version of the test coined the Short Schwartz's Value Survey (SSVS). Lindeman and Verkasalo (2005) found the SSVS to be as reliable and as valid as the SVS, and consists of only 10 items related to the 10 values mentioned above. The SSVS presents participants with the name of each value together with the value items as described. Ten items are rated on a 7-point scale ranging from 1 (not important) to 7 (very important), with 4 (neither important nor unimportant) as the midpoint. A social world with significantly aligned values will display a great deal of intersubjectivity, thus representing a shared culture.

To capture the next component of culture, emotional solidarity, the researchers used the Emotional Solidarity Scale. The validity and reliability of the Emotional Solidarity Scale has been tested in multiple tourism communities (Woosnam, 2012) as way to identify the solidarity between tourists and the communities they visit. Here the scale is used to identify how much solidarity or "we-togetherness" they feel with others in the social world. The Emotional Solidarity Scale includes multiple items that predict social cohesion. A few examples of these items include:

- "I trust the behavior of other <insert social world>."
- "I feel close to some <insert social world>."

- “I understand other <insert social world>.”

This scale has been tested thoroughly across the relationship between host communities and visiting tourists, yet it has potential implications in broader social science measurement. Each of the 13 items used in this study are represented on 7-point scale ranging from 1 (Strongly Disagree) to 7 (Strongly Agree).

The final aspect of the culture characteristic of this study is the evaluation of the in-group/out-group relationship. A tool that can be used to examine in-group and out-group relationships is the Inclusion of Other in the Self Scale (IOS). This scale was originally developed by Aron, Aron and Smollan (1992) to measure self-other inclusion and closeness to others and to a group. It is based on the assumption that close relationships help individuals identify membership to the in-group or out-group. This is represented by strong relationships within the in-group compared to more loosely organized relationships or non-existent relationship represented by the out-group (Agnew, Loving, Le & Goodfriend, 2004; Aron, Aron, Tudor & Nelson, 1991). The IOS is a single item that measures an individual’s closeness with other individuals or other social entities.

The IOS scale is most commonly used to assess closeness of romantic relationships (Agnew, Van Lange, Rusbult & Langston, 1998; Aron et al., 1992; Uleman, Rhee, Bardoliwalla, Semin & Toyama, 2000), degree of closeness across various interpersonal relationships (Li, Zhang, Bhatt & Yum, 2006), as well as residents and guests in the travel setting (Woosnam, 2010b). Like these previous examples, this research will utilize the IOS to address individuals’ closeness to an alternative unit of

measure rather than another individual. A major benefit to using this scale as opposed to other similar types of measurement including Relational Closeness Inventory (RCI) and Subjective Closeness Index (SCI) is that the graphic representations over verbal descriptions reduce the chances of misconstruction (Li, Zhang, Bhatt & Yum, 2006). Li's (2002) research examining an individual's perception of self to family members found that the scale was both sensitive and easy to use. Woosnam (2010b) concluded that the IOS scale was an appropriate tool to use to measure self with other entities. An example of the IOS scale can be seen below in Figure 3.2.

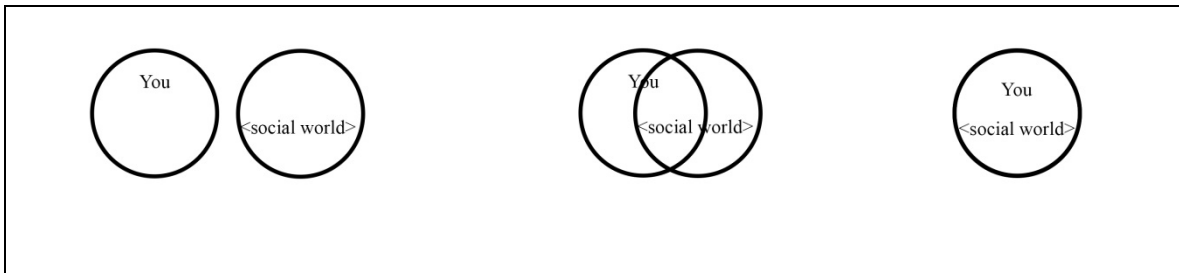


Figure 3.2: Representation of IOS Scale includes; left scale anchor (1) where circles do not touch, midpoint (5) where circles overlap 50%, and right scale anchor (9) where circles overlap 100%

Communication channels.

The field of Management Information Systems has produced effective items to measure the usefulness and richness of communication channels of businesses (Zmud, 1979). It should be noted here that while there is a wealth of communications literature, the original definition focuses on the effectiveness and scope of those communication channels rather than what is being communicated. Therefore, it was important to identify a scale that measures usefulness and effectiveness.

Zmud (1978) suggests that there are four dimensions worth measuring for effective communication channels: quality of format, quality of meaning, quality of information, and relevancy. Another study suggests that perceived usefulness and perceived importance are also indicators of the success of a communication channel (Grenon, Larose & Costa, 2012).

Following the practices of the Management Information Systems, participants were asked to rate on a 7-point scale ranging from 1 (Never) to 7 (All the time) their frequency of use of six different communication channels. Participants were then asked three questions: the perceived quality of information within that communication channel, relevancy and usefulness, and importance to the individual as a member of the surfing social world for both formal and informal communication channels. All of these were rated on a 7-point scale ranging from 1 (Strongly Disagree) to 7 (Strongly Agree). This scale was modified from Zmud's (1978) items. Similar modifications have been conducted and analyzed using Confirmatory Factor Analysis, often yielding high reliability and validity (Doll, Xia & Torkzadeh, 1994; Doll, Raghunathan, Lim & Gupta, 1995). For this research, a formal communication channel was represented by magazines, popular websites and multimedia. An informal communication channel might best be identified as location-based communication (the local bowling alley), face-to-face communication with other individuals in the social world participants or online forums.

Knowledge.

Iconic, representative items were selected to represent each dimension of knowledge (i.e., historical, symbolic, heroic, location, and language). To identify items to best represent these dimensions, individuals from within that social world were consulted and information was gathered from social world communication websites to select items that were similar in meaning to each social world. Historical questions focused on the origins of each of the types of recreation activity. Heroes were based largely on individuals who competed and won multiple championships in the social world making them public figures. Language items for both samples were based on scoring terms. The location items focused on where each activity had its most popular championship and a unique symbol was chosen for each sample group. Following the procedures for symbolic identification set forth by McDougall, Curry and Bruijn (1999), participants were asked to identify their familiarity with the item as well as the meaningfulness of that item to the individual and to the social world, and its semantic distance (how much the dimension portrays the culture of the social world) on a 7-point scale ranging from 1 (Not at All) to 7 (Extremely).

Sample selection.

It was mentioned earlier that there is a difference between individuals who are members of a social world and individuals who might just be participating in the activity in which a social world may exist. Considering that this is the initial step in understanding and trying to capture true social worlds, it was crucial to identify and assess these opposite ends of a spectrum. Therefore, the two samples in this study

represent these end points: one is a social world that is highly integrated and dependent on the presence of an activity; the other end of the spectrum is individuals who are just engaging in the activity and have limited to no interaction with the social world. The two populations used include the social world of featherbowling and the activity of bowling respectively. Both of these samples were purposely chosen as potential opposite ends of a spectrum with one end represented by what will be called *pure social world*, and the other end represented by *pure activity*. The rationale for these monikers is in the following sections.

The social world of featherbowling.

Featherbowling is a form of recreation localized in Detroit, Michigan and originates from a Belgium lawn game known as trabollen, rolle bolle, or krubollen (E. Greer, personal communication, September 29, 2013). Featherbowling is the American adaptation of this traditionally Belgian lawn game, and the Cadieux Café in Detroit, Michigan is the epicenter where featherbowling occurs. Featherbowling would appear to be as close to a pure social world as possible, because the social world is not geographically dispersed and thus limits the opportunity for subworlds to form. This prevents alterations, modifications, or distortions from forming in regards to culture, communication channels and knowledge. Since featherbowling is geographically isolated and limited to one location, as opposed to larger, more dispersed social worlds, it offered a unique opportunity to capture the entire extent of this social world. Featherbowling has numerous barriers to participate and to join the social world, the two biggest being a lane rental fee and its location. One must travel to Detroit to play. It is

assumed here that if one were to take the activity from this social world then it would likely cease to exist, and if the social world were removed from featherbowling it would likely cause the activity to cease as well. Considering that the social world of featherbowling is small, geographically isolated, and has limited communication channels, featherbowling should be on one end of the activity-social world spectrum.

According to the league organizer, there is only one official featherbowling league and there are an estimated sixty to seventy members in the league (E. Greer, personal communication, September 29, 2013). Beyond the league, there are a number of regulars and outsiders who participate in featherbowling. The league organizer suggested that the league and the regulars make up most of the participants and collectively are over two hundred individuals. However, it is believed that over 400 people participate in featherbowling at Cadieux Café (E. Greer, personal communication, September 29, 2013).

Given the small size of the population, a census data collection procedure was implemented. Every individual over the course of seven days during business operating hours was approached and asked to fill out a survey. The final sample consisted of 183 individuals with over ninety percent being male and a mean age of forty years old. The average amount of times the individuals reported participating in featherbowling in any given year was four times. However, some individuals in the league reported playing 40 or more times a year while some other featherbowlers reported that this was their first time. Regular featherbowlers and league members also reported playing for 20 or more years.

The activity of bowling.

As opposed to featherbowling, bowling is a recreation activity with larger participant dispersion. According to Hansell & Associates (2014), there are over 95 million bowlers worldwide, 70 million individuals have bowled once in the United States within the last year, and over 2 million individuals actively participate in league play. It is estimated that in the United States, bowling is a \$6 billion industry. As of 2013, there are approximately 4,800 bowling centers in the United States (Hansell & Associates, 2014). Bowling offers very few barriers to participation, as an individual can likely find a bowling alley in a nearby community. This allows for a great deal of stratification from those who may only participate in the activity of bowling and those actively engaged in the social world of bowling. A sample was chosen from those individuals most likely participating in the activity of bowling rather than the social world of bowling. To do this, the sample was chosen from students engaged in a recreational bowling class at Clemson University. It was determined that these individuals are less likely to be involved in the social world of bowling because the majority were unexperienced and did not participate frequently in bowling.

The sample collected for the activity of bowling also followed a census sampling procedure. Every student involved in Clemson University's spring 2013 leisure skills bowling class was sampled over the course of three days capturing 141 unique responses. The average age for the bowlers was 19 years old. The sample was predominantly male (82%) and suggested that they bowled on average seven times a year.

Analysis.

The purpose of this research is to address the three research questions stated in the introduction. They are: Do social worlds have a unique set of characteristics that distinguish them from other organizational structures? Which previously developed scales are the most useful comparing and contrasting social worlds? Finally, which of these scales is most useful in predicting social world membership? Thus far, the literature review has provided information suggesting that social worlds have unique characteristics that distinguish them from other organizational structures. This meets our first objective and answers the first question. Scales have also been identified to measure those characteristics addressing the second question. The following sections address the third and final question, the application of the scales.

Considering the large number of items in this study (68 items), and the complexity of scales, it is important to use composite scores. According to Mertler and Vannatta (2002), since these scales have been previously tested for reliability and validity, it is appropriate to move forward by creating composite scores.

To identify whether the scales can be used to compare social worlds, *t*-tests were conducted on thirteen composite variables that were crafted from the individual items within that scale to create scale composite scores. For example, the SSVS composite variable consists of the 10 items. This provides 14 variables for assessment (13 new composite variables and the IOS scale item). 14 items mentioned above as well as all of the individual items to identify which appeared to support the concepts of membership to a social world. This provides the opportunity to view not only which scales were

significantly different per group and by how much, but also which items were significantly different.

After significant differences between the two groups were identified, to properly assess whether these items can be used to predict group membership a discriminate analysis was conducted to identify the predictive power of these items to social world membership (Stevens, 1992; Mertler & Vannatta, 2002). Therefore, the dependent variables that will serve as the grouping variables will be the 14 items mentioned above and the independent variables will be group membership (featherbowling sample or bowling sample).

Results

Comparison of social worlds

To compare social worlds, *t*-tests were conducted to compare group means and identify any significant differences. This was done both for the composite scale items as well as the subsequent items within that scale. The results are presented in order of characteristics that had the most instances of significant difference (Knowledge) to the least (Culture) can be found in Tables 3.2-3.4.

Table 3.1

Comparison of *Knowledge Scales*

Item	<i>Featherbowling</i>			<i>Bowling</i>			<i>t-test</i>
	<i>M</i>	<i>SD</i>	<i>Cronbach's α</i>	<i>M</i>	<i>SD</i>	<i>Cronbach's α</i>	
History	5.32	1.58	0.90	3.30	1.75	0.72	0.00*
Familiarity [†]	5.42	1.82		1.62	1.29		0.00*
Meaningful to you [†]	4.77	1.93		2.69	1.66		0.00*
Meaningful to <insert recreation type> [†]	5.48	1.29		4.79	2.12		0.00*
Represents <insert recreation type> [†]	5.62	1.26		4.07	1.87		0.00*
Symbol	5.60	1.44	0.86	1.93	3.82	0.78	0.00*
Familiarity [†]	5.67	1.62		3.18	2.13		0.00*
Meaningful to you [†]	4.91	1.84		2.47	1.71		0.00*
Meaningful to <insert recreation type> [†]	5.85	1.14		5.03	1.95		0.00*
Represents <insert recreation type> [†]	5.99	1.13		4.60	1.93		0.00*
Hero	5.44	1.53	0.89	2.85	1.56	0.69	0.00*
Familiarity [†]	5.33	1.75		1.31	0.86		0.00*
Meaningful to you [†]	4.72	1.99		1.45	1.06		0.00*
Meaningful to <insert recreation type> [†]	5.80	1.22		4.27	2.22		0.00*
Represents <insert recreation type> [†]	5.91	1.15		4.27	2.13		0.00*
Phrase	4.55	1.66	0.89	5.71	1.75	0.83	0.00*
Familiarity [†]	4.70	1.69		6.10	1.68		0.00*
Meaningful to you [†]	4.04	1.78		5.09	1.93		0.00*
Meaningful to <insert recreation type> [†]	4.67	1.58		6.16	1.52		0.00*
Represents <insert recreation type> [†]	4.79	1.60		5.49	1.88		0.00*
Location	6.20	1.24	0.89	3.89	2.02	0.79	0.00*
Familiarity [†]	6.29	1.25		3.06	2.14		0.00*
Meaningful to you [†]	5.79	1.66		2.90	2.02		0.00*
Meaningful to <insert recreation type> [†]	6.33	1.03		4.78	2.06		0.00*
Represents <insert recreation type> [†]	6.40	1.00		4.80	1.86		0.00*

Note: * denotes significant value (critical value of 0.05)

[†] Responses based on 1-7 scale. 1- Not at all, 7 - Extremely

Table 3.2

Comparison of Communication Scales

<u>Item</u>	<i>Featherbowling</i>			<i>Bowling</i>			<i>t test</i>
	<i>M</i>	<i>SD</i>	<i>Cronbach's α</i>	<i>M</i>	<i>SD</i>	<i>Cronbach's α</i>	
Magazine	0.97	1.30	0.92	1.87	1.83	0.85	0.00*
Frequency of use [†]	1.15	0.41		1.38	0.93		0.00*
Quality is good ^{††}	0.95	1.63		2.06	2.22		0.00*
Useful ^{††}	0.94	1.60		2.04	2.20		0.00*
Important to me as a <insert recreation type> ^{††}	0.91	1.56		2.01	2.17		0.00*
Websites	1.53	1.86	0.93	2.22	2.53	0.90	0.00*
Frequency of use [†]	1.56	1.23		2.04	1.55		0.00*
Quality is good ^{††}	1.58	2.15		2.75	2.52		0.00*
Useful ^{††}	1.60	2.16		2.72	2.50		0.00*
Important to me as a <insert recreation type> ^{††}	1.38	1.92		2.61	2.32		0.00*
Multi-media	1.47	1.70	0.93	2.71	2.14	0.90	0.00*
Frequency of use [†]	1.40	0.79		2.12	1.49		0.00*
Quality is good ^{††}	1.52	2.00		3.04	2.43		0.00*
Useful ^{††}	1.51	1.98		2.94	2.35		0.00*
Important to me as a <insert recreation type> ^{††}	1.44	1.95		2.74	2.29		0.00*
Online Forums	0.60	0.82	0.87	1.95	1.93	0.87	0.00*
Frequency of use [†]	1.04	0.32		1.67	1.12		0.00*
Quality is good ^{††}	0.46	0.99		2.01	2.18		0.00*
Useful ^{††}	0.46	0.99		2.04	2.22		0.00*
Important to me as a <insert recreation type> ^{††}	0.44	0.96		2.14	2.21		0.00*
Face-to-Face	4.28	2.41	0.97	4.27	2.06	0.93	0.95
Frequency of use [†]	4.05	2.27		3.35	1.84		0.00*
Quality is good ^{††}	4.37	2.46		4.49	2.16		0.65
Useful ^{††}	4.36	2.44		4.63	2.17		0.29
Important to me as a <insert recreation type> ^{††}	4.34	2.48		4.59	2.08		0.34
Location	4.56	2.28	0.95	1.84	4.71	0.86	0.45
Frequency of use [†]	4.30	2.22		3.69	2.02		0.01*
Quality is good ^{††}	4.69	2.27		5.18	1.71		0.03*
Useful ^{††}	4.68	2.26		5.16	1.74		0.04*
Important to me as a <insert recreation type> ^{††}	4.57	2.35		4.82	1.86		0.30

Note: * denotes significant value (critical value of $p < 0.05$)

[†] Responses based on 1-7 scale. 1- Never, 7 – All of the time

^{††} Responses based on 1-7 scale. 1- Strongly disagree, 7 – Strongly Agree. Not applicable category available and coded as 0.

Table 3.3

Comparison of Culture Scales

<u>Item</u>	<i>Featherbowling</i>			<i>Bowling</i>			<i>t test</i>
	<u>M</u>	<u>SD</u>	<u>Cronbach's α</u>	<u>M</u>	<u>SD</u>	<u>Cronbach's α</u>	
Short Schwartz's Value Survey [†]	4.51	1.37	0.66	5.27	1.36	0.85	0.00*
Power	3.44	1.57		4.57	1.43		0.00*
Achievement	4.27	1.29		5.71	1.37		0.00*
Hedonism	4.51	1.30		5.45	1.57		0.00*
Benevolence	4.67	1.31		5.94	1.31		0.00*
Conformity	4.30	1.41		5.36	1.54		0.00*
Security	4.25	1.40		5.35	1.19		0.00*
Self-direction	4.70	1.30		5.71	1.14		0.00*
Stimulation	4.89	1.37		5.21	1.22		0.03*
Tradition	5.11	1.33		4.94	1.52		0.28
Universalism	4.96	1.44		4.45	1.66		0.00*
Emotional Solidarity Scale ^{††}	5.24	1.21	0.94	4.79	1.18	0.86	0.00*
Economic Appreciation	4.92	1.29		4.12	1.26		0.00*
Trust of Behavior	5.01	1.10		5.01	1.12		0.98
Made Friends	5.31	1.10		5.75	0.94		0.00*
Feel Close	5.27	1.19		4.91	1.19		0.01*
Share Ideas	5.16	1.28		4.87	1.22		0.04*
Understand Others	5.18	1.25		4.83	1.25		0.01*
Fair Treatment	5.22	1.20		5.96	1.19		0.00*
Affection	5.03	1.30		4.13	1.33		0.00*
Identify with Others	5.26	1.21		4.50	1.14		0.00*
Pride	5.42	1.14		5.23	1.22		0.17
A Lot in Common	5.27	1.22		4.43	1.03		0.00*
Societal Benefit	5.41	1.31		4.13	1.19		0.00*
I Understand What it is Like	5.62	1.16		4.45	1.31		0.00*
Inclusion of Others in Self Scale ^{†††}	4.70	1.92		4.01	1.57		0.00*

Note: * denotes significant value (critical value of $p < 0.05$)

[†] Responses based on 1-7 scale. 1-Value is not important to principles, 7-Value is very important to principles, 0- Opposed to my principles.

^{††} Responses based on 1-7 scale. 1-Strongly Disagree, 7-Strongly Agree

^{†††} Responses based on 1-9 Venn Diagram scale. 1-individual and social world not touching at all, 9 – individual and social world overlapped

Of the three characteristics chosen for analysis, the scales and items representing culture were the least likely to suggest differences between a pure social world and individuals engaged in an activity. Similar to the discriminant analysis, the knowledge scales and their subsequent items had the greatest differences among the samples. Individuals were asked to rank their familiarity with a particular knowledge component of the social world as well as how meaningful it was to them, to their social world, and how much they felt it represented their social world. The components of knowledge include a historical fact, a unique symbol, a hero, location, and a phrase specific to each of these social worlds. In all the components of knowledge, the individuals in the social world of featherbowling found the items to be more familiar, more meaningful to them and the social world, and representational of the social world. In most cases the standard deviations for item responses for featherbowlers were smaller than they were for bowlers, suggesting higher amounts of agreement. This was especially reflected in the items that measured an individual's familiarity with particular aspects of knowledge and how meaningful these are to the individual.

The second characteristic with the most scales and items that had significant differences was the characteristic of shared communication channels. Communication performed well as a comparison between individuals in the social world of featherbowling and those involved in the activity of bowling. Four of the six scales were significantly different; location based communication and face to face communication were both not significantly different, though each had items that were significantly different between groups. Visually, for these particular scales and items to make sense,

individuals in the social world of featherbowling should agree upon the quality, importance, and usefulness of a particular type of communication channel. Furthermore, these responses should be supportive of the presence or lack of particular communication channels. For instance, featherbowlers do not have magazines or online forums in which to share communication. Responses for these items should be scored low. As one can see from Table 2, responses support this. Magazines, websites, multi-media, and online forums were all significantly less important to featherbowlers than those participating in bowling, largely because these communication channels do not exist. Furthermore, standard deviations were smaller for featherbowlers, suggesting more agreement on these items than the bowlers.

The third characteristic of culture produced mixed results. The composite means for all three scales used to measure culture were significantly different, and the vast majority of the items within those scales had significantly different group means. However, visually, the numbers did not support the concept behind a more cohesive social world than individuals loosely gathered around an activity.

The Short Schwartz Value Survey (SSVS) has been used to identify intersubjectivity amongst unique cultures by addressing the shared values of those cultures. Concerning this particular study, it is not necessarily the directionality of these numbers, but rather that individuals in the social world of featherbowling should have more agreement (smaller standard deviations) than those in the activity of bowling. As can be seen from Table 2, this was not always the case. At the scale level, the bowlers agreed more about their value system than did the featherbowlers, and the two groups

have significantly different value systems. However, by examining the item level, half of the items had smaller standard deviations. The *t*-tests suggest significant differences across all but one item (security) in the SSVS. While not as conclusive as expected, the SSVS did provide a scale to compare and contrast these two samples.

The Emotional Solidarity Scale has been used previously to address a shared feeling of togetherness between two different groups. Here, it is retested to assess that same feeling within an internal group. For this particular scale, responses should have means that suggest empathy towards others in the social world as well as small standard deviations that suggest agreement of this empathy. Conceptually, results for featherbowlers, therefore, should be on the higher end of the scale while responses for bowlers should be smaller, having a greater standard deviation, or both. Table 2 shows that at the scale level, the Emotional Solidarity Scale was significantly different and the mean score for featherbowlers was higher than that for the bowlers, suggesting the featherbowlers had more solidarity overall than the bowlers. Of the 13 items in the Emotional Solidarity Scale, 10 items for featherbowlers had higher means than their bowling counterparts, 9 of which were significantly different means. Standard deviations for bowlers suggested slightly more agreement on these items than responses for featherbowlers.

Conceptually, like the Emotional Solidarity Scale, the mean score for the Inclusion of Others in Self Scale (IOS) should show a stronger group affiliation for featherbowlers than bowlers. This is represented by a higher mean number where two of the circles in the sliding Venn Diagram are more overlapped. The question assessed how

much an individual felt that they were part of their social world. The results suggest that individuals in the social world of featherbowling felt as though they were more a part of the social world than individuals in the bowling sample, but agreement amongst the bowlers was slightly higher. Since IOS returned a significantly different mean score for the two samples and the directionality of those mean scores was correct, the results support the IOS scale's ability to compare and contrast social worlds.

Predicting group membership

After significant differences between groups were identified, a discriminant analysis was conducted to determine whether 14 variables – 13 composite variables from the items within the scales of (1) Short Shwartz Value Scale, (2) Emotional Solidarity Scale, (3-8) shared communication (i.e., magazine, websites, multimedia, forums, face-to-face, and location based), (9-13) shared knowledge (i.e., history, symbol, phrase, location, and hero), and (14) Inclusion of Other Scale item – could predict whether an individual was part of the sample gathered from the social world of featherbowling or an individual was part of the sample gathered from individuals engaging in the activity of bowling. The test of equality of group means suggested that all predicting variables show significant group differences with the exception of face-to-face communication and location based communication. The Box M test was significant ($p < .001$), suggesting that homogeneity of covariance cannot be assumed. While this may limit the interpretation of the results, readers should keep in mind that the Box M test is highly sensitive to non-normal distributions and therefore should be interpreted cautiously (Mertler & Vannatta, 2002). One function was generated and was significant, $\Lambda = .259$,

$\chi^2(5, N=344)=424.647, p < .001$, indicating that the function of predictors significantly differentiated between the social world of featherbowling and those participating in the activity of bowling. Membership in the social world of featherbowling or as an individual participating in bowling was found to account for 74.1% (effect size) of the function variance. Standardized function coefficients and correlation coefficients (see Table 3.5) revealed that the scales associated with knowledge (i.e., heroic, location, historical, linguistic knowledge) were most related with the discriminant function followed by the SSVS. Those most weakly associated with the discriminant function, or those least likely to predict group membership were face to face communication and location based communication. Original classification results revealed that 97.8% of those involved in the social world of featherbowling were correctly classified, while 91.5% of those participating in the activity of bowling were correctly classified. For the overall sample, 95% were correctly classified. The means of the discriminant functions are consistent with the results. The social world of featherbowling had a function mean (group centroid) of -1.476, while individuals who participate in the activity of bowling had a mean (group centroid) of 1.930.

With the exceptions of face-to-face communication channels and location-based communication channels, the results of this discriminate analysis suggest that the scales used have some predictive ability in determining whether an individual was a member of the social world of featherbowling or was an individual who participated in the activity of bowling. This is especially true for the knowledge scales, suggesting that of the three

characteristics, knowledge of a social world is the best predictor of whether an individual is a member to a social world or not.

Table 3.4

Correlation Coefficients and Standardized Function Coefficients

	Correlation Coefficients with Discriminant Function	Standardized Function Coefficients
Knowledge – Hero	-.548	-.589
Knowledge – Location	-.444	-.509
Knowledge – History	-.330	-.438
Short Shwartz Value Scale	.434	.282
Knowledge – Language	.430	.240
Comm. – Online forum	.252	.320
Comm. – Multimedia	.123	.209
Knowledge – Symbol	.023	-.384
Comm. – Website	.065	.158
Emotional Solidarity Scale	.066	-.152
Inclusion of Other Scale	.073	-.114
Comm. – Magazine	-.070	.178
Comm. – Location based	.162	.025
Comm. – Face to face	.070	-.001

Note: Featherbowling Group Centroid: -1.476
Bowling Group Centroid: 1.930

Discussion and Conclusion

The three characteristics chosen for this research were based on the original definition of social worlds set forth by Shibutani (1961). To reiterate, those characteristics are a shared culture, the effectiveness of shared communication channels, and a shared knowledge. The most supportive characteristic that would suggest significant differences between a social world and individuals engaged in an activity is the characteristic of shared knowledge. Shibutani’s definition of social worlds heavily focused on the effectiveness of shared communication channels, so it was surprising that

this characteristic was the second best. Culture as a measure of social worlds performed the weakest of the three characteristics.

Knowledge had the most cases of significant differences and was the best predictor of group membership. McDougall, Curry and Bruijn (1999) suggest that visual elements as a representation of a group's culture and affiliation often highlight strong bonds. This research further supports this notion. When one enters Cadieux Café's featherbowling lanes there are numerous symbols and images individuals are drawn to. Even those entering the social world for the first time are drawn to these elements. Furthermore, those heavily involved in the social world of featherbowling actively brought casual players into their social world by engaging them and sharing their history and culture with them. This is an important concept to consider when moving forward in this line of recreation-based social world research. If social world members wish to increase their numbers they can use these knowledge elements to educate others, making the outsiders feel they are more a part of the social world. Similarly, if they wish to keep their numbers lower and protect their social world status, they should keep this knowledge protected and sacred.

Communication performed well as a way to measure and compare social worlds, but was not the best performing of the three characteristics. However, it was not speculated prior to sampling that a social world like featherbowling, with limited to no formal communication channels, may appear similar to individuals just engaged in an activity who may not use any communication channels; therefore, each type of respondent may rank the importance and usage of communication channels as low. In

the case of featherbowling, individuals rely heavily on face-to-face communication and location-specific communication. When websites, magazines, multi-media, and online forum communication channels do exist, it is unlikely that someone just participating in an activity would engage substantially in these communication channels.

It is important here to address these characteristics further. First, concerning culture, particularly the assessment of intersubjectivity, the intent of this study was to provide empirical evidence that suggests individuals participating in the activity of bowling would not agree on their values as much as featherbowlers would. The usage of a value scale to measure intersubjectivity as a component of culture possibly captured deeper cultural themes amongst these individuals. Considering the samples were purposefully selected - one from Detroit and one from Clemson University - it is possible that these value systems are rooted in something else: a deeper culture associated with particular locations. Values, in this case, may have been established within the individual and preceded these individuals' involvement in their subsequent social worlds or activity. These values may have transcended this and other social structures and may have only been slightly modified to align more with other members of the social world as opposed to derived solely from within the social world (Hsieh, 2008). For example, it is possible that other students at Clemson may share the same cultural values as the individuals sampled in the bowling class, but not other bowlers. The social world of bowling may not share such agreement on values as was reported in this sampling. Likewise, the citizens of Detroit may share similar values as featherbowlers. Since featherbowling only occurs

in Detroit, it is possible to generalize these values to featherbowlers. Further sampling would be necessary to investigate this measurement issue.

Similarly, the Emotional Solidarity Scale has only been used concerning individuals' (outsider) feelings towards a group to which they do not belong. In particular, it addressed a host's attitude toward tourists visiting their community and how much they empathized with those tourists (Woosnam, 2008). Like the values issue stated above, it is possible that since these items were asked about an individual's attitude towards others within the group, Clemson students may have ascribed their attitudes towards others in their class (i.e., other Clemson Students rather than other bowlers), which may have resulted in higher mean scores and smaller standard deviations, which were not predicted prior to the study. Furthermore, the items in the Emotional Solidarity Scale might be construed as positively worded, which, when used for an internal group, may create an end loading in the responses. This means that a response of 4 is neutral. Selecting a response of 5, 6, or 7 positively relates an individual to their social world, while selecting 1, 2, or 3 negatively relates that individual to their social world. An individual may be unwilling to suggest that they do not like others in their social world. The concept in this study suggests that featherbowlers would agree and empathize with other featherbowlers more than those engaged in an activity is only marginally supported. It is possible that Clemson students ascribed these positive attitudes to their peers (other Clemson students) as opposed to other bowlers in general, despite being instructed to do so.

One purpose of this study was to reexamine the terminology and usage of the social world vernacular. The case is made here that the original definition of social worlds has been misconstrued over the years, allowing researchers to misrepresent findings and apply them to a social entity that may or may not be a social world. We contend that social worlds should not be limited by geographical regions as many studies have done when they sample, but rather be considered and sampled on their communication channels. Furthermore, this research is designed to give readers an alternative way to measure and compare social worlds. Rather than a focus on size of membership or spending power, this study suggests that different social worlds will have different amounts of internal strength based on their levels of agreement. These levels of agreement revolve around three major, measureable characteristics discussed in the original literature, which are the characteristics of culture, communication, and a shared knowledge.

This paper is also intended to open the discussion about the origin of a social world compared to a group who just may participate in an activity. The scales provided suggest alternative ways of comparing and contrasting social worlds. This study also identified which of those scales are the best predictors of social world involvement. Regardless, it is also the intent of this paper to provide readers with literature and a methodology that encourages thoughtful, yet critical, discussion about past and current usage of a social phenomenon (social worlds) that is used throughout the leisure field. Future research concerning social worlds should address larger, more geographically dispersed social worlds by sampling via their communication channels. It is likely that,

according to the original definition, sampling by a communication channel is the only valid way to sample the social world as opposed to a more geographical subworld. It may also be important to sample subworlds within a social world to assess if there are any similarities or differences between a geographically specific subworld and the larger overarching social world. It may also be necessary, considering the results of the items, that a scale be developed originating within the social world literature. Finally, qualitative data would add more depth and understanding to these findings. Anecdotally, it was quite clear during data collection that featherbowlers were culturally very different individuals than bowling students at Clemson University despite their responses in this survey. Future research in any of these directions would be beneficial for the leisure sciences as well as to better understand the phenomenon of the social world.

References

- Agnew, C., Van Lange, P., Rusbult, C., & Langston, C. (1998). Cognitive interdependence: Commitment and the mental representation of close relationships. *Journal of Personality and Social Psychology, 74*, 939-954.
- Agnew, C., Loving, T., Le, B., & Goodfriend, W. (2004) Thinking close: Measuring relational closeness as perceived self-other inclusion. In D. Mashek & A. Aron (eds.), *Handbook of Closeness and Intimacy* (pp.103-115). Mahwah, NJ: Lawrence Erlbaum Associates.
- Aron, A., Aron, E., & Smollan, D. (1992). Inclusion of other in the self scale and the structure of interpersonal closeness. *Journal of Personality and Social Psychology, 63*, 596-612.
- Aron, A., Aron, E., Tudor, M., & Nelson, G. (1991). Close relationships as including other in the self. *Journal of Personality and Social Psychology, 60*, 241-253.
- Ajiboye, O. (2012). Social phenomenology of Alfred Schutz and the development of African Sociology. *British Journal of Arts and Social Sciences, 4*(1), 12-25.
- Ben-Ner, A., McCall, B., Stephane, M. & Wang, H. (2009). Identity and in-group and out-group differentiation in work and giving behaviors: Experimental evidence. *Journal of Economic Behavior and Organization, 72*, 153-170.
- Bicchieri, Cristina and Muldoon, Ryan, "Social Norms", *The Stanford Encyclopedia of Philosophy* (Spring 2014 Edition), Edward N. Zalta (ed.), Retrieved from: <http://plato.stanford.edu/archives/spr2014/entries/social-norms/>.

- Bryan, H. (1977). Leisure value systems and recreational specialization: The case of trout fishermen. *Journal of Leisure Research*, 9(3), 174-187.
- Campbell, J. (2006). Media richness, communication apprehension and participation in group videoconferencing. *Journal of Information, Information Technology, and Organizations*. 1,88-96.
- Clarke, A. (1997). A Social Worlds Research Adventure. In A. Strauss & J. Corbin (Eds.), *Grounded Theory in Practice* (pp.63-94). Thousand Oaks, CA: Sage Publications.
- Clarke, A.(2005). *Situational Analysis: Grounded Theory After the Postmodern Turn*. Thousand Oaks, CA: Sage Publications.
- Ditton, R., Loomis, D. & Choi, S (1992). Recreation specialization: Re-conceptualization from a social worlds perspective. *Journal of Leisure Research*, 24(1), 33-51.
- Doll, W. J., Raghunathan, T. S., Lim, J. S., & Gupta, Y. P. (1995). Research Report - A Confirmatory Factor Analysis of the User Information Satisfaction Instrument. *Information Systems Research*, 6(2), 177-188.
- Doll, W. J., Xia, W., & Torkzadeh, G. (1994). A confirmatory factor analysis of the end-user computing satisfaction instrument. *Mis Quarterly*, 453-461.
- Durkheim, E. (1995[1915]). *The elementary forms of the religious life*. New York, NY: Free Press.
- Eckel, C. & Grossman, P. (2005). Managing diversity by creating team identity. *Journal of Economic Behavior and organization*, 58, 371-392.

- Ferrell, S., Mata-Hartshorn, K., Norman, J. & Olges, D.(n.d.) *Schwartz value survey summary*. Unpublished summary.
- Fürst, H. (2010). *Doing Internet Dating: In the Search for the Future Someone*. Unpublished Master's Thesis, Stockholm University; Stockholm, Sweden.
- Grenon, V., Larose, F., & Costa, G. (2012, March). Impact of indirect observation on the development of perceived usefulness of technologies for teaching by students in preservice teacher education at the University of Sherbrooke. In *Society for Information Technology & Teacher Education International Conference* Vol. 2012, 1, 4232-4235.
- Hansel and Associates, Inc. (2014). Overview of the bowling industry. Retrieved from <http://www.sandyhansell.com>.
- Hsieh, N., "Incommensurable Values", *The Stanford Encyclopedia of Philosophy* (Fall 2008 Edition), Edward N. Zalta (ed.), Retried from <http://plato.stanford.edu/archives/fall2008/entries/value-incommensurable/>
- Hofer, J., Chasiotis, A. & Campus, D. (2006). Congruence between social values and implicit motives: Effects on life satisfaction across three cultures. *European Journal of Personality*, 20, 305-324.
- Kroeber, A. & Parsons, T. (1958). The concepts of culture and social system. *American Sociological Review*, 23, 582-583.
- Li, H. (2002). Culture, gender and self-close-other(s) connectedness in Canadian and Chinese samples. *European Journal of Social Psychology*, 20, 259-284.

- Li, H., Zhang, Z., Bhatt, G., & Yum, Y. (2006). Rethinking culture and selfconstrual: China as a middle land. *The Journal of Social Psychology, 146*, 591–610.
- Lindeman, M. & Verkasalo, M. (2010) Measuring values with the Short Schwartz's Value Survey. *Journal of Personality Assessment, 85*(2), 170-178.
- McDougall, S. J., Curry, M. B., & de Bruijn, O. (1999). Measuring symbol and icon characteristics: Norms for concreteness, complexity, meaningfulness, familiarity, and semantic distance for 239 symbols. *Behavior Research Methods, Instruments, & Computers, 31*(3), 487-519.
- Mertler, C. A., & Vannatta, R. A. (2002). Advanced and multivariate statistical methods. *Los Angeles, CA: Pyrczak.*
- Rokeach, M. (1979). *The nature of human values*. New York, NY: Free Press.
- Schienstock, G. (2012). Conflict and consensus formation in knowledge communities. *Science, Technology & Innovation Studies, 8*(1), 15-36.
- Schutz, A. (1969). *The Phenomenology of the Social World*. Evanston, IL: Northwestern University Press.
- Schutz, A. (1970). *On Phenomenology and Social Relations: Selected Writings*. Chicago, IL: University of Chicago Press.
- Schutz, A., & Luckmann, T. (1973). *The Structures of the Life-World*. (N. U. Press, Ed.). Evanston, IL.
- Schwartz, S. (1992). Universals in the content and structure of values: Theoretical advances and empirical tests in 20 countries. In M.P. Zanna (ed.), *Advances in experimental social psychology* (Vol. 25, pp. 1-65). New York: Academic Press.

- Schwartz, S. (1994). Are there universal aspects in the structure and contents of human values? *Journal of Social Issues*, 30(4), 19-45.
- Schwartz, S. & Bardi, A. (2001). Value hierarchies across cultures: Taking a similarities perspective. *Journal of Cross-Cultural Psychology*, 32, 268-290.
- Seumas, M. (2012) Social Institutions, *The Stanford Encyclopedia of Philosophy*, Edward N. Zalta (ed.), retrieved from:
<http://plato.stanford.edu/archives/fall2012/entries/social-institutions/>.
- Shibutani, T. (1955). Reference groups as perspectives. *American Journal of Sociology*, 60, 562-569.
- Shibutani, T. (1961). *Society and personality*. Englewood Cliffs, NJ: Prentice-Hall.
- Shibutani, T. (1962). Reference groups and social control. In Arnold Rose (ed.), *Human Behavior and Social processes*, pp. 129-145. Boston: Houghton Mifflin.
- Stebbins, R.A. (1992). *Amateurs, professionals, and serious leisure*. Montreal, QC & Kingston, ON: McGill-Queen's University Press.
- Stebbins, R. A. (1993). Social world, life-style, and serious leisure: Toward a mesostructural analysis. *World Leisure & Recreation*, 35(1), 23-26.
- Stebbins, R. A. (2001). New directions in the theory and research of serious leisure. *Mellen Studies in Sociology*, 28. Lewiston, NY: Edwin Mellen.
- Stebbins, R. A. (2004). Pleasurable aerobic activity: a type of casual leisure with salubrious implications. *World Leisure Journal*, 46(4), 55-58.
- Stevens, J. (1992). *Applied multivariate statistics for the social sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.

- Strauss, A. (1978). A social world perspective. *Studies in Symbolic Interaction, 1*, 119-28.
- Strauss, A. (1982). Social Worlds and legitimation processes. *Studies in Symbolic Interaction, 4*, 171-90.
- Triandis, H. (1995). *Individualism and collectivism*. Boulder, CO: Westview.
- Uleman, J., Rhee, E., Bardoliwalla, N., Semin, G., & Toyama, M. (2000). The relational self: Closeness to ingroups depends on who they are, culture, and the type of closeness. *Asian Journal of Social Psychology, 3*, 1-17.
- Verkasalo, M., Lonnqvist, J., Lipsanen, J. & Helkama, K. (2009). European norms and equations for a two dimensional presentation of values as measured with Schwartz's 21-item portrait values questionnaire. *European Journal of Social Psychology, 39*, 780-792.
- Wan, C., Chiu, C., Peng, S., & Tam, K. (2007). Measuring cultures through intersubjective cultural norms: Implications for predicting relative identification with two or more cultures. *Journal of Cross-Cultural Psychology, 38*(2), 213-226.
- Woosnam, K. (2010a). "2009 Galveston County Visitor Study results." Project report for Galveston Island Convention and Visitors Bureau (Galveston Island, Texas). College station, Texas: Texas A&M University, Department of Recreation, Park & Tourism Sciences, 42 pp.
- Woosnam, K. (2010b). The inclusion of other in the self (IOS) scale. *Annals of Tourism Research, 37*(3), 857-860.

- Woosnam, K. & Norman, W. (2010). Measuring residents' emotional solidarity with tourists: Scale development of Durkheim's theoretical constructs. *Journal of Travel Research*, 49(3), 365-80.
- Woosnam, K. (2008). *Identifying with Tourists: Examining the Emotional Solidarity Residents of Beaufort County, South Carolina have with Tourists in Their Community*. Unpublished doctoral dissertation, Clemson University, Parks Recreation and Tourism Management Department, Clemson, SC.
- Zmud, R. (1979). Individual differences and MIS success: A review of the empirical literature. *Management Science*, 25, 966-979.
- Zmud, R. (1978) An empirical investigation of the dimensionality of the concept of information. *Decision Sciences*, 9(2), 187-195.

CHAPTER FOUR

RE-CONCEPTUALIZING RECREATION-BASED SOCIAL WORLDS: COMPARING VARIOUS TYPES OF SOCIAL WORLDS ON THEIR DEFINING CHARACTERISTICS.

Matthew D. Hughes¹, Jeffrey C. Hallo¹ & William C. Norman¹

¹ Clemson University

Reprints or inquires may be addressed to the following:

Matthew D. Hughes

276 Lehotsky Hall

128 McGinty Ct.

Clemson University

Clemson, SC

29630

Abstract

Social worlds are a unique type of human organization that allows individuals within society a place to share ideas and communicate knowledge and culture about a certain topic. This provides a reference point for individuals to define their lives. In recreation and leisure, social worlds provide a way to communicate advancements in technology, new locations, and various other aspects that relate to a given activity. This research aims to add clarity to the social world terminology by investigating the original definition of social worlds and the literature arc that has led to its use within the recreation and leisure field. To do this, previously used measures were employed to measure the defining social world characteristics of shared culture, shared communication channels, and shared knowledge across four different groups: the three social worlds of featherbowling, surfing and Humans vs. Zombies, and the recreation activity of bowling. The measurement tools were reduced by using Exploratory Factor Analysis to create a more parsimonious model with fewer variables for interpretations. The new variables were used to compare the four groups to determine social world strength. The research concludes by presenting the Social World Strength Profile, a visual representation of a social world's strength.

Introduction

Social worlds are an important part of how individuals define and redefine their lives (Shibutani, 1961; Clark, 1997). In respect to the field of leisure and recreation, individuals utilize these social worlds to frame their leisure and recreation experiences (Stebbins, 2001), and they offer a place to share ideas and concepts, as well as locations of recreation activities, new products and trends. However, Hughes, Hallo, and Norman (2015) suggest that the usage of the term social worlds in many studies appears to be an afterthought in describing a study sample or population. Their argument suggests that by misusing the social world terminology, previous research does a disservice to the concept of social worlds and the recreation groups being assessed.

Shibutani (1961) originally defined social worlds as “a culture area, the boundaries of which are set neither by territory nor formal group membership, but rather by the limits of effective communication” (p. 161). In many cases, researchers have focused on individuals participating in recreation at certain locations, making them geographically specific subworlds of that larger social world (Hughes et al., 2015). These subworlds are an altered cultural area, developed from specialized concerns and interests within the larger social world of common activities, which act to differentiate some members of the world from others (Kling & Gerson, 1978). Individuals in that subworld may act differently in comparison to the larger social world. Examples of this include the social worlds of anglers (Ditton, Loomis, & Choi, 1992), trail hikers (MacLennan & Moore, 2011), white water kayakers (Whiting & Pawelko, 2010), surfers and mountaineers (Devall, 1973), as well as many others. In all of these cases,

researchers used the social world vernacular but applied it to geographically-specific subworlds. This is important because it leads individuals to assume that results found in the samples of these subworlds are applicable to the entire social world when it may or may not be the case. This causes confusion and limits the ability to use the social world vernacular. Improper use also provides the opportunity for misinterpretation and misleading conclusions about social worlds.

Social worlds offer a way for multiple scientific disciplines to communicate with one another. As these disciplines explore social worlds, different uses and understandings tend to emerge (Clarke, 1997). There is a need to reexamine the original definition of social worlds to identify if anything exists that is common throughout social worlds to assist in that communication. There are three major characteristics of social worlds set forth by Shibutani (1961) in the original definition. These defining characteristics included shared culture, shared communication channels, and shared knowledge. This created a conceptual model of social worlds that Hughes et al. (2015) applied to two different populations. One population represented a pure social world in which individuals are heavily connected and related to the overall social world. This was represented by the geographically-isolated *social world* of featherbowling. The other group was comprised of individuals participating in the recreation *activity* of bowling and was chosen to represent individuals not heavily involved in the social world, its culture, or communication channels, and having limited knowledge of the social world. These two populations were sampled to distinguish between a recreation-based social world, featherbowling, and individuals simply involved in recreation, the activity of bowling.

However, the broad applicability of this work and its methods to other social worlds was uncertain.

This study further tests the validity and reliability of the conceptual and methodological principles that were previously identified in Hughes et al. (2015). While a pure social world and individuals purely engaged in a recreation activity have been identified and compared using measures that capture a social world's defining characteristics of shared culture, shared communication channels, and shared knowledge, it begs the question, "How do these characteristics and the tools used to measure them operationalize in more typical social worlds?" What happens when a social world has vast geographical dispersion, subworlds, many types of communication, and other societal variables affecting its structure? Therefore, the purpose of this research is to answer the questions: Do the characteristics of social worlds – shared culture, shared communication channels, and shared knowledge – exist in larger, more dispersed social worlds? Can dimension reduction provide a more parsimonious conceptual model with fewer measurement items and scales? Finally, do the characteristics provide an opportunity to compare and measure social worlds to determine if there are significant differences between social worlds and individuals participating in recreation activity? To address these research questions, this study applies the same conceptual model and methodology used in Hughes et al. (2015), but uses two larger, more dispersed social worlds. The social worlds of surfing and of Humans vs. Zombies (HvZ) are included in this study.

Literature Review

Two main schools of thought exist when it comes to the categorization of social worlds in the literature: the first follows the line of work of Shibutani (1961) and the second, the work of Gerson (1983) and Kling and Gerson (1977, 1978). Shibutani (1961) suggests that there are three categories of social worlds. The first of these are the social worlds of subcommunities that have complex systems of stratifications, many of which are groups marginalized either geographically, racially, or by other means. These subcommunity social worlds may identify themselves as being alike by common ancestry and develop a particular value system. Thieves, prostitutes, gypsies, and cultural enclaves are all examples of subcommunities that exist in society (Shibutani, 1955). The second type of social world is that of voluntary associations which include organized labor, religious denominations, and professions (Shibutani, 1961). Individuals ascribe themselves to these social worlds as one facet of their identity. Finally, Shibutani (1961) categorizes individuals who organize themselves around special interests as a particular type of social world. For example, the worlds of ice hockey, stamp collecting, surfing, and video game playing are all special-interest social worlds.

Gerson (1983) offers another categorical perspective. These categories include the production social world, communal social world, and social movement social world (Gerson, 1983; Kling & Gerson, 1977, 1978). Each of these, like Shibutani's categorical scheme, has at its center an area of interest. Production social worlds are focused on producing something. Academia, for instance, is a production social world focused on producing knowledge. Communal social worlds are focused around communities of

people with shared goals and interests and are the most relatable to Shibutani's special interest social worlds. Recreation-based social worlds would fall under Gerson's communal category (1983). The social movement social world exists with a purpose to alter aspects of the society in which it exists. The freedom to bear arms movement and the birth control movement are examples of this type of social world. Moving forward within this study, any mention of social worlds will use Shibutani's (1961) definition of social worlds. The recreation and leisure literature has adopted the use of Shibutani's (1961) definition through the work of Unruh (1979, 1980) and Strauss (1978), and, therefore, it is the one used here to frame special-interest-recreation-based social worlds.

There are a few concepts that have consistently remained constant as part of the social world literature. Individuals can participate and thus be identified by a number of social worlds at the same time (Unruh, 1979, 1980). Individuals can freely move in and out of a majority of these social worlds with the exception of subcommunities (Shibutani, 1961). Each social world, regardless of category, has at its center one primary activity for which all the communication channels provide support (Strauss, 1978). These social worlds also have particular sites where the activities occur, as well as specialized technology (Strauss, 1978) that, while it may not be unique to the social world, is uniquely used by the social world. At their origin, social worlds may appear chaotic, but over time will likely develop organizations. These organizations may create competitions or rules to govern advanced participation within the social world.

Social worlds are amorphous entities. The larger the social world, the more likely that stratification, subdivisions and subworlds will form (Clarke, 1997). Furthermore,

two or more social worlds may intersect creating subworlds, or social worlds may segment and experience structural change due to disagreements, compromises, or irrelevancy (Clarke, 1997; Strauss, 1982).

Unruh further develops the conceptual notions about personal involvement within social worlds. Unruh (1980) suggests that there are four aspects of social world involvement:

- Voluntary Involvement – Entry and departure is relatively free, accessible, and frequently unnoticed, except maybe by an individual's peers within that social world.
- Partial Involvement – One individual is not likely to know all aspects of a social world, especially the interests of subsequent subworlds.
- Multiple Identifications – Participants can be involved in multiple social worlds. Individuals are defined by the varying degrees in which they participate in these multiple worlds. For example, surfers may be part of the skateboarding social world though participate in the activity very little.
- Mediated Interaction – Communication relies more heavily on mediated means like radio, television, magazines, or internet. The larger the social world, the more means of communication and the more mediated it is.

Leisure, Recreation, and Social Worlds

There are two main concepts in the field of leisure and recreation that have utilized social world vernacular more than any others: recreation specialization (Bryan, 1977) and serious leisure (Stebbins, 1992). Those familiar with either one of these

concepts have likely seen the term *social worlds* used periodically throughout the research to describe populations or samples.

Recreation specialization is a tool used to describe diversity around certain types of outdoor activities. Specialization is conceptualized as a continuum of behavior from the general to the particular reflected by equipment, setting, and site preferences, as well as skills used in the activity (Bryan, 1977). There are many examples of recreation specialization being used in conjunction with the social world literature including: anglers (Salz & Loomis, 2005; Salz, Loomis, & Finn, 2010), birders (Lee & Scott, 2004; McFarlane, 2004; Scott, Ditton, Stroll, & Eubanks, 2005), contract bridge players (Scott & Godbey, 1994), hunters (Miller & Graefe, 2000), rock climbers (Bogardus, 2011), scuba divers (Thapa, Graefe, & Meyer, 2006), and white water kayakers (Lee, Graefe, & Li, 2007; Whiting, Pawelko, Green, & Larson, 2011). These studies oftentimes sample from a geographical area, thus limiting their ability to conceptually capture the entire social world, and instead capture a geographically-based subworld. This adds to the confusion and potential for misinterpretation of the results as mentioned previously.

The second concept, serious leisure, also utilizes social world terminology to describe samples and populations throughout studies. Serious leisure is a concept constructed by Stebbins (1992) that suggests that “individuals systematically pursue activity that is highly substantial, interesting, and fulfilling and where, in the typical case, participants find a career in acquiring and expressing a combination of its special skills, knowledge, and experience” (p. 3). Once again, there are many examples of literature that focus on serious leisure in which social worlds are a component, including the social

worlds of: dog sports (Gillespie, Leffler, & Lerner, 2002), swimming (Hastings, Kurth, Schloder, & Cyr, 1995), museum volunteers (Orr, 2006), and other numerous examples used by Stebbins (1992, 1993, 2001, 2004, 2007) in his work on serious leisure.

The two concepts of recreation specialization and serious leisure are far more complex than described here and are a line of research in their own right. It should also be noted that these two concepts are not independent of one another. However, what is important here is that both concepts, which are strongly rooted in the recreation and leisure literature, are highly influenced by the existence of recreation-based social worlds.

Characteristics of Social Worlds

The overwhelming majority of the studies mentioned as examples of both recreation specialization and serious leisure have at their focal point the concepts which they intend to study, rather than the concept of the social world (Scott, 2012). The leisure discipline's usage of social worlds to date has largely been secondary (and perhaps erroneous) in pursuit of deeper knowledge of either the concept of focus or a better understanding of an activity or site usage. This has seemingly added quite a bit of breadth to the social world literature. There are numerous peer-reviewed journal articles that exist in the leisure discipline that mention or utilize social world concepts to better understand a phenomenon. However, this shallow usage has limited the depth to which the leisure discipline understands social worlds (Clarke, 1997; Hughes et al., 2015). This has left a large gap in the literature that needs to be filled to assist in understanding the phenomenon of recreation-based social worlds.

To aid in better understanding recreation-based social worlds as a phenomenon, it is necessary to return to the original definition of social worlds created by Shibutani (1961). This provides an opportunity to focus on the key characteristics of social worlds as opposed to various other aspects that may have diluted the meaning of social worlds over time. Three overarching characteristics of social worlds exist regardless of size or dispersion. These characteristics are: a shared culture, shared communication channels, and shared knowledge. We expand upon these characteristics below.

Shared culture.

Shibutani (1961) makes the following remarks regarding culture in social worlds: “Since shared perspectives are products of communication, each channel gives rise to a distinctive culture...Each social world then is a cultural area, the boundaries of which are set neither by territory nor formal group membership” (p. 133). Since each social world is likely to create a cultural area, it is important to measure and grasp it as a major characteristic of a social world. Considering the complexity of culture, three components of shared culture have been identified for inclusion in this study. They are: intersubjectivity, emotional solidarity, and in-group/out-group identification.

Intersubjectivity describes the phenomenon of varying degrees of understanding between individuals and groups of individuals with shared experiences (Schutz, 1969, 1970; Schutz & Luckmann, 1973). Schutz suggests that intersubjectivity emerges as the shared consciousness between two or more individuals. Through this intersubjectivity, varying degrees of understanding one’s culture emerge. This is not simply a measurement of person to person connections, but rather the bond of a group that acts as

a cohesive element bringing them together and helping individuals understand their world and the worlds of others (Ajiboye, 2012). Intersubjectivity allows for the creation and revision of the world through the collaboration of individuals within social worlds. Higher degrees of intersubjectivity produce a richer culture for a social world (Wan, Chiu, Peng, & Tam, 2007). One way to measure culture and intersubjectivity is through measurement of values within that particular culture. Cultures have unique value systems that are reflected in varying degrees of intersubjectivity (Kroeber & Parson, 1958; Triandis, 1995). Since social worlds are identified by the individuals within them, and the individuals themselves are shaped by the social world, personal value systems should reflect varying degrees of intersubjectivity.

While not explicitly stated in *The Elementary Forms of the Religious Life*, emotional solidarity was first conceptualized by Durkheim (1995 [1915]) as a derivation of mechanical solidarity conceptualized in his earlier work. Emotional solidarity has also been described as how well individuals bind together and create a sense of “we togetherness” (Jacobs & Allen, 2005). This suggests that emotional solidarity is a measure of inclusion and cohesion (Wilson, 2006). Most mentions of emotional solidarity are found in broader social science fields, but it was recently applied to the discipline of travel and tourism by Woosnam (2008, 2010a) and Woosnam and Norman (2010).

The third and final aspect of culture is the perception that insiders have compared to outsiders of that social world. Tied with the two previous measurements, this is one last crucial piece to understanding the culture of a social world. Shibutani (1961) says

the following about insider/outsider relationships: “outsiders are not likely to understand why the person undergoes such sacrifices to succeed in something that they regard as quite trivial or even senseless” (p. 133). Shibutani (1961) suggests “They [members of the social world] expect from one another considerations that they do not impute to outsiders, and they are also acutely aware of the special claims that others within the circle have upon them” (p. 133).

Individuals are able to identify others within their group, in this case the social world. This enables group identification to be enhanced, allowing in-group favoritism against out-group members to be activated as well as behavior contrary to self-interest in favor of group-interest (Bicchieri & Muldoon, 2011). This in-group identification allows for conformity around group norms and through self-categorization as an in-group member (Ben-Ner, McCall, Stephane, & Wang, 2009). In-group membership is also attributed to how individuals identify themselves as part of the social world as Shibutani (1961) suggests. This identification can often be a source of positive and desirable outcomes such as warm feelings, amity, and affiliation; constructive and cooperative behavior in the context of social, ethnic, and religious organizations; as well as desirable diversity and variety (Eckel & Grossman, 2005).

Shared communication channels.

Shibutani (1961) suggests that communication channels are a critical component to developing and maintaining a social world. Shibutani (1961) states that, “Those who participate in the same communication channels develop a common outlook,” and that “Shared perspectives are products of communication channels” (p. 133). Shibutani

(1961) also asserts that social worlds are bounded by the limits of effective communication. It should be noted here that communication channels and usage are determined by retrieval and use of information from different sources. An individual participating in an activity of a social world does not necessarily mean that this individual is part of that social world. For instance, an individual who is engaged in the activity of surfing may simply go to the beach, avoid other surfers, surf, and then leave the area engaging few others in communication about surfing. They may not be interested in reading surfing magazines or getting updates on surfing forums, they simply are engaged in the activity. However, if that individual engages in receiving information from the communication channels of a social world, they have then entered that social world, albeit briefly, and have potentially altered their understanding of the activity regardless of participation in that activity. For example, a surfer who must relocate to an area that is not conducive to surfing may not be considered an active surfer, but if he or she is engaging in the communication channels, he or she is active in the social world.

Shared knowledge.

The final defining characteristic included in this study is shared knowledge. Shibutani (1961) suggests that all members of a social world are familiar with key elements of that social world. This is not so much to say that outsiders are not aware of these elements or cannot become aware of them, but it is essential for individuals within the social world to be cognizant of its key elements and their importance to those affiliated with the social world. The five components to knowledge of a social world are history, heroes, language, locations, and symbols. These components of social worlds

may seem quite trivial or senseless to outsiders of the social world, but awareness and comprehension of these elements within the social world can make an individual highly esteemed (Shibutani, 1961). Furthermore, knowledge is one of the most common forms of interrogation to determine just how much someone else knows about a social world to determine the degree of sincerity and interest of that social world (Clarke, 1997). Phrases like, “do you know...” or “have you been to...” or “have you seen” are all common questions in an initial conversation concerning involvement in social worlds.

Methods

The following is a description of the measures identified and used to capture the three defining characteristics of social worlds mentioned above.

Culture

Culture can be a challenging characteristic to capture using objective measures; therefore, it is important to use multiple constructs in this study to triangulate that complexity. Three concepts of culture were included in this study and three scales were identified to capture these concepts.

The Short Schwartz Value Survey (SSVS) was used to capture intersubjectivity, the first component of culture mentioned earlier (Schwartz & Bardi, 2001). The SSVS is a shorter, 10-item version of the longer 57-item version of the Schwartz Value Survey that provides a broad comparison of culturally held value dimensions between different countries, groups, and social worlds. The SSVS represents 10 distinct values that are

created from theoretically universal components of human life. These 10 values are the following:

- Power – Importance is placed on social status, prestige, and the ability to control others. Power will be actively sought through dominance of others and control over resources.
- Achievement – Setting goals and accomplishing them determines worth. The greater the challenge, the greater the sense of achievement.
- Hedonism – Those who have this value seek to satisfy their own pleasure above all things and may, according to the views of others, sink into debauchery.
- Stimulation – Individuals value excitement, novelty, and challenge in life. Thrill-seeking can be a result of strong stimulation needs.
- Self-direction – Individuals enjoy being independent and outside of the control of others.
- Universalism – Individuals who value universalism promote peace and equality.
- Benevolence – Individuals take value from giving, seeking to help others, and providing general welfare.
- Tradition – People do things because they are customary.
- Conformity – This is characterized by those who value obedience to rules and structures.
- Security – This value is sought by those who seek security for health and safety.

The Schwartz Value Survey was created as an unbiased assessment of values and has been tested repeatedly in the social psychology literature (Ferrell, Mata-Hartshorn,

Norman, & Olges, 2009). It is a preferred measure of value systems as it has strong test and retest stability among repeated samples (Verkasalo, Lonnqvist, Lipsanen, & Helkama, 2009) and is highly adaptable across different populations (Hofer, Chasiotis, Campos, 2006). Also, Lindeman and Verkasalo (2005) found the SSVS was as reliable and as valid as the Schwartz Value Survey in measuring the 10 values mentioned above. The SSVS presents participants with the name of each value together with the value items as described above. Items are rated on a 7-point scale ranging from 1 (Not Important) to 7 (Very Important), with 4 (neither important nor unimportant) as the midpoint. A social world with significantly aligned values will display a great deal of intersubjectivity, thus representing a shared culture.

To capture the next component of culture, emotional solidarity, the researchers used the Emotional Solidarity Scale (ESS). The validity and reliability of the ESS has been tested in multiple tourism communities (Woosnam, 2012). The Emotional Solidarity Scale includes multiple items that predict social cohesion. A few examples of these items include:

- “I trust the behavior of other <insert social world>.”
- “I feel close to some <insert social world>.”
- “I understand other <insert social world>.”

This scale has been tested thoroughly across host communities and visiting tourists, yet it has potential application in broader social sciences. Each of the 13 items used in this study are represented on a 7-point scale ranging from 1 (Strongly Disagree)

to 7 (Strongly Agree). The scale is used in this research to identify emotional solidarity within a social world or measure the “we togetherness” of a social world.

Finally, in the culture characteristic of this study, is the evaluation of the in-group/out-group relationship. A tool that has been developed to examine in-group and out-group relationships is the Inclusion of Other in the Self Scale (IOS). This scale was originally developed by Aron, Aron, and Smollan (1992) to measure self-other inclusion and closeness to others and to a group. It is based on the assumption that close relationships help individuals identify membership to the in-group or out-group. This is represented by strong relationships within the in-group compared to more loosely organized relationships or non-existent relationships represented by the out-group (Agnew, Loving, Le, & Goodfriend, 2004; Aron, Aron, Tudor, & Nelson, 1991). The IOS is a single item that measures an individual’s closeness with other individuals or other social entities.

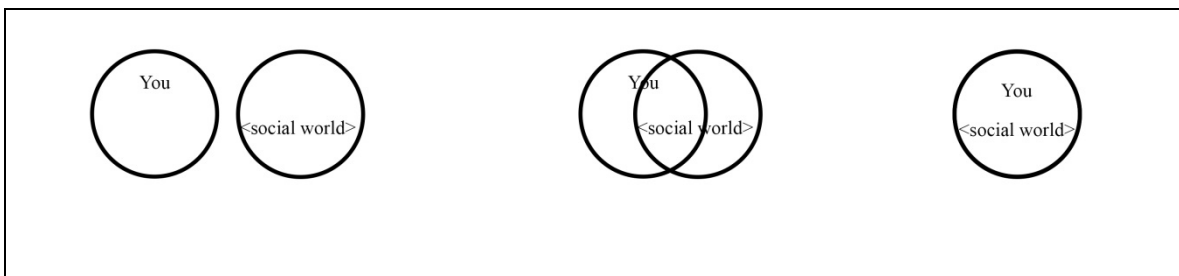


Figure 4.1: Representation of IOS Scale includes; left scale anchor (1) where circles do not touch, midpoint (5) where circles overlap 50%, and right scale anchor (9) where circles overlap 100%

The IOS scale is most commonly used to assess closeness of romantic relationships (Agnew, Van Lange, Rusbult, & Langston, 1998; Aron et al., 1992; Uleman, Rhee, Bardoliwalla, Semin, & Toyama, 2000), degree of closeness across various interpersonal relationships (Li, Zhang, Bhatt, & Yum, 2006), as well as residents and guests in the travel setting (Woosnam, 2010b). Like these previous examples, this research will utilize the IOS to address individuals' closeness to an alternative unit of measurement rather than another individual. Li's (2002) research examining an individual's perception of self to family members found that the scale was both sensitive and easy to use. Woosnam (2010b) concluded that the IOS scale was an appropriate tool to use to measure self with other entities.

Communication channels

The field of Management Information Systems has produced effective items to measure the usefulness and richness of communication channels of businesses (Zmud, 1979). It should be noted here that while there is a wealth of communications literature, the original definition focuses on the effectiveness and scope of those communication channels rather than what is being communicated. Therefore, it was important to identify a scale that measures usefulness and effectiveness.

Zmud (1978) suggests that there are several elements worth measuring for effective communication channels: frequency of use, quality of information, perceived usefulness/relevancy (combined into one item). Another study suggests that perceived importance to the individual as a member of an organization is also an indicator of the success of a communication channel (Grenon, Larose, & Costa, 2012). Current study

participants were asked to rate on a 7-point scale ranging from 1 (Never) to 7 (All the time) their frequency of use of six different communication channels. Participants were then asked three questions: the perceived quality of information within that communication channel, relevancy and usefulness, and importance to the individual as a member of the surfing social world for both formal and informal communication channels. All of these were rated on a 7-point scale ranging from 1 (Strongly Disagree) to 7 (Strongly Agree). This scale was modified from Zmud's (1978) items. For this research, formal communication channels were represented by magazines, popular websites, and multimedia. Informal communication channels were represented by location-based communication (e.g., the local surf shop), face-to-face communication with other individuals in the social world participants, and online forums. This produced six types of communication channels to be measured with the four sets of questions mentioned above per communication channel, resulting in 24 variables.

Knowledge

Iconic, representative items were selected to represent each dimension of knowledge (i.e., historical, symbolic, heroic, location, and language). To identify items to best represent these dimensions, individuals from within that social world were consulted and information was gathered from social world communication websites to select items that were similar in meaning to each social world. Historical questions focused on the origins of each of the types of recreation activity. Heroes were based largely on individuals who competed and won multiple championships in the social world making them public figures. Language items for both samples were based on scoring

terms. The location items focused on where each activity had its most popular championship and a unique symbol was chosen for each sample group. Following the procedures for symbolic identification set forth by McDougall, Curry, and Bruijn (1999), participants were asked to identify their familiarity with the item, as well as the meaningfulness of that item to the individual and to the social world, and its semantic distance (how much the item portrays the culture of the social world) on 7-point scale ranging from 1 (Not at All) to 7 (Extremely).

Sampling

Featherbowling.

Featherbowling is a form of recreation localized in Detroit, Michigan and originates from a Belgium lawn game known as trabollen, rolle bolle, or krubollen (E. Greer, personal communication, September 29, 2013). Featherbowling is the American adaptation of this traditionally Belgian lawn game, and the Cadieux Café in Detroit, Michigan is the epicenter where featherbowling occurs. Featherbowling would appear to be as close to a pure social world as possible, because the social world is not geographically dispersed, and thus limits the opportunity for subworlds to form. This prevents alterations, modifications, or distortions from forming in regards to the culture, communication channels, and knowledge. Since featherbowling is geographically isolated and limited to one location, as opposed to larger, more dispersed social worlds, it offered a unique opportunity to capture the entire extent of this social world. Featherbowling has numerous barriers to participate in and join the social world, the two biggest being a lane rental fee and its location. One must travel to Detroit to play.

Considering that the social world of featherbowling is small, geographically isolated, and has limited communication channels, featherbowling should be on one end of the activity-social world spectrum.

According to the league organizer, there is only one official featherbowling league and there are an estimated sixty to seventy members in the league (E. Greer, personal communication, September 29, 2013). Beyond the league are a number of regulars and outsiders who participate in featherbowling. The league organizer suggested that the league and the regulars make up most of the participants and, collectively, are over two hundred individuals. However, it is believed that over 400 people participate in featherbowling at Cadieux Café (E. Greer, personal communication, September 29, 2013).

Given the small size of the population, a census data collection procedure was implemented. Over the course of seven days, every individual who came to Cadieux Café during business operating hours was approached and asked to fill out a survey. The final sample consisted of 183 individuals with over ninety percent being male and a mean age of forty years old. The average number of times the individuals reported participating in featherbowling during any given year was four times. However, some individuals in the league reported playing 40 or more times a year, while some featherbowlers reported that this was their first time. Regular featherbowlers and league members also reported playing for 20 or more years.

The activity of bowling.

As opposed to featherbowling, bowling is a recreation activity with larger participant dispersion. According to Hansell & Associates (2014), there are over 95 million bowlers worldwide, 70 million individuals have bowled once in the United States within the last year, and over 2 million individuals actively participate in league play. It is estimated that in the United States, bowling is a \$6 billion industry. As of 2013, there are approximately 4,800 bowling centers in the United States (Hansell & Associates, 2014). Bowling offers very few barriers to participation, as an individual can likely find a bowling alley in a nearby community. This allows for a great deal of stratification from those who may only participate in the activity of bowling to those actively engaged in the social world of bowling. A sample was selected from those individuals most likely participating in the activity of bowling rather than the social world of bowling. To do this, the sample was chosen from students engaged in a recreational bowling class at Clemson University. It was determined that these individuals are less likely to be involved in the social world of bowling, because the majority were inexperienced and did not participate frequently in bowling.

The sample collected for the activity of bowling also followed a census sampling procedure. Every student involved in Clemson University's Spring 2013 bowling classes were surveyed over the course of three days capturing 141 unique responses. The average age for the bowlers was 19 years old. The sample was predominantly male (82%) and suggested that they bowled on average seven times a year.

Humans vs. Zombies (HvZ).

Humans vs. Zombies (HvZ) is a type of live action role playing that occurs at schools, camps, neighborhoods, military bases, and conventions across the world (www.humansvszombies.org, 2014). This is a role playing social world where individuals acting as humans defend themselves using foam dart guns and socks from individuals playing the role of zombies, indicated by wearing a bandana around the forehead or arm (Weed, Sappington, Sklover, Quick, Moorman, Beecher, & Temkin, 2014). HvZ was first played in 2005 at Goucher College and has since spread rapidly both domestically and internationally. Unlike featherbowling, HvZ is organized solely via online communication channels. Individuals are made up of a relatively homogenous age population consisting of teens and young adults. HvZ was included as a population for this study because of its immediate rise in popularity and its dependence solely on online communication channels (e.g, online forums).

It was critical that when gathering a sample from a larger, more dispersed social world like HvZ (or later with surfing) that data were collected from within the social world as opposed to individuals just involved in the activity, or from some other social entity like a geographically isolated subworld. To assure we gathered the relevant type of data for both of these social worlds, individuals were contacted through major online forum communication channels.

At the time of data collection, the HvZ forum that was chosen for sampling consisted of over 3,000 individual members. Blocks of 500 individuals were randomly selected and sent an internal message to participate in the survey. One week later, a

follow-up message was sent to those individuals and another block of 500 individuals were contacted. This continued for four weeks giving a total of 2,000 users contacted and resulted in 447 usable surveys that were included in this study. This provided a confidence interval of ± 3.54 at a 95% confidence level. The response rate of the sample was 22.35%, and consisted of mostly males (83.82%) with an average age of 23.16. On average, HvZ players indicated that they have been participating in HvZ for 4.61 years and play HvZ 7.38 days a month. The demographics of this study mirror those found in other studies whose focus was Live Action Role Playing (LARPing), a broader definition of activities similar to HvZ (Larrison, 2005; Harviainen, 2011; Rognli, 2008).

Surfing.

Modern surfing was popularized in Hawaii and first introduced to the majority of the world via Duke Kahanamoku, an Olympic swimmer and waterman. While it is known for its unique culture, surfing has transitioned to a worldwide industry, one that is getting criticized for its commodification (Stranger, 2010). Surfing has moved from a counter culture activity to a mainstream form of recreation throughout the world with an estimated 20 million participants (Kampion 2003) and expenditures estimated at 8 billion US dollars per annum (Dolnicar and Fluker, 2003b). Communication channels for surfing are vast, and entrance into the communication channels and into the activity are limited to purchasing or borrowing a surfboard and getting to the ocean. Surfing can also be very expensive and can be very physically demanding as in the case of big wave surfing (Beal & Smith, 2010).

For the surfing social world, at the time of data collection, the surfer forum sampled had over 41,000 registered members. Following the same procedure as that used for the HvZ sample, blocks of 500 individuals were randomly selected and sent a message within the forum. This process occurred over five weeks allowing for a distribution of 2,500 surveys. Of those, 522 usable surveys were returned. The confidence interval was ± 3.47 with a 95% confidence level. The response rate was 20.88% and consisted of a high percentage of males (84.34%) with an average age of 31.58 years old. The average amount of years surfed was 12.18, and respondents surfed an average of 12.79 days a month. These demographics are consistent with other studies (Barbieri & Sotomayor, 2013; Dolnicar & Fluker, 2003a, 2003b; Nourbakhsh, 2008).

Social World Strength

Measuring social world characteristics presents an alternative way to compare and contrast social worlds. Generally, how strong a social world is may be represented by how individuals in varying social worlds score on the three defining characteristics of social worlds. Individuals in a strong social world would have a high amount of agreement and rating of importance for their social world culture, communication channels, and knowledge. Specifically, they would have a high degree of intersubjectivity represented by agreement on a set of values. Emotional solidarity would also be high amongst individuals in the social world, suggesting empathy and appreciation of others within the social world. Strong social worlds would also be characterized by members who feel they are part of the in-group of that social world. These strong social worlds would have individuals who have a high amount of agreement

on the significance of communication channels they use on a regular basis. Finally, a strong social world should agree on the importance of iconic history, locations, symbols, heroes, and language within their social world.

The strength of a social world, however, may be more complex within each characteristic. For culture, the values of the individuals within a social world are not as important as their agreement of those values. Each social world may have a different value system, but a strong social world would have a high degree of agreement on them. Also, each social world uses their communication channels differently. In some cases, communication channels may be nonexistent, or a strong social world may only depend on a few types of communication channels. Because of this, a strong social world may not be represented by how appreciative members are of their communication channels, but rather how much they agree upon those channels.

Applying this logic would suggest that featherbowling and bowling represent two opposite ends of a social world strength continuum. Featherbowling would represent a strong social world that should have a high degree of close-knit and like-minded individuals while bowling (as sampled in this study) represented individuals just involved in an activity for purposes of a class and should have fewer participants who are bonded based on their involvement with bowling. The individuals engaged in the recreation activity of bowling were chosen because they should not represent a social world. Their responses should mirror a weak social world. The social worlds of HvZ and surfing should be stronger social worlds than the individuals engaged in the recreation activity of bowling, yet weaker social worlds than featherbowlers.

Data Analysis

The objective of this research is to address the research question “Do the characteristics of social worlds – shared culture, shared communication channels, and shared knowledge – exist in larger, more dispersed social worlds?” This creates two subsequent actionable research questions. Can dimension reduction provide a more parsimonious conceptual model with fewer measurement items and scales? Finally, do the characteristics provide an opportunity to compare and measure social worlds to determine if there are significant differences between social worlds and individuals participating in recreation activity?

To assess these research questions, exploratory factor analysis was conducted across the surfing social world sample (Mertler & Vannatta 2002). This social world was chosen, as opposed to the other three sampled groups, because it is the only sample that was confirmed to have variability across all items in the scales. This is particularly important with the communication channels as the other three samples lacked one form of communication channel or another. The factor analysis was first done within each scale to assure that each scale standing alone shared a relationship. Next, factor analysis was conducted across all items/scales within a characteristic.

It is then important to determine if differences exist between the social worlds across the reduced dimensions and, if so, which ones. If differences exist between the social worlds across the reduced dimensions, in which social worlds and which dimensions do these differences present themselves? To identify if differences exist between groups, a Multivariate Analysis of Variance (MANOVA) was conducted across all the dependent

variables (reduced items). Finally, to identify exactly where those differences exist, Bonferroni post-hoc tests were conducted across each group and each dependent variable.

Results and Discussion

Composite Variable Development

In Hughes et al. (2015) the authors consolidated all items within an individual scale into one composite variable. This produced 14 (13 multi-item scales plus the IOS individual item scale) composite variables that consisted of the items found in each of the 14 scales. To create a more parsimonious conceptual model, it is important to determine if these 14 items/scales can be reduced to the social world characteristic level. This provides readers with fewer items to interpret. The researchers conducted Exploratory Factor Analysis using SPSS® 20.00 statistical analysis software across the surfing sample to reduce these dimensions. Results can be found in Tables 4.1-4.3. Loadings less than .4 were suppressed to highlight loadings that were significant.

Table 4.1 shows the results of the factor analysis for the ESS, which was used to identify how many composite variables can exist within the characteristic of culture. The IOS Scale was left out, because it is a single item scale and contained too few items for comparison in factor analysis. Furthermore, the SSVS was also not included because it represents an already reduced scale from the SVS and has been tested for reliability and validity previously (Ferrell, Mata-Hartshorn, Norman, & Olges, 2009). Furthermore, Ferrell, Mata-Hartshorn, Norman, and Olges, (2009) advised not using the SSVS in factor analysis independently or with other scales. Factor analysis is not suitable for

discovering a set of relations among these variables that form a circumplex, as the value scale was designed to do.

Table 4.1

Component Loadings for the Characteristic of Culture

Emotional Solidarity Scale	Composite Variable
Economic Appreciation	.633
Trust of Behavior	.669
Made Friends	.613
Feel Close	.611
Share Ideas	.649
Understand Others	.658
Fair Treatment	.628
Affection	.630
Identify with Others	.628
Pride	.621
A Lot in Common	.645
Societal Benefit	.646
I Understand What it is Like	.677

To assure that the ESS represented only one factor, principal components analysis was conducted utilizing a varimax rotation. An initial extraction was based on eigenvalues. As can be seen in Table 4.1, the ESS loaded well together, supporting previous research (Woosnam, 2008). Moving forward, results analysis will address all culture elements, intersubjectivity (SSVS), emotional solidarity (ESS), and in-group/out-group membership (IOS) separately as three different composite scores.

Table 4.2 shows the results of a factor analysis for the scales used to measure the effectiveness of shared communication channels. Principal components analysis was conducted utilizing a varimax rotation. Criteria indicated a one-component solution was appropriate. After rotation, this component accounted for 68.38% of the total variance in the 24 items across six different types of communication. Therefore, it is suggested that

relationships exist across the items in shared communication channels and that these scales can be reduced to a single item used to measure the effectiveness of shared communication.

Table 4.2

Component Loadings for the Characteristic of Shared Communication Channels

		Composite Variable
Magazine		
	Frequency of use	.460
	Quality is good	.741
	Useful	.738
	Important to me as a <insert recreation type>	.757
Websites		
	Frequency of use	.850
	Quality is good	.820
	Useful	.822
	Important to me as a <insert recreation type>	.831
Multi-media		
	Frequency of use	.844
	Quality is good	.856
	Useful	.870
	Important to me as a <insert recreation type>	.864
Online Forums		
	Frequency of use	.882
	Quality is good	.845
	Useful	.839
	Important to me as a <insert recreation type>	.848
Face-to-Face		
	Frequency of use	.849
	Quality is good	.861
	Useful	.848
	Important to me as a <insert recreation type>	.870
Location		
	Frequency of use	.864
	Quality is good	.867
	Useful	.867
	Important to me as a <insert recreation type>	.852

Finally, results in Table 4.3 show the component loadings for shared knowledge. The factor analysis suggests that there are two major components for shared knowledge. The first component is the shared knowledge of symbols, history, and location, now termed Shared Knowledge 1. The second component is a shared knowledge of heroes

and language now termed Shared Knowledge 2. It can be concluded that relationships do exist between the items in shared knowledge and that shared knowledge can be reduced to two components as opposed to five.

Table 4.3

Component Loadings for the Characteristic of Shared Knowledge

	Composite variable 1	Composite variable 2
History		
Familiarity	.799	
Meaningful to you	.773	
Meaningful to <insert recreation type>	.798	
Represents <insert recreation type>	.795	
Symbol		
Familiarity	.734	
Meaningful to you	.719	
Meaningful to <insert recreation type>	.726	
Represents <insert recreation type>	.749	
Hero		
Familiarity		.723
Meaningful to you		.722
Meaningful to <insert recreation type>		.683
Represents <insert recreation type>		.641
Language		
Familiarity		.715
Meaningful to you		.746
Meaningful to <insert recreation type>		.737
Represents <insert recreation type>		.740
Location		
Familiarity	.793	
Meaningful to you	.815	
Meaningful to <insert recreation type>	.818	
Represents <insert recreation type>	.794	

Based on the factor analyses done here, six total composite items are used for further testing. These items include the composite SSVS (10 items); the composite ESS (13 items); IOS (1 item); the composite of shared communication (24 items); the composite of shared knowledge of symbols, history, and location (12 items); and the composite of shared knowledge of heroes and language (8 items). A test for internal

consistency was conducted among these new composite variables in the social worlds of featherbowling, HvZ, and surfing, and the recreation activity of bowling. The resulting Cronbach’s Alphas are reported in Table 4.4. These suggest high internal consistency (>.70) and thus indicate that the items can be used together as composite variables.

Table 4.4

Cronbach’s Alphas for each Composite Score Across each Study Sample

	All four samples	Featherbowling	Bowling	HvZ	Surfing
SSVS	.912	.661	.847	.984	.815
ESS	.907	.944	.857	.896	.906
Shared Communication	.964	.886	.940	.974	.979
Shared knowledge 1	.902	.934	.849	.937	.857
Shared knowledge 2	.817	.850	.778	.921	.736

Social World Characteristics

Since social worlds have the tendency to create subworlds, and this study aims at targeting the larger social world, it is important then to identify a social world rather than subworld. To address this, major underlying characteristics that define social worlds are used to frame the sample within this study. These characteristics include a shared culture, shared communication channels, and shared knowledge, all of which were part of the original definition provided by Shibutani (1961). To assess shared culture established measures were used to capture the following: *intersubjectivity* which is the phenomenon of individuals and groups of individuals understanding their shared experience (Ajiboye, 2012; Schutz, 1969, 1970; Schutz & Luckmann, 1973), *emotional solidarity* which has been described as how well individuals bind together and create a sense of “we togetherness” (Durkheim 1195[1915]; Woosnam, 2008; Woosnam, 2010a; Woosnam &

Norman, 2010), and *in-group vs. out-group membership* which is how individuals identify themselves as part of the social world and exclude those who are not (Ben-Ner, McCall, Stephane, & Wang, 2009; Bicchieri & Muldoon, 2011).

The understanding of communication channels as they apply to social worlds may be framed using the literature of Management Information Systems (Zmud, 1978, 1979). This literature focuses on how major businesses and organizations use communication channels to disseminate the related culture and knowledge of that entity. Since Shibutani (1961) focused on how social worlds effectively communicate their culture and knowledge through these channels, this literature appears most relevant (Cambell, 2006; Clarke, 1997). The four major elements used here to frame shared communication channels are: how frequently individuals used those communication channels, how the individuals perceived the quality of information shared among the communication channels, how relevant and useful that information is to the individual, and the importance of that communication channel to the individual as a surfer.

Shibutani (1961) suggests that all members of a social world are familiar with key knowledge elements of that social world. This is not to say that outsiders are not aware of these elements or cannot become aware of them, but it is essential for individuals affiliated with the social world to be cognizant of their existence and agree upon the importance of them. According to Shibutani (1961) there are five elements to knowledge of a social world: history, heroes, language, locations, and symbols. History is represented by a significant historical event, heroes include individuals that have made significant contributions to the social world, and language revolves around certain

vernacular commonly used within the social world, but not as common outside of that social world. Each social world usually has a location that has significant importance to the social world. Finally, social worlds have symbols, and sometimes these symbols might be associated with a company brand. The social world is more familiar with the meaning of this symbol and this symbol often carry's certain connotations with it.

Comparison of Social Worlds

A one-way MANOVA was conducted to determine group category differences in the six variables established above. MANOVA results revealed significant differences among the four groups: Wilks' $\Lambda = .137$, $F(18, 3623.7) = 205.334$, $p < .001$, multivariate $\eta^2 = .485$. Analysis of variance (ANOVA) was then conducted to determine social world differences within each composite measure. Results of the ANOVA are presented in Table 4.5 and show that all six dimensions were significantly different across the four groups. Bonferroni post-hoc tests were then conducted to determine exactly which social worlds differed and on which composite variable. It is these post-hoc tests which can be interpreted to determine the strength of each social world. Results from the ANOVA and post-hoc tests can be found in Table 4.5.

Table 4.5

Comparison of social world strength across four different social worlds

Composite variable	Mean (SD)				ANOVA	
	Featherbowlers N= 183	Bowlers N= 141	HvZ N= 447	Surfers N= 522	F	p
SSVS	4.51 (.68) ^{a,I}	5.27 (.91) ^{b,II}	4.10 (1.83) ^{c,III}	4.38 (1.10) ^{a,IV}	27.53	< .001
ESS	5.24 (.94) ^{a,I}	4.80 (.73) ^{b,II}	4.53 (1.01) ^{b,I}	4.61 (1.19) ^{b,III}	21.33	< .001
IOS	4.70 (1.92) ^{a,I}	4.01 (1.57) ^{b,II}	5.86 (2.13) ^{c,III}	5.87 (2.50) ^{c,IV}	37.97	< .001
Shared Comm.	2.24 (.97) ^{a,I}	3.01 (1.34) ^{b,II}	4.47 (1.21) ^{c,II}	4.52 (1.46) ^{c,II}	184.88	< .001
Knowledge 1	5.71 (1.10) ^{a,I}	3.68 (1.17) ^{b,I,II}	4.97 (1.22) ^{c,III}	4.28 (1.25) ^{d,I,II,III}	103.19	< .001
Knowledge 2	4.99 (1.13) ^{a,I}	4.28 (1.08) ^{b,I,II}	5.02 (1.21) ^{a,III}	3.80 (1.13) ^{c,II}	106.49	< .001

Group mean differences were determined by Bonferoni *post hoc* test.

Means that do not share an alphabetical superscript (e.g. a-d) within a row differ at $p < .05$

Standard Deviations differences were determined by Levene's test.

Standard Deviations that do not share a roman numeral superscript (e.g. I-IV) within a row differ at $p < .05$.

As mentioned previously, the usage of SSVS as a way of comparing and contrasting the strength of social worlds does not come from mean differences, but rather how much agreement there is on the value system of a social world. This is because the mean scores represent distinct value systems. In this case, the SSVS scores were significantly different in three of the four groups, suggesting that each social world, with the exception of featherbowling and surfers, has a unique set of values. The distinguishing aspect of this variable is how much the social worlds agreed upon that value system. Following this logic, the results suggest that the strongest social world was that of the featherbowlers, because they had the most agreement ($M=4.51$, $SD=.68$) on their set of values of the four groups.

ESS represents solidarity and empathy, and a strong social world would be represented by mean scores that are higher, where individuals feel they are a part of the larger social world. In strong social worlds, ideally, agreement would be higher, represented by smaller standard deviations. As can be seen in Table 4.5, featherbowling had a significantly different and higher mean score ($M=5.24$, $SD=.94$) than the other three social worlds making it the strongest social world. However, bowlers had significantly more agreement ($SD=.73$).

The IOS scale represents how strongly an individual feels they are part of the larger social world. A strong social world should have higher mean scores, and possibly more agreement. Table 4.5 highlights these responses. Featherbowlers had a significantly higher mean score and less agreement than bowlers, but a significantly lower mean score and higher agreement than both HvZ and surfing. Since the mean scores of surfers and HvZ were not significantly different from one another, but both were larger and significantly different from bowlers and featherbowlers, this suggests that both HvZ ($M=5.86$, $SD=2.13$) and surfers ($M=5.87$, $SD=2.50$) were stronger social worlds.

Shared Communication was originally broken down into different types of communication, some with unique expected directionality. For instance, featherbowlers did not have magazines in which to communicate; therefore, their scores on magazines should have been lower with high agreement. Because of high loadings, this research determined that all of the communication items were measuring the same aspect of communication, and thus created a composite variable. This removes the importance of

directionality of the mean score, putting more emphasis on the level of agreement of those communication channels. Based on this, featherbowlers ($M=2.24, SD=.97$) had the highest amount of agreement and therefore represented the strongest social world.

Last are the two sets of knowledge composite variables. Results of Shared Knowledge 1, which included knowledge of social world history, symbols, and locations, showed that the featherbowlers had a significantly higher mean score ($M=5.71, SD=1.10$) than all other social worlds, suggesting that the social world of featherbowling was the strongest of the four social worlds. Results for Shared Knowledge 2, which represented knowledge of social world's heroes and phrases, show that featherbowlers ($M=4.99, SD=1.13$) and HvZ ($M=5.02, SD=1.21$) had significantly higher means than bowlers and surfers. However, they were not significantly different. This suggests that for Knowledge 2 both HvZ and featherbowlers were the strongest social worlds. It is likely that knowledge was useful as a scale because it included semantic visual items, as well as known components of each social world that may have even drawn on individuals emotionally (McDougall et al., 1999).

Overall, results suggest that featherbowling was the strongest social world of the four. This is because, within the majority of composite variables, featherbowling had the highest emotional solidarity, the most agreement on communication channels, the most familiarity and agreement on the knowledge of the social world's history, symbols, and locations, as well as the most agreement on the value system of the social world. Of the three social worlds, the results suggest that HvZ was the second strongest social world followed by surfing.

It was mentioned previously that the other two social worlds, HvZ and surfing, should be stronger than the individuals participating in bowling. However, the results show inconsistencies with this in the responses of bowlers. Bowlers agree the second most on their value system, had the second highest amount of solidarity and the most agreement on that solidarity, but bowlers had the highest agreement with not feeling part of the in-group of the social world, and were not the strongest social world on the knowledge items. Because the individuals sampled were students involved in a bowling class who are unlikely to engage in various aspects of the bowling social world like the communication channels from whence shared knowledge would come, this created the inconsistency mentioned above. This inconsistency may be a result of purposefully choosing individuals who were participating in the activity of bowling and not part of the social world of bowling. Furthermore, the inconsistency, especially in the measure of culture, may be an indicator of where the samples were collected. Featherbowling is isolated in Detroit, Michigan and the bowling sample was gathered from Clemson University students in a bowling class. While this was intentionally done, it is unclear how this affected the results. For instance, values systems transcend social structures like social worlds (Hsieh, 2008). Therefore, in the case of featherbowling, the value systems identified in this study may be similar to the value system found in the greater Detroit area, while that of the sample of bowlers may be found in the greater Clemson University area. Individual Clemson University students who were sampled in this study may have ascribed aspects of culture to their peers, not to bowlers. This is likely why bowling consistently appeared stronger in many aspects of the characteristic of culture.

To visualize what social world strength may look like, Figure 4.2 diagrams the three social worlds and the recreation activity of bowling, their mean scores, and standard deviation across the six social world measurements mapped out on a hexagon. Mean scores were normalized by dividing them by the total units in the scale. Therefore, each mean score was divided by seven except the IOS, which was divided by nine. Standard Deviations were also normalized by dividing results by three. This converted the range of mean scores and standard deviations to 0 to 1, allowing both statistics to be graphed on a six dimensional hexagon. Each point of the hexagon represents a variable used to capture characteristics of social worlds (i.e. three for culture, one for shared communication, and two for shared knowledge). The hexagon provides for six visual increments; each increment on the axis represents an increase of .20. The dotted area in each diagram represents the mean scores. The waved area (much of which is covered by the checkered area) represents standard deviation. The checkered area represents the overlap of the two and is conceptualized here as the representation of a *Social World Strength Profile (SWSP)*.

A strong social world would have a high degree of shared culture, shared communication, and shared knowledge represented by large mean scores. This would be identified by a large dotted area on the SWSP. Furthermore, a strong social world would be characterized by a high degree of agreement represented by small standard deviations, and thus a small waved area that may appear non-existent because of overlap represented by a checkered pattern. Therefore, the strong(est) social worlds would be represented by a small checkered area surrounded by a large dotted area. This would represent a social

world that finds their culture, communication channels, and knowledge important and meaningful, and has a high amount of agreement.

As can be seen in Figure 4.2 featherbowling had the smallest checkered area of the three social worlds sampled. This was followed by the social world of HvZ and surfing. The individuals participating in bowling also had a smaller checkered area mirroring the responses that may be found in a strong social world. However, this may be due to the sampling issues mentioned earlier.

Clarke (1997) suggested that social worlds allow for disciplines to communicate with one another using common terminology and the samples and populations they study. While refinement will be necessary, the SWSP diagram of the characteristics of social worlds can further enhance this communication among researchers. The SWSP diagrams of social worlds utilize their mean scores and standard deviations across fundamental characteristics of social worlds. Each social world will be unique and comparable not only statistically, but also visually.

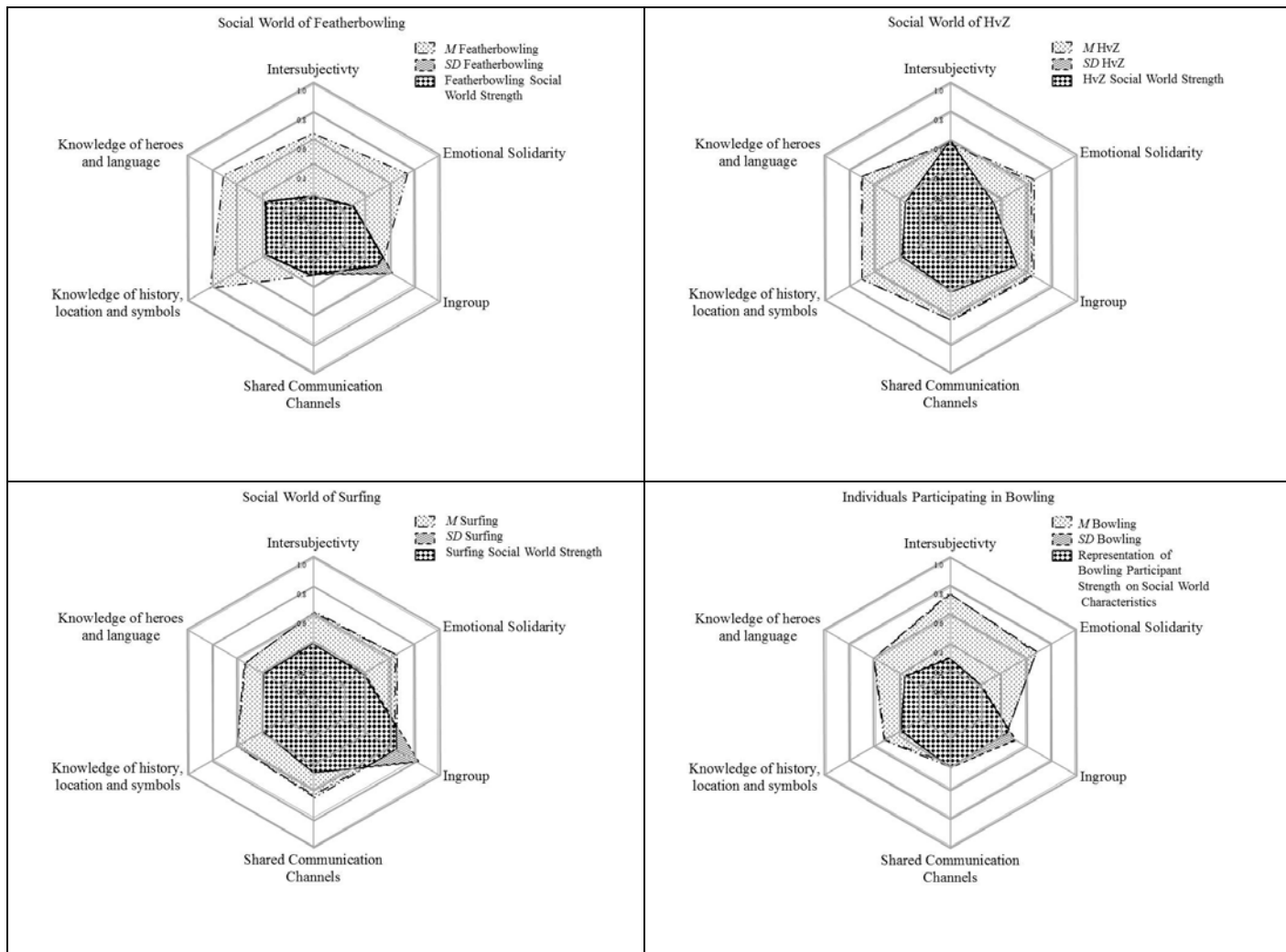


Figure 4.2: Social World Strength Profiles

Conclusion

This research was designed with the objective of answering the question “Do the characteristics of social worlds – shared culture, shared communication channels, and shared knowledge – exist in larger more dispersed social worlds?” To that end, this study sampled three social worlds – featherbowlers, Humans vs. Zombies, and surfing - and individuals engaged in the recreation activity of bowling. These were compared on the three defining social world characteristics. To create a more parsimonious model with fewer items that needed less interpretation, the researchers first created composite variables. This study found that six composite variables offered tools useful in comparing and contrasting the strength of social worlds. Not only did these variables show significant difference across all four sampled groups, but the post-hoc tests produced results that suggested that of the thirty-six unique relationships that could be compared, twenty-nine had significantly different mean scores.

This research adds to the social world literature by reducing measurement variables from an original sixty-eight items to a manageable six composite variables. To further simplify measurement of social worlds, it might be more useful to focus on those scales that performed the best and had the highest loadings and Cronbach’s alphas. The ESS could be used to represent cultural characteristics of social worlds. Shared communication channels may be measured as one variable. Researchers may only need to gather information on the communication channels that a particular social world has. Finally, use of the items associated with history, locations, and symbols may be used to

measure shared knowledge. While these measurements were effective in this study for determining social world strength, it should be advised that other items may be beneficial in understanding different aspects of social worlds or other social worlds. For example, while SSVS may not have been as useful as other scales in measuring strength, determining value systems may be beneficial in understanding social worlds.

The authors present a Social World Strength Profile (SWSP). The SWSP is a way of visually mapping the six measurements (i.e., intersubjectivity; emotional solidarity; ingroup/outgroup; shared communication channels; knowledge of iconic history, location, and symbol; and knowledge of an iconic heroes and phrase) used to capture the three fundamental characteristics of social worlds. Diagraming using the SWSP will provide researchers the opportunity to visually represent their study sample, if they are intending to study a social world, and map it to allow others to easily interpret and compare its basis as a social world.

The featherbowling social world and the recreation activity of bowling add some limitations to the results. The choice of populations to sample may have skewed the responses. Future research can assess this limitation by applying these variables to greater cultural areas and comparing the results. This may include testing these variables across the greater Detroit area or across the Clemson University campus, and then comparing them to the results here. Furthermore, because choosing the sample of students at a university to represent the activity of bowling did not produce the results expected here, either studying individuals bowling for pure recreation at another location (not in a league or competitively), or choosing another recreation activity with a similar

type of stratification and involvement, may be appropriate. This may include 5K runners, cyclists, or video game players. Each of these is represented by individuals who can have varying involvement in the social world, if any at all.

Researchers may also criticize the use of online forums, suggesting that these online forums in their own right may be a social world about HvZ or surfing, not the social world of HvZ or surfing. However, because these forums were identified as major communication hubs for these social worlds, it is believed that they were the most ideal way to gather individual responses from the social world and eliminate geographical distortion from selecting a single site (i.e., subworld) for data gathering.

Future research should repeat measures used in this study to increase reliability and validity of the composite variables, and to determine if these characteristics exist in other social worlds. Testing other social worlds is key to doing this. Furthermore, researchers can take sample subworlds, pockets of individuals engaged in these activities, possibly limited by geography, and compare them to the results here. Do subworlds of surfers share the same characteristics as the larger social world, and how do these subworlds' SWSP compare to the larger social world? From a more applied standpoint, future research could possibly use these scales to predict behavior in the social world. It would be useful to determine if one could predict travel behavior of the members within a social world by using these scales. It may also be useful to conduct a similar study among a community and the recreation social worlds they serve to identify if they share any of the characteristics. This may help communities understand the dynamics of the social worlds they intend to serve.

This article not only successfully identified that key characteristics existed in larger social worlds, but it used those characteristics to logically place these social worlds on a social world spectrum by diagramming the characteristics using the SWSP. Regardless of interpretation, this article was designed to assist in the long term discussion of the usage of social worlds as populations and samples, especially within the field of recreation and leisure research. Ultimately, the researchers hope to provide a starting point for creating an accurate social world strength spectrum using social world characteristics. It was also intended that by developing the SWSP, the researchers provide a useful and visual way to easily represent social world strength for comparison of social worlds in the future, increasing their usefulness as ways to identify and understand research populations.

References

- Agnew, C., Van Lange, P., Rusbult, C., & Langston, C. (1998). Cognitive interdependence: Commitment and the mental representation of close relationships. *Journal of Personality and Social Psychology, 74*, 939-954.
- Agnew, C., Loving, T., Le, B., & Goodfriend, W. (2004). Thinking close: Measuring relational closeness as perceived self-other inclusion. In D. Mashek & A. Aron (eds.), *Handbook of Closeness and Intimacy* (pp. 103-115). Mahwah, NJ: Lawrence Erlbaum Associates.
- Ajiboye, O. (2012). Social phenomenology of Alfred Schutz and the development of African Sociology. *British Journal of Arts and Social Sciences, 4*(1), 12-25.
- Aron, A., Aron, E., & Smollan, D. (1992). Inclusion of other in the self scale and the structure of interpersonal closeness. *Journal of Personality and Social Psychology, 63*, 596-612.
- Aron, A., Aron, E., Tudor, M., & Nelson, G. (1991). Close relationships as including other in the self. *Journal of Personality and Social Psychology, 60*, 241-253.
- Barbieri, C., & Sotomayor, S. (2013). Surf travel behavior and destination preferences: An application of the Serious Leisure Inventory and Measure. *Tourism Management, 35*, 111-121.
- Beal, B. & Smith, M. (2010). Maverick's: Big-wave surfing and the dynamic of "nothing" and "something." *Sport in Society, 13*(7-8), 1102-1116.

- Ben-Ner, A., McCall, B., Stephane, M. & Wang, H. (2009). Identity and in-group and out-group differentiation in work and giving behaviors: Experimental evidence. *Journal of Economic Behavior and Organization*, 72, 153-170.
- Biccheiri, C. & Muldoon, R. (2011). "Social Norms," The Stanford Encyclopedia of Philosophy, Stanford University Press, San Jose, CA.
- Bogardus, L. (2011). Bolt Wars: A social worlds perspective on rock climbing and intragroup Conflict. *Journal of Contemporary Ethnography*, 41(3), 1-26.
- Bryan, H. (1977). Leisure value systems and recreational specialization: The case of trout fishermen. *Journal of Leisure Research*, 9(3), 174-187.
- Clarke, A. (1997). A Social Worlds Research Adventure. In A. Strauss & J. Corbin (Eds.). *Grounded Theory in Practice* (pp. 63-94) Thousand Oaks, CA: Sage Publications.
- Devall, B. (1973). The development of leisure social worlds. *Humbolt Journal of Social Relations*, 1, 53-59.
- Ditton, R., Loomis, D. & Choi, S. (1992). Recreation specialization: Re-conceptualization from a social worlds perspective. *Journal of Leisure Research*, 24(1), 33-51.
- Dolnicar, S., & Fluker, M. (2003a). Behavioural market segments among surf tourists: investigating past destination choice. *Journal of Sport Tourism*, 8(3), 186-196.
- Dolnicar, S., & Fluker, M. (2003b). Who's riding the wave? An investigation into demographic and psychographic characteristics of surf tourists.

- Durkheim, E. (1995[1915]). *The elementary forms of the religious life*. New York, NY: Free Press.
- Eckel, C. & Grossman, P. (2005). Managing diversity by creating team identity. *Journal of Economic Behavior and organization*, 58, 371-392.
- Ferrell, S., Mata-Hartshorn, K., Norman, J. & Olges, D. (2009) *Schwartz value survey summary*. Unpublished summary.
- Gerson, E. (1983). Scientific Work and Social Worlds. *Science Communication*, 4(3), 357–377.
- Gillespie, D. L., Leffler, A., & Lerner, E. (2002). If it weren't for my hobby, I'd have a life: dog sports, serious leisure, and boundary negotiations. *Leisure Studies*, 21(3-4), 285-304.
- Grenon, V., Larose, F., & Costa, G. (2012, March). Impact of indirect observation on the development of perceived usefulness of technologies for teaching by students in preservice teacher education at the University of Sherbrooke. In *Society for Information Technology & Teacher Education International Conference*, Vol. 2012, 1, 4232-4235.
- Hansel and Associates, Inc. (2014). Overview of the bowling industry. Retrieved from <http://www.sandyhansell.com>.
- Hastings, D. W., Kurth, S. B., Schloder, M., & Cyr, D. (1995). Reasons for participating in a serious leisure career: Comparison of Canadian and US masters swimmers. *International Review for the Sociology of Sport*, 30(1), 101-119.

- Harviainen, J. T. (2011). The Larping that is not Larp. *Think Larp, Academic Writings from KP2011 (172-187)*. Copenhagen, Denmark: Rollespilsakademiet.
- Hofer, J., Chasiotis, A. & Campus, D. (2006). Congruence between social values and implicit motives: Effects on life satisfaction across three cultures. *European Journal of Personality*, 20, 305-324.
- Hsieh, Nien-hê, "Incommensurable Values", *The Stanford Encyclopedia of Philosophy* (Fall 2008 Edition), Edward N. Zalta (ed.), URL <<http://plato.stanford.edu/archives/fall2008/entries/value-incommensurable/>>.
- Hughes, M., Hallo, J., & Norman, W. (2015). Re-conceptualizing recreation-based social worlds: Examining the core characteristics of social worlds. Unpublished doctoral dissertation article, Clemson University, Parks Recreation and Tourism Management Department, Clemson, SC.
- Jacobs, S., & Allen, R. (Eds.) (2005). *Emotion, reason, and tradition: Essays on the social, political and economic thought of Michael Polanyi*. Burlington, VT: Ashgate Publishing.
- Kampion, D. (2003). *Stoked! A History of Surf Culture*. Layton, UT: Gibbs Smith.
- Kling, R. & Gerson, E. (1977). The dynamics of technical change in the computing world. *Symbolic Interaction*, 1, 132-46.
- Kling, R. & Gerson, E. (1978). Patterns of segmentation and intersection in computing world. *Symbolic Interaction*, 25(2), 25-43.
- Kroeber, A. & Parsons, T. (1958). The concepts of culture and social system. *American Sociological Review*, 23, 582-583.

- Larsson, E. (2005). Larping as real magic. *Bøckman & Hutchison (eds.): Dissecting Larp. Knutepunkt.*
- Lee, S. H., Graefe, A. R., & Li, C. L. (2007). The effects of specialization and gender on motivations and preferences for site attributes in paddling. *Leisure Sciences, 29*(4), 355-373.
- Lee, J., & Scott, D. (2004). Measuring birding specialization: A confirmatory factor analysis. *Leisure Sciences, 26*(3), 245-260.
- Li, H. (2002). Culture, gender and self-close-other(s) connectedness in Canadian and Chinese samples. *European Journal of Social Psychology, 20*, 259-284.
- Li, H., Zhang, Z., Bhatt, G., & Yum, Y. (2006). Rethinking culture and selfconstrual: China as a middle land. *The Journal of Social Psychology, 146*, 591–610.
- Lindeman, M. & Verkasalo, M. (2010). Measuring values with the Short Schwartz's Value Survey. *Journal of Personality Assessment, 85*(2), 170-178.
- MacLennan, J. & Moore, R. (2011). Conflicts between recreation subworlds: The case of Appalachian trail long-distance hikers. *LARNet, 13*(1), 1-17.
- Mcdougall, S. J., Curry, M. B., & de Bruijn, O. (1999). Measuring symbol and icon characteristics: Norms for concreteness, complexity, meaningfulness, familiarity, and semantic distance for 239 symbols. *Behavior Research Methods, Instruments, & Computers, 31*(3), 487-519.
- McFarlane, B. (2004). Recreation specialization and site choice among vehicle-based campers. *Leisure Sciences, 26*(3), 309-322.

- Mertler, C., & Vannatta, R. (2002). *Advanced and multivariate statistical methods* (2nd ed.). Glendale, AZ: Pyrczak.
- Miller, C. A., & Graefe, A. R. (2000). Degree and range of specialization across related hunting activities. *Leisure Sciences*, 22(3), 195-204.
- Nourbakhsh, T. (2008). A qualitative exploration of female surfers: Recreation specialization, motivations, and perspectives (Master's thesis). California Polytechnic State University, San Luis Obispo, CA.
- Orr, N. (2006). Museum volunteering: Heritage as 'serious leisure'. *International Journal of Heritage Studies*, 12(2), 194-210.
- Rognli, E. (2008). We are the great pretenders: Larp is adult pretend play. *Playground Worlds Creating and Evaluating Experiences of Role-Playing Games*, 199.
- Salz, R. J., & Loomis, D. K. (2005). Recreation specialization and anglers' attitudes towards restricted fishing areas. *Human Dimensions of Wildlife*, 10(3), 187-199.
- Salz, R. J., Loomis, D. K., & Finn, K. L. (2001). Development and validation of a specialization index and testing of specialization theory. *Human Dimensions of Wildlife*, 6(4), 239-258.
- Schutz, A. (1969). *The Phenomenology of the Social World*. Evanston, IL: Northwestern University Press.
- Schutz, A. (1970). *On Phenomenology and Social Relations: Selected Writings*. Chicago, IL: University of Chicago Press.
- Schutz, A., & Luckmann, T. (1973). *The Structures of the Life-World*. (N. U. Press, Ed.). Evanston, IL.

- Schwartz, S. & Bardi, A. (2001). Value hierarchies across cultures: Taking a similarities perspective. *Journal of Cross-Cultural Psychology*, 32, 268-290.
- Scott, D. (2012). Serious leisure and recreation specialization: An uneasy marriage. *Leisure Sciences*, 34(4), 366-371.
- Scott, D., Ditton, R. B., Stoll, J. R., & Eubanks Jr, T. L. (2005). Measuring specialization among birders: Utility of a self-classification measure. *Human Dimensions of Wildlife*, 10(1), 53-74.
- Scott, D., & Godbey, G. (1994). Recreation specialization in the social world of contract bridge. *Journal of Leisure Research*, 26, 275-275.
- Shibutani, T. (1955). Reference groups as perspectives. *American Journal of Sociology*, 60, 562-569.
- Shibutani, T. (1961). *Society and personality*. Englewood Cliffs, NJ: Prentice-Hall
- Stebbins, R.A. (1992). *Ametuers, professionals, and Serious Leisure*. Montreal, QC & Kingston, ON: McGill-Queen's University Press.
- Stebbins, R. A. (1993). Social world, life-style, and serious leisure: Toward a mesostructural analysis. *World Leisure & Recreation*, 35(1), 23-26.
- Stebbins, R. A. (2001). New directions in the theory and research of serious leisure. *Mellen Studies in Sociology*, 28. Lewiston, NY: Edwin Mellen.
- Stebbins, R. A. (2004). Pleasurable aerobic activity: a type of casual leisure with salubrious implications. *World Leisure Journal*, 46(4), 55-58.
- Stebbins, R. A. (2007). *Serious leisure: A perspective for our time*. New Brunswick, NJ: Transaction.

- Stranger, M. (2010). Surface and subculture: Beneath surfing's commodified surface. *Sport in Society: Cultures, Commerce, Media, Politics*, 13(7) 1117-1134.
- Strauss, A. (1978). A social world perspective. *Studies in Symbolic Interaction*, 1, 119-28.
- Strauss, A. (1982). Social Worlds and legitimation processes. *Studies in Symbolic Interaction*, 4, 171-90.
- Thapa, B., Graefe, A. R., & Meyer, L. A. (2006). Specialization and marine based environmental behaviors among SCUBA divers. *Journal of Leisure Research*, 38(4), 601-615.
- Triandis, H. (1995). *Individualism and collectivism*. Boulder, CO: Westview.
- Uleman, J., Rhee, E., Bardoliwalla, N., Semin, G., & Toyama, M. (2000). The relational self: Closeness to ingroups depends on who they are, culture, and the type of closeness. *Asian Journal of Social Psychology*, 3, 1-17.
- Unruh, D. (1979). Characteristics and Types of Participation in Social Worlds. *Symbolic Interaction*, 2(2), 115-130.
- Unruh, D.R. (1980). The nature of social worlds. *Pacific Sociological Review*, 23, 271-296.
- Verkasalo, M., Lonqvist, J., Lipsanen, J. & Helkama, K. (2009). European norms and equations for a two dimensional presentation of values as measured with Schwartz's 21-item portrait values questionnaire. *European Journal of Social Psychology*, 39, 780-792.

- Wan, C., Chiu, C., Peng, S., & Tam, K. (2007). Measuring cultures through intersubjective cultural norms: Implications for predicting relative identification with two or more cultures. *Journal of Cross-Cultural Psychology, 38*(2), 213-226.
- Weed, C., Sappington, Brad., Sklover, J., Quick, J., Moorman, T., Beecher, B., Temkin, M. (2014). About humans vs zombies. Retrieved from <http://www.humansvszombies.org/about>
- Whiting, J. & Pawelko, K. (2010). A naturalistic inquiry into the social world of whitewater kayakers. *Proceedings of the 2010 Northwestern Recreation Research Symposium, 71-76.*
- Whiting, J. W., Pawelko, K. A., Green, G. T., & Larson, L. R. (2011). Whitewater kayaking: A social world investigation. *Illuminare: A Student Journal in Recreation, Parks, and Tourism Studies, 9*, 1-15.
- Wilson, L. (2006). Developing a model for the measurement of social inclusion and social capital in regional Australia. *Social Indicators Research, 75*, 335-360.
- Woosnam, K. (2012). Using emotional solidarity to explain residents' attitudes about tourism and tourism development. *Journal of Travel Research, 51*(3) 315-327.
- Woosnam, K. (2010a). "2009 Galveston County Visitor Study results." Project report for Galveston Island Convention and Visitors Bureau (Galveston Island, Texas). College station, Texas: Texas A&M University, Department of Recreation, Park & Tourism Sciences, 42 pp.
- Woosnam, K. (2010b). The inclusion of other in the self (IOS) scale. *Annals of Tourism Research, 37*(3) 857-860.

- Woosnam, K. & Norman, W. (2010). Measuring residents' emotional solidarity with tourists: Scale development of Durkheim's theoretical constructs. *Journal of Travel Research, 49*(3), 365-80.
- Woosnam, K. (2008). *Identifying with Tourists: Examining the Emotional Solidarity Residents of Beaufort County, South Carolina have with Tourists in Their Community*. Unpublished doctoral dissertation, Clemson University, Parks Recreation and Tourism Management Department, Clemson, SC.
- Zmud, R. (1979). Individual differences and MIS success: A review of the empirical literature. *Management Science, 25*, 966-979.
- Zmud, R. (1978). An empirical investigation of the dimensionality of the concept of information. *Decision Sciences, 9*(2), 187-195.

CHAPTER FIVE

RE-CONCEPTUALIZING RECREATION-BASED SOCIAL WORLDS: CAN SOCIAL WORLD STRENGTH PREDICT INTENTION TO TRAVEL?

Matthew D. Hughes¹, Jeffrey C. Hallo¹, & William C. Norman¹

¹ Clemson University

Reprints or inquires may be addressed to the following:

Matthew D. Hughes

276 Lehotsky Hall

128 McGinty Ct.

Clemson University

Clemson, SC

29630

Abstract

Surfing has grown in popularity over the past few decades. This increase in participation has coincided with an increase in surf-related travel and a growing body of literature focusing on the economic impact of surfers on their destinations. However, little research has been done to identify ways of predicting surf-oriented travel. This study utilizes the concept of the social world to analyze the travel intentions of surfers within their surfing social world. A social world is a unique societal structure that is not limited by geography, but rather by the degree to which individuals can effectively communicate. Recent research has identified measureable characteristics of social worlds, which include shared culture, shared communication channels, and shared knowledge, that act as indicators of social world strength. This study utilizes those measures of strength to predict travel intention for the social world of surfing. This study was conducted using 522 randomly selected individuals from surfing communication channels, more specifically an online forum that revolves around one of surfing's most prominent magazines. Of the 522 returned questionnaires, 446 individuals identified that they intend to travel for surfing in the next two years. Statistical analysis with multiple linear regression identified that some measures of the shared culture and shared knowledge characteristics of social worlds could predict different travel intentions. This article adds to the growing body of literature on the niche market of surf tourism, as well as provides support to a line of applied research on the influence that recreation-based social worlds have on leisure and travel behavior.

Introduction

Surfing has grown in popularity as a recreation activity across the globe. This growth has created a multi-million dollar industry and a form of recreation that often requires individuals to travel to coastal regions to participate (Barbieri & Sotomayor, 2013; Buckley, 2002a; Buckley, 2002b; Dolnicar & Fluker, 2003a, 2003b, 2004; Frank, Zhou, Bezerra, & Crowley, 2009; Pitt, 2009; Ponting, 2008; Tantamjarik, 2004). This has created a highly specialized form of tourism supporting hundreds of travel agencies and thousands of small, specialized operations in local communities (Ponting, 2008). While popularity increases, the amount of wave breaks, necessary and ideal for surfing, have not (Pitt, 2009). This creates more demand for a static amount of resources that community stakeholders (e.g., policymakers, businesses, and the local populous) are charged with managing (Brown & Swanson, 2006). By embracing surf tourism, these communities have an opportunity to capitalize on a unique niche market. While traditionally thought of as uneducated and unemployed, surfers considered themselves avid athletes that are often both educated and gainfully employed (Wagner, Nelsen, & Walker, 2011). Research has also shown that surf quality is more important to surfers than proximity to waves, suggesting that surfers are willing to travel to beaches farther away if the surfing experience will be better (Nelsen, Pendleton, & Vaughn, 2007).

This willingness to travel in search of the “perfect wave” creates a unique type of traveler, and requires a vast communication network for sharing ideas, locations, and advancements of the activity. As a result, a large social world has formed with numerous types of communication channels including magazines, online forums, multimedia,

websites, and word of mouth at local surf shops. It is within this social world that surfers share ideas, concepts, trends, and new locations, among other things (Shibutani, 1961).

Originally conceptualized in 1961 by Shibutani as an amorphous entity, a social world is defined not by its temporal or geographical position in the physical world, but rather by the effectiveness of its communication channels. However, when identifying social worlds, researchers often narrow their search and sampling to a geographical area. This may result in applying social world terminology and characteristics to something altogether unique and different from a social world (Hughes, Hallo, & Norman, 2015a). For instance, if a researcher intends to study the social world of surfing and identifies a sample using surfers on the East Coast of the United States, these results may differ from a similar study conducted with a sample of surfers on the West Coast of the United States. Since geography plays a role in this sample selection, the researcher is not truly studying a social world, but rather a geographical subworld (Strauss, 1978) of the larger social world. Depending on the researcher's use of the social world terminology to describe their sample, it may cause confusion as to whether or not their sample is a social world or some other entity.

Many studies in the recreation literature intend to use the social world as their research sample, but because of one limitation or another, narrow geographical sampling leads to inconsistent use of the social world terminology. Without relatively recent technology, the opportunity to sample large, geographically dispersed populations, like the surfing social world, has been challenging. With the aid of the internet and online surveys, researchers can now reach far more individuals at a fraction of the time and cost.

Current examples of studies that limited their social world sample by geography include Galloway's (2010) study of river recreationalists, MacLennan and Moore's (2011) research addressing trail hikers, and Whiting and Pawelko's (2010) work on white water kayakers. To assist in clarifying this inconsistent use, Hughes et al. (2015a) utilized Shibutani's original definition of social worlds to first identify characteristics that are common throughout social worlds. This included a shared culture, shared communication channels, and a shared knowledge. The researchers assessed these characteristics among featherbowlers, a unique social world isolated in Detroit, Michigan. It was found that these characteristics could successfully predict social world membership.

A second follow-up study was conducted by incorporating additional social worlds (Hughes et al., 2015b). This second study focused on understanding the strength of social worlds, by determining how individuals interpret the characteristics of their social world. Strong social worlds contain individuals who have a great deal of intersubjectivity, emotional solidarity, and can identify in-group/out-group membership within that social world's shared culture. Strong social worlds include individuals within them that frequently use the communication channels of that social world and find these channels both useful and meaningful. Strong social worlds contain individuals that can identify and relate with symbols and knowledge unique to their social world. Finally, stronger social worlds would also have individuals who agreed on the influence of all three of these characteristics. Hughes et al. (2015b) determined that individuals in stronger social worlds would have unique and different responses from weaker social worlds. The researchers also presented the Social World Strength Profile (SWSP) a

mapping tool that can be used to visually represent the strength of a social world (Hughes et al. 2015b).

Building on these two previous studies, the purpose of this article is to explore the influence that social world strength, and thus the inherent characteristics of social worlds, have on the intention to travel for the purpose of surfing. The surfing social world was identified for this study, not only because of the emerging nature of surf tourism, but also because of its high economic potential. This paper addresses the following research questions:

1. Can the strength of the surfing social world, represented by its characteristics, be used to predict individuals' intent to travel where the major purpose of travel is surfing?
2. If so, which characteristics of social worlds are the best predictors of the intent to travel?

Literature Review

Surfing

Modern surfing was originated in Hawaii and first introduced into popular culture by Duke Kahanamoku, an Olympic swimmer and waterman (Stranger, 2010). Over the history and expansion of surfing's cultural development, surfing has transitioned from a counter-culture activity in specific areas of the globe to a worldwide industry – one that is criticized for its commodification (Stranger, 2010). Surfing has become a mainstream form of recreation popularized throughout the world with an estimated 20 million

participants (Kampion 2003) and a significant economic market (Dolnicar & Fluker, 2003a, 2003b). However, surfing can be very expensive and physically demanding, particularly for people more highly involved in the activity, as in the case of big wave surfing (Beal & Smith, 2010).

Researchers are in the process of framing a new definition for this niche type of travel; a definition of surf tourism still has not been universally accepted. Some researchers consider surf tourism to be a minimum of 40 kilometers traveled with the primary purpose of surfing (Buckley, 2002a). Dolnicar and Fluker (2003a, 2003b, 2004) characterize surf tourism as travel that must include an overnight stay, but requires no minimum distance. These authors also suggest that those individuals cannot stay longer than 6 months domestically or 12 months internationally. The current research will include both day and overnight trips, as some surfers will travel a few hours to catch a few wave sets and return home on the same day (Barbieri & Sotomayor, 2013; Wagner et al., 2011). In the United States, Wagner et al. (2011) found that the average surfer had 16 years of experience, surfs early in the morning for about 2.5 hours, and does so 108 times per year. On each visit, these individuals will spend about \$66. Wagner et al. (2011) also found that “surfer experience and avidity tend to rise with age and decrease with distance traveled and expenditure per visit” (p. 3).

Originally, surf tourism emerged as a self-guided form of travel similar to backpacking (Pitt, 2009); however, as the demand for surf tourism increased and more individuals sought the “perfect wave” (including a unique experience), travelers became more dependent on surf tour operators (Barbieri & Sotomayor, 2013; Pitt, 2009; Ponting,

2008; Tantamjarik, 2004). Furthermore, surf tourism has overlapped with various other niche forms of tourism including voluntourism and eco-tourism. There are now volunteer-based surfing organization around the globe like WAVES for Development in Peru (<http://www.wavesfordevelopment.org/>), Surf for Life in Costa Rica (<https://www.surfforlife.org/>), and Eco Surf Volunteers in Canoa and Ecuador (<http://www.ecosurfvolunteers.org/>). This has created a global surf tourism industry involving many operators, village homestays, organizations, resorts, charter boats, and vertically integrated service combinations (Barbieri & Sotomayor, 2013; Nourbakhsh, 2008; Phillips & House, 2009; Ponting, 2009). Because this vast form of recreation exists with various levels of participation, a large social world has emerged to support the communication necessary to assist individuals in identifying travel destinations, trends in surfing, and new technology (Devall, 1973; Shibutani, 1961; Strauss, 1978).

Social Worlds

Social worlds are cultural areas defined not by their territory or formal membership, but by the limits of effective communication (Shibutani, 1961). Social worlds have been used to describe populations and subsequent samples throughout recreation-based research studies including those by Ditton, Loomis, and Choi (1992) on anglers; MacLennan and Moore (2011) on trail-hikers; and Whiting and Pawelko (2010) on white water kayakers. Devall (1973) was the first to apply the social world terminology to surfing and found that the social aspect (interacting with others) of the social world was a critical part of the surfing experience and how the surfers described themselves. However, in some of these studies, what researchers describe as a social

world may in fact be some other related entity such as a geographically limited subworld. Labeling these entities as social worlds may cause confusion and inconsistent use of the social world terminology.

Kling and Gerson (1978) found that social worlds evolve, and subworlds begin to form, based on the “tendency for worlds to develop specialized concerns and interests within the larger community of common activities which begins to differentiate some members of the world from others thus forming a subworld” (p. 26). Strauss (1984) suggests that subworlds can be segmented around several sources or conditions, and that social worlds have at least one primary activity, sites where the activities occur, and technology and organizations that evolve to further one or more aspects of the social world.

Methods

The following sections highlight the scales or tools used to measure the characteristics of shared culture, shared communication channels, shared knowledge, and travel intentions. Sampling of the surfing social world and data analysis are addressed in the last two sections.

Shared Culture

For shared culture, intersubjectivity identifies how individuals define the world around them by building it with others (Schutz, 1969, 1970). Intersubjectivity has previously been captured by measuring the value systems of individuals in unique cultures (Ferrell, Mata-Hartshorn, Norman, & Olges, 2009; Hofer, Chasiotis, & Campos,

2006). The Schwartz Value Survey and its shorter version, the Short Schwartz Value Survey (SSVS), have been used to measure the values of individuals as a representation of intersubjectivity and culture (Verkasalo, Lonqvist, Lipsanen, & Helkama, 2009). The SSVS is a 10-item version of the longer 57-item version of the Schwartz Value Survey that provides a broad comparison of culturally held values between different countries, groups, and social worlds. The SSVS consists of items representing 10 distinct values that are created from theoretically universal components of human life (Verkasalo, Lonqvist, Lipsanen, & Helkama, 2009). This allows for only 10 items to be rated on a 7-point scale ranging from 1 (not important) to 7 (very important), with 4 (neither important nor unimportant) as the midpoint. A social world with significantly aligned values will display a great deal of intersubjectivity, thus representing a shared culture.

The Emotional Solidarity Scale (ESS) was chosen to measure emotional solidarity within the social world (Woosnam, 2010b, 2012). The ESS includes multiple items that predict social cohesion. Each of the 13 questions used in this study are represented on a 7-point scale ranging from 1 (Strongly Disagree) to 7 (Strongly Agree). The scale is used in this research to identify emotional solidarity within a social world, or measure the “we togetherness” of a social world.

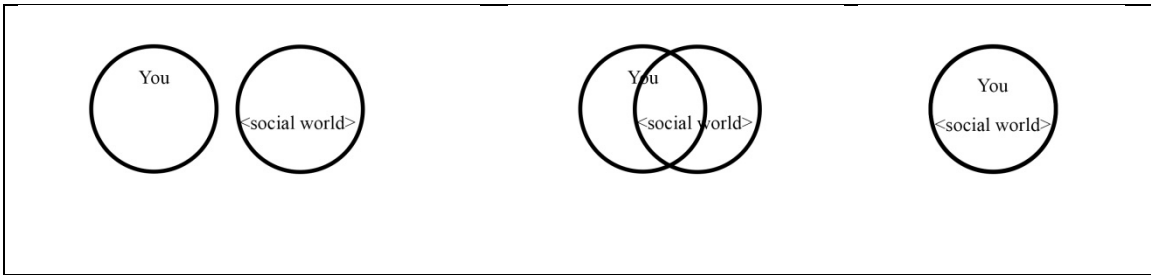


Figure 5.1: Representation of IOS Scale includes: left scale anchor (1) where circles do not touch, midpoint (5) where circles overlap 50%, and right scale anchor (9) where circles overlap 100%

Finally, an evaluation of in-group/out-group relationship is used as another measure of shared culture. A tool that has been developed to examine in-group and out-group relationships is the Inclusion of Other in the Self Scale (IOS). This scale was originally developed by Aron, Aron, and Smollan (1992) to measure self-other inclusion, and closeness to others and to a group. It is based on the assumption that close relationships help individuals identify membership to the in-group or out-group. This is represented by strong relationships within the in-group compared to more loosely organized relationships or a nonexistent relationship represented by the out-group (Agnew, Loving, Le, & Goodfriend, 2004; Aron, Aron, Tudor, & Nelson, 1991). The IOS is a single item that measures an individual's closeness with other individuals or other social entities. An example of this scale can be seen in Figure 5.1. Both the SSVS and ESS were compiled into two composite variables representing each scale to provide a more parsimonious set of variables for easier interpretation.

Shared Communication Channels

Zmud (1978) suggests that there are four elements worth measuring for effective communication channels: frequency of use, quality of information, and perceived

usefulness/relevancy (combined into one item). Another study suggests that perceived importance to the individual as a member of an organization is also an indicator of the success of a communication channel (Grenon, Larose, & Costa, 2012). Current study participants were asked to rate on a 7-point scale ranging from 1 (Never) to 7 (All the time) their frequency of use of six different communication channels. Participants were then asked three questions: the perceived quality of information within that communication channel, relevancy and usefulness, and importance to the individual as a member of the surfing social world for both formal and informal communication channels. All of these were rated on a 7-point scale ranging from 1 (Strongly Disagree) to 7 (Strongly Agree). This scale was modified from Zmud's (1978) items. For this research, formal communication channels were represented by magazines, popular websites, and multimedia. Informal communication channels were represented by location-based communication (the local surf shop), face-to-face communication with other individuals in the social world, and online forums. This produced six types of communication channels to be measured, with four items per communication channel, resulting in 24 variables: the four sets of questions mentioned above across six different types of communication channels.

The researchers in Hughes et al. (2015a) treated each type of communication channel as its own composite variable across the two samples they studied. This resulted in six composite variables, each made up of the four items mentioned above. However, Hughes et al. (2015b) conducted dimension reduction using Exploratory Factor Analysis in SPSS ® 20.0 and determined that all 24 items could be converted into one composite

variable, significantly reducing the amount of variables needing interpretation and further creating a parsimonious set of variables for analysis.

Shared Knowledge

Iconic representative items were selected to represent each type of knowledge (i.e., historical, symbolic, heroic, location, and language). To identify items that best represented these dimensions, individuals from within the surfing social world were consulted, and information was gathered from surfing websites. For the surfing social world, the following items were chosen to represent each type of knowledge: history was represented by the first documented cases of surfing being found in Hawaii, hero was represented by Kelly Slater, language was represented by the phrase “in the green room,” location was represented by the North Shore of Hawaii, and symbol was represented by the Shaka. Following the procedures for symbolic identification set forth by McDougall, Curry, and Bruijn (1999), participants were asked four questions concerning the five types of knowledge. First, the individuals were asked how familiar they are with that dimension, how meaningful that dimension was to them, how meaningful that dimension was to surfing, and how much they believed that symbol represented surfers, surfing, and the surfing culture. These items were measured on a 7-point scale ranging from 1 (Not at All) to 7 (Extremely). This resulted in 20 variables: the four questions mentioned above grouped by the five types of shared knowledge.

In Hughes et al. (2015a), each of these five types of knowledge were treated as a composite variable, created from the four items within that type of knowledge. During item reduction using Exploratory Factor Analysis across the surfing social world, it was

determined that shared knowledge could be reduced to two different composite variables. ‘Shared Knowledge 1’ included historical knowledge, symbolic knowledge, and location knowledge, and ‘Shared Knowledge 2’ included heroic knowledge, and knowledge of a key language.

Travel Intentions

Individuals were asked if they intended to travel for surfing within the next two years. Those that indicated that they would travel for surfing within the next two years were prompted with six additional free response travel questions. Individuals were asked how many day and night trips they intended to take in the next two years where surfing was their primary reason for travel. Individuals were also asked how many different destinations they would travel to, and how many surfing trips they would take outside of the United States in the next two years. Finally, individuals were asked to estimate how far (one-way) will the longest (in miles) surfing trip be that they will take as a tourist, and on their upcoming surfing trip, what is the estimated amount of money (in USD) they will spend including transportation.

Sampling and Analysis

Questionnaires were distributed through a major online surfing forum that is associated with *Surfer Magazine*, one of the largest surfing magazines. The surfing forum was chosen because it best represented the surfing social world as conceptualized by Shibutani (1961), which suggested that social worlds should be defined by their communication channels rather than a geographical location. Using a modified Dillman

(2000) technique for online sampling, each week, blocks of 500 individuals were randomly selected and sent a message within the forum private message system. Individuals were randomly selected by inserting the list of usernames into a spreadsheet and randomly sorting the usernames into the above mentioned blocks of 500. This process occurred over 5 weeks allowing for a distribution of 2,500 surveys. Reminder follow-up private messages were sent a week later to encourage questionnaire completion. At the time of data collection, the surfer forum had over 41,000 individual users.

To answer the overarching research questions, a series of relationships were tested using multiple linear regression analysis. Social world characteristics were used as the independent variables, and different travel intentions served as the dependent variables. In order to conduct a multiple linear regression, egregious outlying data points must be modified to provide a more normally distributed data set. Following the procedures of Mertler and Vannatta (2002) and Tabachnick and Fidell (1996), egregious univariate outlier variables were identified using their standardized z -scores. Any z -score found over the 3.9 threshold was converted to the mean score of that variable. Six cases were identified as egregious univariate outliers and needed to be addressed within each travel variable. These six participants had unusually large responses for all six travel variables; in all cases, two or three times the higher numbers within the 3.9 z -score threshold. After these outliers were modified, a statistical test for the tolerance of collinearity was conducted across all intent to travel dependent variables. The tolerance of the collinearity test was greater than the threshold of $p > .1$. This suggests that all six independent

variables are different and are not measuring the same variance on the dependent variables.

Results

Five hundred and twenty-two questionnaires were collected from the 2,500 surfers that were sampled. The sample had a 95% confidence interval of ± 3.47 at a 95% confidence level, and a response rate of 20.88%. The surfing sample also consisted of a high percentage of males (84.34%) with an average age of 31.58 years old. The average numbers of years surfed was 12.18, and the average frequency of surfing was 12.79 days a month. These demographics and participation statistics are consistent with other studies (Barbieri & Sotomayor, 2013; Dolnicar & Fluker, 2003a, 2003b; Nourbakhsh, 2008). Within the questionnaire, surfers were asked to address the previously developed pre-existing scales to measure the dimensions that represent the three characteristics of social worlds. Results for the six variables can be found in Table 5.1.

Table 5.1

<i>Social World Characteristic Scales (Independent Variables)</i>		
	<i>M</i>	<i>SD</i>
Short Shwartz Value Survey [†]	4.40*	1.08
Emotional Solidarity Scale ^{††}	4.64	1.13
Inclusion of Other in Self Scale ^{†††}	5.85	2.45
Shared Communication Scale ^{††††}	4.52	1.42
Knowledge Scale 1 ^{†††††}	4.26	1.23
Knowledge Scale 2 ^{†††††}	3.84	1.13

*Notes:**Mean is not displayed because it is not a meaningful measure of social world strength.

[†]Responses based on 1-7 scale. 1-Value is not important, 7-Value is very important.

^{††}Responses based on 1-7 scale. 1-Strongly Disagree or 7-Strongly Agree with solidarity

^{†††}Responses based on 1-9 Venn Diagram scale. 1-no overlap, 9 –completely overlapped

^{††††}Responses based on 1-7 scale. Importance of communication channels 1- Not at all, 7 – Extremely

^{†††††} Responses based on 1-7 scale. How meaningful are knowledge items 1- Not at all, 7 – Extremely

The SSVS composite variable had a mean score of 4.40 and a standard deviation of 1.08, suggesting that individuals in the surfing social world somewhat agree on their value system. The mean score for SSVS is asterisked in Table 5.1 to draw attention to this mean score, because it is not a meaningful descriptive statistic. It represents the value system of the social world; what is important is how much individuals agreed on their value systems. In all other characteristic variables, higher mean scores represent a stronger social world, therefore these mean scores have been included in Table 5.1. The ESS composite variable measures togetherness or empathy amongst a group and had a mean score of 4.64 and a standard deviation of 1.13. This suggests that individuals somewhat agree on how meaningful other surfers are to them. The IOS Scale mean score was 5.85 and the standard deviation was 2.45. The high standard deviation suggests disagreement amongst surfers on just how much they feel they are part of the surfing social world.

The Shared Communication Scale represents how important and meaningful certain types of communication are to the surfing social world. Since communication is at the center of Shibutani's (1961) definition of social worlds, communication channels should be frequently used, meaningful, and have useful information. The mean score of 4.52 and a standard deviation of 1.42 suggests that the shared communication channels are frequently used, and that individuals interpret the quality of information as good, relevant, useful, and important as a surfer.

Finally, Knowledge 1 represented surfers' familiarity and meaningfulness of a symbol (the Shaka), of a historical element (surfing in Hawai'i), and an iconic location (North Shore of Hawai'i). The mean score suggests that the surfers were more familiar than not with these elements of knowledge, and that they were more meaningful to both the individual and to the surfing social world. Knowledge 2, which included elements of the hero (Kelly Slater) and language ("in the green room"), had a lower mean score suggesting that individuals were less familiar with these two elements and that they were less meaningful to the individual and to the social world.

These six variables are measures of the characteristics of a social world. More importantly, how individuals respond to these characteristics determined the strength of the social world. Figure 5.2 is the surfing social world's SWSP. This is a visual representation of the strength of a social world that maps the mean scores and standard deviations of each of the characteristics of the surfing social world (Hughes et al., 2015b). Mean scores were normalized and put on a 0-1 scale. This was done by dividing the mean score by the number of points in each scale (7 seven for all scales other than

IOS, which was divided by 9). Standard deviations were also normalized by dividing each standard deviation by 3. Each increment on the map is an increase of 0.2. The mean scores create the lighted dotted area, while the wavy area (almost non-existent) represents the standard deviation. The checkered area is where means and standard deviations overlap and represents the surfing social world's strength. Individuals in a strong social world would be represented by a large dotted area, showing high mean scores of the six composite variables, and would have a small checkered area, indicating a high amount of agreement (small standard deviations). From this SWSP, as well as the responses, the surfing social world appears to be of modest strength.

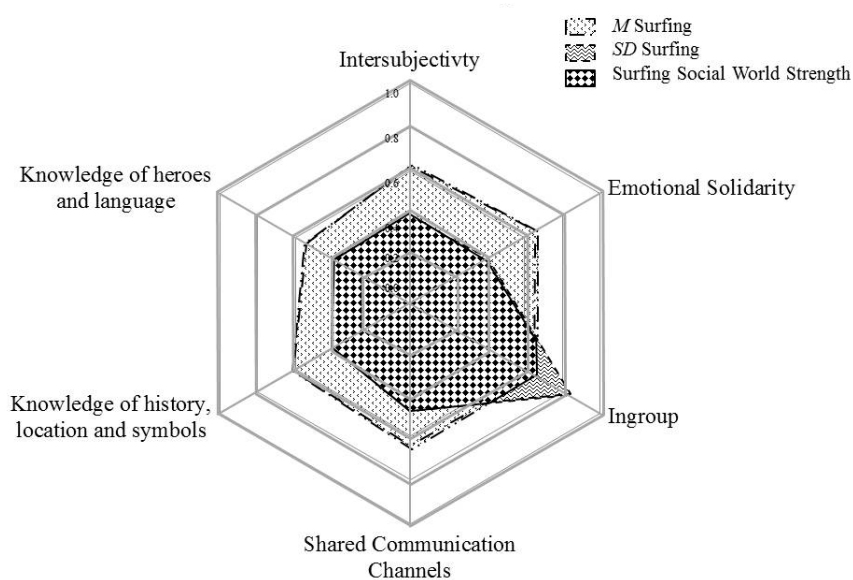


Figure 5.2: Surfing Social World Strength Profile

Individuals were asked to identify their intent to travel for surfing in the next two years, where surfing was their primary reason of travel. This included the number of day

trips, overnight trips, the number of different destinations, the number of destinations that were outside of their home country, how far they intended to travel one-way in miles for their longest trip, and how much they intended to spend on their next trip in USD. Of the 522 respondents, 446 identified that they intended to travel within the next two years for the purpose of surfing. Table 5.2 highlights the descriptive statistics of surfers' intent to travel in the next two years. On average, individuals intend to take 10.64 day trips within the next two years for the purpose of surfing. They also intended to take on average 5.52 overnight trips, and travel to an average of 4.80 different destinations within their country. Individuals suggested that on average, they would visit 0.87 different destinations outside of their country in the next two years for the purpose of surfing. Individuals reported that on average, they would travel 433.83 miles to reach their farthest destination and intend to spend \$347.96 on average on their next trip.

Table 5.2

<i>Intention to Travel Items (Dependent Variables)</i>		
	<i>M</i>	<i>SD</i>
Intended number of day trips in the next two years	10.64	9.34
Intended number of overnight trips in the next two years	5.52	5.73
Intended number of different destinations (in country)	4.80	4.65
Intended number of trips (out of country)	0.87	1.42
Intended distance for next trip (miles)	433.83	500.68
Intended amount of money to spend on next trip (\$USD)	347.96	401.08

Table 5.3 highlights the results of the multiple linear regression for the combined social world characteristics, representing the strength of that social world. Each of the composite variables are utilized as the independent variables and intention to travel items are the dependent variables. Regression results indicate that four of the six dependent

variables were significantly predicted using the social world characteristics. This included the intent to travel in the next two years for day trips ($R^2=.273$), overnight trips ($R^2=.469$), number of different destinations within home country ($R^2=.421$), and number of trips outside of home country ($R^2=.432$). The last two variables, estimated distance to travel for their longest trip in the next year and estimated amount of money an individual will spend in USD, were not significantly predicted by social world characteristics.

Table 5.3

Regression Results using Social World Characteristics

Dependent Variable	R^2	F	p	Standard Error	df
Day Trips	.273	5.909	< .000	9.050	6,439
Overnight trips	.469	20.608	< .000	5.095	6,439
Number of Different Destinations	.421	15.74	< .000	4.251	6,439
Trips out of country	.432	16.828	< .000	1.286	6,439
Farthest Distance (one-way)	.115	.981	.438	500.743	6,439
Money to Spend	.117	1.01	.419	401.054	6,439

Additionally, it is useful to determine which of the six independent variables were the best predictors for each of the four dependent variables. The standardized beta coefficients in Table 5.4 suggest that the ESS was the best predictor of the dependent variables having significant standardized beta coefficients, with a $p < .05$ across all four dependent variables. Overall, the next best predictor was the first shared knowledge variable, which included items that addressed an individual's knowledge concerning examples of a social world's history, symbols, and locations. This produced standardized beta coefficients with a $p < .05$ across three of the four dependent variables. The IOS scale was able to significantly predict the number of trips a surfer intends to take outside of their home country. Shared Communication Channels were not a significant predictor

in the model for any intention to travel dependent variable. The SSVS and the Shared Knowledge 2 variables had a weaker inverse relationship with all of the dependent variables and were not significant predictors in the model.

Table 5.4

Standardized Beta Coefficients of Independent Variables for each Dependent Variable

	Day trips	Overnight	# of Different Destinations	Out of Country
ESS	.148*	.347*	.300*	.329*
Knowledge 1	.098	.114*	.126*	.093*
IOS	.052	.046	.062	.101*
Communication	.074	.090	.079	.027
Knowledge 2	-.041	-.043	-.037	-.025
SSVS	-.028	-.048	-.067	-.038

* indicates a significant Standardized Beta Coefficient with a $p < .05$

Discussion and Conclusion

The purpose of this research was to answer the questions: Can the strength of a social world, represented by its characteristics, be used to predict individuals' intent to travel where the major purpose of travel is surfing? If so, which characteristics of social worlds are the best predictors of the intent to travel? It can be concluded from this research that of six dependent variables related to surfing travel intentions, four could be predicted using social world characteristics. Furthermore, this research suggests that: (a) The more emotional solidarity an individual experiences with others in the social world of surfing, the more likely they are to have an intention to travel for surfing; (b) The more knowledge an individual has concerning the surfing social world's history, symbols, and locations, the more likely they are to have an intention to travel (except on day trips) for surfing; (c) The more an individual feels they are a part of the surfing social world, the more likely they are to have an intention to travel internationally for surfing.

Conceptually, this study suggests that individuals involved in a modestly strong social world, a social world that has some shared culture, shared communication channels, and shared knowledge, are likely to travel with the intention of participating in the activity around which that social world revolves. The Communication Channel variable did not significantly predict any travel intentions. The two inversely related variables, SSVS and the second Shared Knowledge variable, suggest that some aspects of knowledge, and the value system of an individual and how much that value system is similar to the surfing social world, does not play a role in an individual's intent to travel.

Hughes et al. (2015a, 2015b) produced informative results that contributed to the recreation-based social world literature. The scope of their work was rather limited to a conceptual understanding of social world characteristics. This study took that research one step farther and utilized those characteristics to identify if there was any value to not only researchers, but individuals tasked with identifying potential surf tourism markets. The variables utilized here can assist in predicting how much they will travel.

Limitations

This research included a number of limitations. First, the questionnaire was written in English and distributed largely to an English-speaking forum. It could be interpreted that this is only a portion of the true social world of surfing. However, if individuals cannot communicate because of a language barrier, and since social worlds are defined by the effectiveness of their communication channels, it is possible that a social world is limited by differences in language. It can be concluded, then, that this study is not representative of all surfers, but rather the English-speaking portion of the

surfing social world or the English-speaking surfing social world. In a similar limitation, units were provided in American English standards, American USD, and in miles. This may have produced confusion to any individual outside of the United States and may have also added to the poor results presented in the prediction of distance traveled and money spent. Because location-specific information was not requested in the questionnaire, there is no way to control for responses that were outside of the United States.

Future Research and Contrary Findings

Concerning the two inversely related variables in this study, the SSVS and the second knowledge variable, it is advised that in future research, these items are either left out, modified, or used as anecdotal descriptives for a sample. Broader value systems may have been established within that individual and preceded the individual's involvement in their subsequent social worlds or activity. These values may transcend the social world and may have only been slightly modified to align more with other members of the social world, as opposed to deriving solely from within the social world (Hsieh, 2008). The elements in the second knowledge variable (hero and language) may not have performed well because of how representative items were chosen, especially for a large dispersed social world like surfing. For example, the researchers used a number of surfers in their personal network; however, if these researchers consulted any number of different groups of surfers, other heroes (e.g. Eddie Aikau, Duke Kahanamoku, Andy Irons, Laird Hamilton, Mark Foo, or any other impactful surfer) may have been chosen and possibly changed the results. While Kelly Slater is arguably the best competitive surfer in the

world with numerous titles, how individuals felt about his contributions may be questionable when compared to others who individuals felt may have greater impacts to surfing. Similarly, “in the green room” (referring to being in the barrel of a wave) was chosen because it was complicated enough to sift out possible non-members of the surfing social world, but may have been seen as cliché. However, the examples chosen are still elements of knowledge that are conceptually important social world characteristics. To rectify this in the future, a more thorough vetting process for the selection of items representing heroes and language may be necessary.

While these results contribute to the tourism literature regarding travel intentions, it should be noted that it is unclear exactly how well these variables predicted the intention to travel compared to other scales previously developed for this purpose. For instance, Experience Use History (EUH) has been utilized in a number of studies to predict travel behavior with varying results (Drais, 2007; Petrick, 2001, 2002). It could be useful to identify if EUH had any predictive ability concerning intention to travel within the social world and how that compares to the social world characteristics scales.

Perhaps EUH and social world characteristics, when combined, are a better predictor of travel intentions. Considering the amount of emphasis that is placed on social worlds in developing serious leisure literature, it could be important to identify how the Serious Leisure Inventory and Measure (SLIM) developed by Gould (2005), or the Situational Intrinsic Motivation Scale (SIMS) developed by Deci and Ryan (1985, 2010) may be used in conjunction with the social world characteristic variables to predict intention to travel. Future research could also utilize these scales to identify if social world

characteristics are predictors of experience use history, degree of motivation, or serious leisure, all of which could be useful to the leisure and recreation discipline. It may also be beneficial to repeat this study using other social worlds to test the reliability and validity of social world strength measures predicting travel for other social worlds.

Implications

As Devall (1973) points out, the social aspect of recreation groups plays a crucial role in the overall experience of those within the social world. It also provides another opportunity to predict and interpret the travel intentions of surfers in the social world. This research suggests that characteristics that determine the strength of the surfing social world can significantly predict individuals' intentions to travel for surfing. By utilizing the concepts here and following Shibutani's (1961) definition of a social world, researchers can further piece together the complexity of social worlds. While not exceptionally useful to the practitioner as an applicable tool, this research is designed to bring to light the complexity of the social world phenomena. It is hoped that both researchers and practitioners use this study to critically think about the multiple aspects of recreation-based social worlds and the various impacts they can have to all stakeholders. By better understanding social worlds, and their participants' intention to travel, practitioners may be able to better prepare for the social aspects of recreation that Devall (1973) highlighted as a critical component for the recreational experience. Considering social aspects of involvement play such a critical role in an individual's experience, combining the concepts here with other measures can produce a more comprehensive understanding of an individual's intention to travel and their relationship

with the social world they are involved in. Communities can use this information to focus their efforts on social worlds by capitalizing on their stronger characteristics. Since emotional solidarity was such a strong predictor of travel intentions, focusing efforts on informing surfers on locations to socialize and promoting social events and activities may be a beneficial way to use what is presented here. Furthermore, surfers' knowledge of the history of surfing, its symbols, and iconic locations was also a strong predictor of travel intentions. Capitalizing on this imagery can be important to draw attention to certain locations. Finally, making sure certain surfing destinations capitalize and use as many communication channels within the surfing social world as possible is important. Having information that allows individuals to see various aspects of a location, as well as have the opportunity to communicate with each other, will be useful in the future.

References

- Agnew, C., Loving, T., Le, B., & Goodfriend, W. (2004). Thinking close: Measuring relational closeness as perceived self-other inclusion. In D. Mashek & A. Aron (eds.), *Handbook of Closeness and Intimacy* (pp. 103-115). Mahwah, NJ: Lawrence Erlbaum Associates.
- Ajiboye, O. (2012). Social phenomenology of Alfred Schutz and the development of African Sociology. *British Journal of Arts and Social Sciences*, 4(1), 12-25.
- Aron, A., Aron, E., & Smollan, D. (1992). Inclusion of other in the self scale and the structure of interpersonal closeness. *Journal of Personality and Social Psychology*, 63, 596-612.
- Aron, A., Aron, E., Tudor, M., & Nelson, G. (1991). Close relationships as including other in the self. *Journal of Personality and Social Psychology*, 60, 241-253.
- Barbieri, C., & Sotomayor, S. (2013). Surf travel behavior and destination preferences: An application of the Serious Leisure Inventory and Measure. *Tourism Management*, 35, 111-121.
- Beal, B., & Smith, M. (2010). Maverick's: Big-wave surfing and the dynamic of "nothing" and "something." *Sport in Society*, 13(7-8), 1102-1116.
- Ben-Ner, A., McCall, B., Stephane, M., & Wang, H. (2009). Identity and in-group and out-group differentiation in work and giving behaviors: Experimental evidence. *Journal of Economic Behavior and Organization*, 72, 153-170.
- Bicchieri, C., & Muldoon, R. (2011). Social Norms. *The Stanford Encyclopedia of Philosophy*. San Jose, CA: Stanford University Press.

- Brown, D., & Swanson, L. (2006). *Challenges for Rural America in the Twenty-First Century*. University Park, PA: Pennsylvania State University Press.
- Buckley, R. (2002a). Surf tourism and sustainable development in Indo Pacific Island the industry and the islands. *Journal of Sustainable Tourism*, 10(5), 405-424.
- Buckley, R. (2002b). Surf tourism and sustainable development in Indo Pacific Island recreational capacity management and case study. *Journal of Sustainable Tourism*, 10(5), 425-442.
- Campbell, J. (2006). Media richness, communication apprehension and participation in group videoconferencing. *Journal of Information, Information Technology, and Organizations*, 1, 88-96.
- Clarke, A. (1997). A Social Worlds Research Adventure. In A. Strauss & J. Corbin (Eds.). *Grounded Theory in Practice* (pp. 63-94). Thousand Oaks, CA: Sage Publications.
- Deci, E. L., & Ryan, R. M. (2010). *Self-Determination*. John Wiley & Sons, Inc.
- Deci, E. L., & Ryan, R. M. (1985). The general causality orientations scale: Self-determination in personality. *Journal of research in personality*, 19(2), 109-134.
- Ditton, R., Loomis, D., & Choi, S. (1992). Recreation specialization: Re-conceptualization from a social worlds perspective. *Journal of Leisure Research*, 24(1), 33-51.
- Dolnicar, S., & Fluker, M. (2003a). Who's riding the wave? An investigation into demographic and psychographic characteristics of surf tourists. In Proceedings of

- the 13th international research conference of the Council for Australian University Tourism and Hospitality Education (CAUTHE).
- Dolnicar, S., & Fluker, M. (2003b). Behavioural market segments among surf tourists investigating past destination choice. *Journal of Sport Tourism*, 8(3), 186-196.
- Dolnicar, S., & Fluker, M. (2004). The symptomatic nature of past destination choice among surf tourists. Faculty of Commerce Papers. University of Wollongong.
- Devall, B. (1973). The development of leisure social worlds. *Humbolt Journal of Social Relations*, 1, 53-59.
- Drais, C. (2007). *The Traveling Quilter: An Exploration of the Influences on Travel Behavior* (Unpublished master's thesis). Clemson University, Clemson, SC.
- Durkheim, E. (1995[1915]). *The elementary forms of the religious life*. New York, NY: Free Press.
- Ferrell, S., Mata-Hartshorn, K., Norman, J., & Olges, D. (n.d.). *Schwartz value survey summary*. Unpublished summary.
- Frank, M., Zhou, S., Bezerra, P., & Crowley, Z. (2009). Effects of long-term recreational surfing on control of force and posture in older surfers: a preliminary investigation. *Journal of Exercise, Science and Fitness*, 7(1), 31-38.
- Gould, J. M. (2005). *The Development of the Serious Leisure Inventory & Measure* (Unpublished doctoral dissertation). Clemson University, Clemson, SC.
- Grenon, V., Larose, F., & Costa, G. (2012, March). Impact of indirect observation on the development of perceived usefulness of technologies for teaching by students in preservice teacher education at the University of Sherbrooke. In *Society for*

- Information Technology & Teacher Education International Conference*, Vol. 2012, 1, 4232-4235.
- Hofer, J., Chasiotis, A., & Campus, D. (2006). Congruence between social values and implicit motives: Effects on life satisfaction across three cultures. *European Journal of Personality*, 20, 305-324.
- Hughes, M., Hallo, J., & Norman, W. (2015a). *Re-conceptualizing recreation-based social worlds: Examining the core characteristics of social world* (Unpublished doctoral dissertation article one of three). Clemson University, Clemson, SC.
- Hughes, M., Hallo, J., & Norman, W. (2015b). *Re-conceptualizing recreation-based social worlds: How do bigger and broader social worlds compare* (Unpublished doctoral dissertation article two of three). Clemson University, Clemson, SC.
- Kampion, D.(2003). *Stoked! A History of Surf Culture*. Layton, UT: Gibbs Smith.
- MacLennan, J., & Moore, R. (2011). Conflicts between recreation subworlds: The case of Appalachian trail long-distance hikers. *LARNet*, 13(1), 1-17.
- Mcdougall, S. J., Curry, M. B., & de Bruijn, O. (1999). Measuring symbol and icon characteristics: Norms for concreteness, complexity, meaningfulness, familiarity, and semantic distance for 239 symbols. *Behavior Research Methods, Instruments, & Computers*, 31(3), 487-519.
- Mertler, C., & Vannatta, R. (2002). *Advanced and multivariate statistical methods* (2nd ed.). Glendale, AZ: Pyrczak.
- Nelsen, C., Pendleton, L., & Vaughn, R. (2007). A socioeconomic study of surfers at Trestles Beach. *Shore and Beach*, 75(4), 32.

- Nourbakhsh, T. (2008). A qualitative exploration of female surfers: Recreation specialization, motivations, and perspectives (Master's thesis). California Polytechnic State University, San Luis Obispo, CA.
- Petrick, J.F. (2001). Analysis of golfer motivations and constraints by experience use history. *Journal of Leisure Research*, 33(1), 56-70.
- Petrick, J. F. (2002). Experience use history as a segmentation tool to examine golf travellers' satisfaction, perceived value and repurchase intentions. *Journal of Vacation Marketing*, 8(4), 332-342.
- Phillips, M. R., & House, C. (2009). An evaluation of priorities for beach tourism: case studies from South Wales, UK. *Tourism Management*, 30(2), 176-183.
- Pitt, A. (2009). Surfing at Bombora controlled beaches. In 5th Western Australian State Coastal Conference, Fremantle.
- Ponting, J. (2008). Consuming Nirvana: An exploration of surfing tourist space (Doctoral dissertation). University of Technology, Sydney.
- Schutz, A. (1969). *The Phenomenology of the Social World*. Evanston, IL: Northwestern University Press.
- Schutz, A. (1970). *On Phenomenology and Social Relations: Selected Writings*. Chicago, IL: University of Chicago Press.
- Schutz, A., & Luckmann, T. (1973). *The Structures of the Life-World*. (N. U. Press, Ed.). Evanston, IL.
- Shibutani, T. (1961). *Society and personality*. Englewood Cliffs, NJ: Prentice-Hall

- Stranger, M. (2010). Surface and subculture: Beneath surfing's commodified surface. *Sport in Society: Cultures, Commerce, Media, Politics*, 13(7), 1117-1134.
- Strauss, A. (1978). A social world perspective. *Studies in Symbolic Interaction*, 1, 119-28.
- Strauss, A. (1982). Social Worlds and legitimation processes. *Studies in Symbolic Interaction*, 4, 171-90.
- Tantamjarik, P. (2004). Sustainability issues facing the Costa Rica surf tourism industry (Master's thesis). University of Hawaii, HI.
- Tabachnik, B., & Fidell, L. (1996). *Using multivariate statistics* (3rd ed.). New York: NY, HarperCollins.
- Unruh, D. (1979). Characteristics and Types of Participation in Social Worlds. *Symbolic Interaction*, 2(2), 115-130.
- Unruh, D.R. (1980). The nature of social worlds. *Pacific Sociological Review*, 23, 271-296.
- Verkasalo, M., Lonqvist, J., Lipsanen, J., & Helkama, K. (2009). European norms and equations for a two dimensional presentation of values as measured with Schwartz's 21-item portrait values questionnaire. *European Journal of Social Psychology*, 39, 780-792.
- Wagner, G. C., Nelsen, C., & Walker, M. (2011). *A Socioeconomic and Recreational Profile of Surfers in the United States: A Report by Surf-First and the Surfrider Foundation* (No. 13/1). Report.

- Whiting, J., & Pawelko, K. (2010). A naturalistic inquiry into the social world of whitewater kayakers. *Proceedings of the 2010 Northwestern Recreation Research Symposium*, 71-76.
- Woosnam, K. (2012). Using emotional solidarity to explain residents' attitudes about tourism and tourism development. *Journal of Travel Research*, 51(3) 315-327.
- Woosnam, K. (2010a). "2009 Galveston County Visitor Study results." Project report for Galveston Island Convention and Visitors Bureau (Galveston Island, Texas). College station, Texas: Texas A&M University, Department of Recreation, Park & Tourism Sciences, 42 pp.
- Woosnam, K. (2010b). The inclusion of other in the self (IOS) scale. *Annals of Tourism Research*, 37(3), 857-860.
- Woosnam, K., & Norman, W. (2010). Measuring residents' emotional solidarity with tourists: Scale development of Durkheim's theoretical constructs. *Journal of Travel Research*, 49(3), 365-80.
- Woosnam, K. (2008). *Identifying with Tourists: Examining the Emotional Solidarity Residents of Beaufort County, South Carolina have with Tourists in Their Community* (Unpublished doctoral dissertation) Clemson University, Clemson, SC.
- Zmud, R. (1979). Individual differences and MIS success: A review of the empirical literature. *Management Science*, 25, 966-979.
- Zmud, R. (1978). An empirical investigation of the dimensionality of the concept of information. *Decision Sciences*, 9(2), 187-195.

CHAPTER SIX

CONCLUSION

Major Findings

This research was designed to reexamine the social world literature as it applies to the recreation and leisure-based literature. By being more critical of the social world terminology, it was determined that current usage of this vernacular can be confusing and often leads to inconsistent use (Clarke, 1997). Conducting the literature review provided insight into the original definition of social worlds and what characteristics are most prevalent in framing these entities. Throughout this research, these three characteristics – shared culture, shared communication, and shared knowledge – provided variables that could significantly predict group membership, be used to meaningfully compare social worlds, and predict the intention to travel.

Article One of this research addressed if social worlds have a unique set of characteristics that distinguish them from other organizational structures, and if so, how best to measure these characteristics. By addressing this, Article One was designed to reexamine the original social world literature, assist in the clarification of social world terminology, and overcome its inconsistent use. In Article One, the measurement tools used to capture the three characteristics were assessed as fourteen composite variables to predict group membership within the unique and isolated social world of featherbowling, and individuals simply participating in the activity of bowling. These composite variables could significantly predict group membership between the two. Of particular

interest from Article One was the result that the composite variables that measured shared knowledge were the best predictors of group membership.

Article Two of this research followed a similar process to Article One, but included two larger social worlds. This article utilized the social world of surfing, a social world known to have all aspects of each characteristic, to reduce the dimensions from fourteen composite variables to six statistically significant composite variables. Once these six new composite variables were identified, they were compared across four groups, which included three social worlds (featherbowling, Humans vs. Zombies, and surfing), as well as the activity of bowling. These six new variables provided additional opportunity to compare and contrast the four groups. This article produced results suggesting that the six dimensions used to measure the characteristics of social worlds showed statistically significant differences between groups on a number of different variables. In this article, the authors also presented the concept of social world strength. It was suggested that strong social worlds would be comprised of individuals who had high degrees of agreement on their shared culture, including agreement on their intersubjectivity and solidarity, and if felt that they were part of the social world. Individuals in strong social worlds also had a high appreciation for the information shared across their communication channels. Finally, strong social worlds were characterized by having individuals who were familiar with, and found meaning in, key aspects of knowledge within their social world. This article concluded with the presentation of the Social World Strength Profile (SWSP), a visual diagramming of the strength of social worlds. The SWSP mapped a normalized version of both the mean

score and standard deviation. This provided readers a visualization of how individuals within a social world place importance on their shared culture, shared communication channels, and shared knowledge, and represents the strength of the social world.

Article Three used social world strength, measured using the six composite variables that capture the social world characteristics, to identify if it had the ability to predict an individual's various travel intentions for the purpose of surfing. This article concluded that the more emotional solidarity an individual experiences with others in the social world of surfing, the more likely they are to have an intention to travel for surfing. Also, the more knowledge an individual has concerning the surfing social world's history, symbols, and locations, the more likely they are to have an intention to travel (except on day trips) for surfing. Finally, the more an individual feels they are a part of the surfing social world, the more likely they are to have an intention to travel internationally for surfing.

Dissertation Contributions

From a conceptual standpoint, this research is aimed at helping clarify social world terminology and assist in overcoming its inconsistent use. As Clarke (1997) suggests, social world vernacular allows multiple disciplines to communicate. However, due to inconsistent use, it has become unclear in recent literature exactly what is a social world and what is not. During the process of identify and trying to capture "what is a social world," the researchers conducted a lengthy literature review that presented how social worlds form, and how they change and evolve. Social worlds were also compared and contrasted in the literature from other common forms of social groupings used

throughout the social sciences including arenas, typologies, communities, social networks, market segments, and structured organizations. This review of the literature provided grounds for distinguishing social worlds as their own separate entity. Strauss (1978) suggested that social world research should not focus on forms of communication, symbolization, or universes of discourse. This was rational when presented, considering that Shibutani (1961) defined social worlds as a cultural area defined not by physical boundaries or formal membership, but by the limits of effective communication channels. Strauss's (1978) caution may arise because of the complication faced in trying to capture such an amorphous entity forty years ago. However, because of the internet and other technological advancements, the researchers felt it worth another attempt to readdress further understanding of these aspects of social worlds. This research makes a conscious effort to identify social worlds via their communication channels and measure them through those communication channels in an attempt to capture the real essence of a social world.

Limitations

As mentioned, the characteristics measured were derived from the definition of social worlds provided by Shibutani (1961) largely due to the usage of this definition in the recreation and leisure field. However, different researchers may identify other characteristics and scales worth measuring. It is hoped that this dissertation provokes thought and discussion of this complicated topic. The claim is also made that social worlds may not be geographically bound, and researchers may find room for criticism in that the initial, pure social world of featherbowling was indeed geographically isolated.

This was intended to remove “noise” caused by geographical dispersion. However, in focusing on such a small social world, the initial article, Article One, focused on a social world with limited communication channels. Similarly, in Article One, the choice of a group of individuals involved in pure activity, the bowlers, resulted in communication channels that mirrored a small, isolated social world, one lacking or not using communication channels. While qualitatively very different, quantitatively, from a communication channels standpoint, these two were very similar.

Another limitation in Articles Two and Three was that the sample procedure was conducted within English-speaking forums. Therefore, the results may only be the English speaking portion of the social worlds. Arguably, language can be a major barrier for effective communication, and thus, represents an additional defining frame for a social world.

Implications

Conceptually, this study adds to the literature to provide a basis from which researchers can have thoughtful and critical discussions about social worlds. The work here highlighted deficiencies in the current usage of the social world vernacular and how it has potentially been inconsistently used in the recreation and leisure literature. This research also created an alternative view in how to sample, measure, and compare social worlds using characteristics found in Shibutani’s (1961) original definition. It then provided a methodical approach with scales that can be used to reduce these items into composite variables, which can be used to compare and contrast social worlds and, in some cases, predict travel intention of individuals within that social world, at least in the

case of surfing. These scales are but a starting point for future research and may not be definitive in capturing all aspects of social worlds. Additionally, alternative scales may be included to further assist in adding clarity to social world participation and social world strength. It may also be appropriate to develop original scales for measuring social worlds. However, following scale development from Devillis (2007), it is first appropriate to identify and test currently existing scales for their ability to capture concepts if the literature supports it.

As the research suggested throughout the articles, the knowledge items, communication channels, and, in particular, the emotional solidarity from the shared culture, were exceptionally useful in predicting the intent to travel, significantly highly correlated with other items in their scale, or useful in predicting group membership. The intended use of the Short Schwartz Value Survey was not particularly useful throughout this dissertation. However, it may have value in adding depth and understanding to the traits or the values of a social world. Similarly, the Inclusion of Other Scale often supported the results found with the emotional solidarity scale anecdotally, but it rarely was useful in its own. Therefore, it is recommended that, moving forward, researchers either continue to test these scales for reliability and validity amongst social worlds, or remove them from the questionnaire. This would shorten surveys a good bit and provide the opportunity to include other potential scales to measure these characteristics.

Future Research Directions

From this research, the most logical move forward is to test and retest these items and scales across varying social worlds to find the right number of variables to effectively

and efficiently capture social world characteristics. The inclusion of additional scales may also provide further understanding of characteristics. Other researchers may find value in adding a qualitative component to understanding social worlds. While this study provides statistical evidence of differences, anecdotally, during data collection, it was clear to the researchers that these differences were much vaster than these scales and items suggest. During the data collection for featherbowling, it was quite clear to the researcher that this was a strong social world that included knowledgeable individuals that appreciated their culture and how they communicated. Even those individuals who were not at the core of the social world and were “passers-by” became increasingly engrossed in featherbowling, because the atmosphere at Cadieux Café surrounding the featherbowling lanes was steeped in tradition, history, and knowledge. Often, those extremely passionate about featherbowling would engage with “passers-by” and immerse them in the social world. However, while statistically significant as possibly the strongest social world in this study, visually, these dissertation results do not capture the exceptional differences between featherbowling and the other social worlds.

Furthermore, another unpredicted observation came in the knowledge characteristics of surfers. It was interesting to see the “hero” and “language” composite variable score so low. Kelly Slater is one of the most decorated surfers that currently surfs and was identified by surfers as a key component of the surfing social world. Similarly “in the green room” was identified as a phrase that was unique enough to have a specific meaning to surfers, but outsiders would likely be unaware of how meaningful it truly is to the surfing social world. The composite variable for these two components of

knowledge were pretty low in comparison to other social worlds. The concept of activity vs. social world has overarched this entire research. It would be interesting to conduct qualitative research to identify why these items of knowledge fell short. It would also be interesting to compare the results with individuals known to be engaging in both the social world and the activity to see if there are significant differences between the two.

This research criticized the geographical identification of social worlds as opposed to identifying the social worlds via their communication channels. Therefore, a logical line of research could emerge from sampling both a large social world and sampling a small, geographically isolated subworld from within the larger social world. These two samples could be compared for statistical differences or similarities to identify if geographically isolated subworlds are identical or different than the larger social world.

Article Three highlighted the ability of social world characteristics to predict travel behavior for the surfing social world. While the tool made not be useful for practitioners the interpretation of results from this dissertation provides a deeper understanding of what social worlds are, and what they mean to the individuals within them, which can play a useful role in travel and tourism or recreation-based research. Other researchers can use what was established here to help inform communities of the recreation-based social worlds they intend to draw to their communities for various reasons. Research that provides information on the impact that social worlds have on the individual can enhance the overall experience for individuals, the social world, and possibly for the communities they rely on to provide certain services or needs. Devall (1973) suggests that the social aspect of recreation is a critical component to the

individual's experience. A better understanding of social world characteristics and the strength of a social world can provide additional insight into how these groups interact internally. Future research along this line may look at different types of behavior including travel, recreation, and resource usage, and identify if social world strength plays a critical role in how individuals in social worlds plan trips, engage in recreation, and use resources. It would also be interesting to identify if stronger social worlds engage more with local communities, have longer involvement with communities, or manage their resources differently than weaker social worlds.

Final Thoughts

This dissertation evolved from a need to better understand social worlds, what they are, and how individuals shape them. The research is not designed to be the end point or an all-encompassing understanding of social worlds, but, rather, it was an opportunity to question a concept that is often overlooked in the literature. The author hopes to create discourse and discussion around the elements within this dissertation and to have provided characteristics, scales to measure them, and useful implementation of those scales, as but one outlook on the grander phenomena of social worlds. If, by reading this work, researchers think critically of the original definition of social worlds, how that definition was manifested in identify characteristics and scales used to measure them, as well as the sampling and methods chosen here, then this document has served its purpose. The literature suggests that the concept of social worlds is gleaned over and is a secondary or tertiary concept when presented in the leisure and recreation field. It is the hope of this author that by shining a light on the phenomena of social worlds and the

concepts that it encompasses, researchers will take a more critical look at their usage of social worlds in the future. It is hoped that these scales will be modified, removed, changed, or added to in an effort to create better tools that assist in the understanding of social worlds and the individuals that are within them.

Social worlds have a great deal of importance to individuals defining the world around them and the experiences they have. Traditionally individuals defined themselves by the institutions around them (Durkheim, 1995[1915]) which often included religious or work institutions. While this is still present, social worlds outside of these institutions, and in particular interest based social worlds are taking an ever present role in shaping the lives of the individual. Featherbowlers have many ways to define themselves, Americans, Michiganders, Detroiters, but they defined themselves as featherbowlers. This highlights the importance that recreation has in their lives. Throughout this research this was a common occurrence. Individuals from the social worlds often defined themselves as a member of that social world with the exception of bowlers, who while not necessarily captured appropriately through quantitative methods, did not identify themselves as bowlers. The concept of the social world, defined nearly 60 years ago, is as relevant as ever and, with the growth on specialized communication channels, fostered by the growth of the internet, new, unique, and interesting social worlds are likely to emerge. Combine this with the complexity of current large social worlds and researchers interested in recreation-based social worlds will have their career cut out for them.

During this dissertation process the lead author left to work for a South Florida municipality within the parks and recreation department, one known for developing large

recreation-based tourism venues. Over the course of the year, the concept of social worlds, which was initially derived as mostly a conceptual idea, took shape with actual implications. The instances that occurred in South Florida highlighted how the municipality made up of tourists, taxpayers, politicians and staff can greatly be affected by how well individuals within a social, know and relate to that social world. A number of situations involved individuals in these social worlds convincing their local taxpayers that the social world would financially support them and offer assistance by providing funds to develop endeavors as long as the community contributed funds upfront to build unique recreation complexes. However, in some of these cases, after the taxpayers provided the initial funding for these major recreation venues, the individuals were unable to convince the social world to support them. This left the taxpayers responsible for the remainder of the cost, in some cases tens of millions of dollars. This is not an isolated case and highlight how the strength of a social world can shape more than just the individuals involved, but can shape the fabric of the communities around them.

APPENDICES

Appendix A

Survey distributed to featherbowlers

Questionnaire about the importance of featherbowling to those who participate.

Important questions to better understand the social aspects of recreation.



After you complete this questionnaire, please return it to the researcher.

All responses are confidential.
Thank you for your cooperation and support!

This study is conducted by
CLEMSON
UNIVERSITY

ID # _____

Date: _____

1. Concerning your experience level in featherbowling:

How many years have you been featherbowling? _____ years

How many days per month do you featherbowl? _____ days

How many days per week do you featherbowl? _____ days

When you Featherbowl on average, how many hours per day do you featherbowl? _____ hours

How many total times ever have you Featherbowed? _____ times

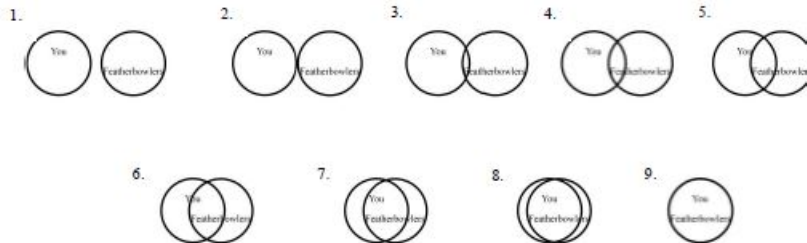
2. How would you classify your Featherbowling skill level?

Beginner Novice Intermediate Advanced Expert

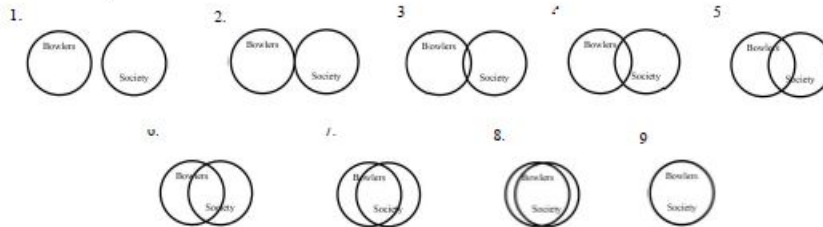
3. How much do you agree with the following statements regarding your feelings towards other featherbowlers? (The scale ranges from 1-Strongly disagree to 7-strongly agree.)

	Strongly disagree				Neither agree nor disagree			Strongly agree
I appreciate featherbowlers for the contribution they make to Detroit.	1	2	3	4	5	6	7	
I can trust the behavior of other featherbowlers.	1	2	3	4	5	6	7	
I have made friends with other featherbowlers.	1	2	3	4	5	6	7	
I feel close to some featherbowlers.	1	2	3	4	5	6	7	
I share ideas with other featherbowlers.	1	2	3	4	5	6	7	
I understand other featherbowlers.	1	2	3	4	5	6	7	
I treat other featherbowlers fairly.	1	2	3	4	5	6	7	
I feel affection towards featherbowlers.	1	2	3	4	5	6	7	
I identify with featherbowlers.	1	2	3	4	5	6	7	
I am proud to be a featherbowlers.	1	2	3	4	5	6	7	
I have a lot in common with other featherbowlers.	1	2	3	4	5	6	7	
I feel society benefits from featherbowlers.	1	2	3	4	5	6	7	
I understand what it is like to be a featherbowler.	1	2	3	4	5	6	7	

4a. please select which diagram best represents how close you feel to other featherbowlers.



4b. please select which diagram best represent how close you feel Featherbowlers are related to society?



5. The following questions ask your opinion about the quality and usage of different types of communication channels. Please indicate the extent to which you agree or disagree with the following statements.

a. How frequently do you use the following types of communication to gather information about featherbowling?

	Never	Rarely	Occasionally	Some of the Time	Often	Vary Often	All of the time
Magazines	1	2	3	4	5	6	7
Websites	1	2	3	4	5	6	7
Videos/documentaries/TV shows	1	2	3	4	5	6	7
Online forums	1	2	3	4	5	6	7
Face-to-face with other Featherbowlers	1	2	3	4	5	6	7
Cadieux Café	1	2	3	4	5	6	7

b. Please indicate the percentage of featherbowling information you get from each communication channel. (Note: answers should NOT add up to more than 100%)	
Magazines	%
Website	%
Videos/documentaries/TV shows	%
Online forums	%
Face-to-face communication	%
Cadieux Café	%
Other Please Specify:	%

c. When considering MAGAZINES about featherbowling:									
	Strongly Disagree		Neither Agree or disagree			Strongly Agree		Not Applicable	
The quality of the information is good.	1	2	3	4	5	6	7	N/A	
The information is relevant and useful.	1	2	3	4	5	6	7	N/A	
I find them important to me as a featherbowler.	1	2	3	4	5	6	7	N/A	

d. When considering WEBSITES about featherbowling:									
	Strongly Disagree		Neither Agree or disagree			Strongly Agree		Not Applicable	
The quality of the information is good.	1	2	3	4	5	6	7	N/A	
The information is relevant and useful.	1	2	3	4	5	6	7	N/A	
I find them important to me as a featherbowler.	1	2	3	4	5	6	7	N/A	

e. When considering MOVIES/DOCUMENTARIES about featherbowling:									
	Strongly Disagree		Neither Agree or disagree			Strongly Agree		Not Applicable	
The quality of the information is good.	1	2	3	4	5	6	7	N/A	
The information is relevant and useful.	1	2	3	4	5	6	7	N/A	
I find them important to me as a featherbowler.	1	2	3	4	5	6	7	N/A	

f. When considering ONLINE FORUMS about featherbowling:									
	Strongly Disagree		Neither Agree or disagree			Strongly Agree		Not Applicable	
The quality of the information is good.	1	2	3	4	5	6	7	N/A	
The information is relevant and useful.	1	2	3	4	5	6	7	N/A	
I find them important to me as a featherbowler.	1	2	3	4	5	6	7	N/A	

g. When considering FACE-TO-FACE communication about Featherbowling:								
	Strongly Disagree		Neither Agree or disagree				Strongly Agree	Not Applicable
The quality of the information is good.	1	2	3	4	5	6	7	N/A
The information is relevant and useful.	1	2	3	4	5	6	7	N/A
I find them important to me as a featherbowler.	1	2	3	4	5	6	7	N/A

h. When considering communication at CADIEUX CAFE:								
	Strongly Disagree		Neither Agree or disagree				Strongly Agree	Not Applicable
The quality of the information is good.	1	2	3	4	5	6	7	N/A
The information is relevant and useful.	1	2	3	4	5	6	7	N/A
I find them important to me as a featherbowler.	1	2	3	4	5	6	7	N/A

6. The following questions concern your level of knowledge and awareness of different aspects of Featherbowling. Please indicate the extent to which you agree or disagree with the following statements.

a. featherbowling originated in Belgium. This is part of the history of featherbowling.

	Not at all							Extremely
How familiar are you with this fact?	1	2	3	4	5	6	7	
How meaningful is this fact to you?	1	2	3	4	5	6	7	
How meaningful is this fact to featherbowling?	1	2	3	4	5	6	7	
How much do you believe this fact represents Featherbowlers, Featherbowling, and the featherbowling culture?	1	2	3	4	5	6	7	

b. The image to the right is one of the featherbowling league's crests, please answer the following questions in reference to this symbol:



	Not at All							Extremely
How familiar are you with this symbol?	1	2	3	4	5	6	7	
How meaningful is this symbol to you?	1	2	3	4	5	6	7	
How meaningful is this symbol to featherbowling?	1	2	3	4	5	6	7	
How much do you believe this symbol represents Featherbowlers, Featherbowling, and the Featherbowling culture?	1	2	3	4	5	6	7	



c. The image to the right is of Remi VandenBroeck, please answer the following questions in reference to this person:

	Not at all						Extremely
How familiar are you with this person?	1	2	3	4	5	6	7
How meaningful is this person to you?	1	2	3	4	5	6	7
How meaningful is this person to featherbowling?	1	2	3	4	5	6	7
How much do you believe this person represents featherbowlers, featherbowling, and the featherbowling culture?	1	2	3	4	5	6	7

d. The Phrase "rolle bolle" is part of the specific vocabulary known to featherbowlers.

	Not at all						Extremely
How familiar are you with this phrase?	1	2	3	4	5	6	7
How meaningful is this phrase to you?	1	2	3	4	5	6	7
How meaningful is this phrase to featherbowling?	1	2	3	4	5	6	7
How much do you believe this phrase represents featherbowlers, featherbowling, and the featherbowling culture?	1	2	3	4	5	6	7

e. Cadieux Cafe in Detroit is world famous for its featherbowling.

	Not at all						Extremely
How familiar are you with this location?	1	2	3	4	5	6	7
How meaningful is this location to you?	1	2	3	4	5	6	7
How meaningful is this location to featherbowling?	1	2	3	4	5	6	7
How much do you believe this location represents featherbowlers, featherbowling, and the featherbowling culture?	1	2	3	4	5	6	7

7. The following questions ask how important each value (in bold) is to your principles. Please indicate the extent with which you agree or disagree with the following values.

	Opposed to my principles	Not important			Neither important nor unimportant			Very important	
	0	1	2	3	4	5	6	7	
Power: That is social power, authority, wealth	0	1	2	3	4	5	6	7	
Achievement: Success, capability, ambition, and influence on people and events	0	1	2	3	4	5	6	7	
Hedonism: Pleasure, enjoying life, self-indulgence	0	1	2	3	4	5	6	7	
Benevolence: To be helpful, honest, forgiving, loyal, responsible	0	1	2	3	4	5	6	7	
Conformity: Politeness, honoring of parents and elders, obedient, self-disciplined	0	1	2	3	4	5	6	7	
Security: Clean, national security, social order, healthy	0	1	2	3	4	5	6	7	
Self-direction: Creativity, curious, freedom, independent	0	1	2	3	4	5	6	7	
Stimulation: Daring, a varied life, an exciting life	0	1	2	3	4	5	6	7	
Tradition: Devout, humble, respect for tradition	0	1	2	3	4	5	6	7	
Universalism: protecting the environment, a world of beauty, unity with nature	0	1	2	3	4	5	6	7	

8. How many trips do you intend to take over the next year where featherbowling is the primary reason for travel?

Day Trips ▶

Overnight trips ▶

9. How many different destinations will you travel to for featherbowling in the next year?

of destinations ▶

10. How many featherbowling trips will you take outside of the United States in the next year?

of trips ▶

11. Approximately how far (one-way) will the longest featherbowling trip you will take as a tourist in the next year? Please indicate the number of miles.

of miles ▶

12. If you have an upcoming featherbowling trip, what is the estimated amount of money spent? This should include airfare, lodging, and dining out. Please indicate in \$US.

\$ money spent ► _____

16. What is your gender?

- Male
- Female

17. What is your age?

of years _____

20. What is your race?

- White
- Black or African American
- American Indian or Alaska Native
- Native Hawaiian or other Pacific Islander alone
- Asian
- Hispanic

23. What is your approximate annual household income?

- | | |
|---|---|
| <input type="checkbox"/> Less than \$10,000 | <input type="checkbox"/> \$50,000-59,999 |
| <input type="checkbox"/> \$10,000-14,999 | <input type="checkbox"/> \$60,000-74,999 |
| <input type="checkbox"/> \$15,000-19,999 | <input type="checkbox"/> \$75,000-99,999 |
| <input type="checkbox"/> \$20,000-24,999 | <input type="checkbox"/> \$100,000-124,999 |
| <input type="checkbox"/> \$25,000-29,999 | <input type="checkbox"/> \$125,000-149,999 |
| <input type="checkbox"/> \$30,000-39,999 | <input type="checkbox"/> \$150,000-199,999 |
| <input type="checkbox"/> \$40,000-49,999 | <input type="checkbox"/> \$200,000 or more. |

Appendix B

Survey distributed to bowlers

Questionnaire about the importance of bowling to those who participate.

Important questions to better understand the social aspects of recreation.



After you complete this questionnaire, please return it to the researcher.

All responses are confidential.
Thank you for your cooperation and support!

This study is conducted by
CLEMSON
UNIVERSITY

ID # _____

Date: _____

1. Concerning your experience level in bowling:

How many years have you been bowling? years

How many days per month do you bowl? days

How many days per week do you bowl? days

When you bowl on average, how many hours per day do you bowl? hours

How many total times ever have you bowled? times

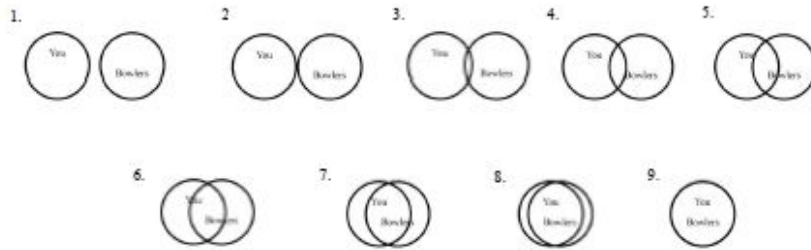
2. How would you classify your bowling skill level?

- Beginner Novice Intermediate Advanced Expert

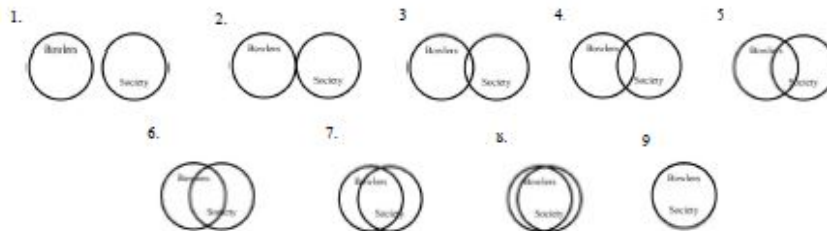
3. How much do you agree with the following statements regarding your feelings towards other bowlers? (The scale ranges from 1-Strongly disagree to 7-strongly agree.)

	Strongly disagree		Neither agree nor disagree				Strongly agree
	1	2	3	4	5	6	7
I appreciate bowlers for the contribution they make to the community.	1	2	3	4	5	6	7
I can trust the behavior of other bowlers.	1	2	3	4	5	6	7
I have made friends with other bowlers.	1	2	3	4	5	6	7
I feel close to some bowlers.	1	2	3	4	5	6	7
I share ideas with other bowlers.	1	2	3	4	5	6	7
I understand other bowlers.	1	2	3	4	5	6	7
I treat other bowlers fairly.	1	2	3	4	5	6	7
I feel affection towards bowlers.	1	2	3	4	5	6	7
I identify with bowlers.	1	2	3	4	5	6	7
I am proud to be a bowler.	1	2	3	4	5	6	7
I have a lot in common with other bowlers.	1	2	3	4	5	6	7
I feel society benefits from bowlers.	1	2	3	4	5	6	7
I understand what it is like to be a bowler.	1	2	3	4	5	6	7

4a. please select which diagram best represents how close you feel to other bowlers.



4b. please select which diagram best represent how close you feel bowlers are related to society?



5. The following questions ask your opinion about the quality and usage of different types of communication channels. Please indicate the extent to which you agree or disagree with the following statements.

a. How frequently do you use the following types of communication to gather information about bowling?

	Never	Rarely	Occasionally	Some of the Time	Often	Very Often	All of the time
Magazines	1	2	3	4	5	6	7
Websites	1	2	3	4	5	6	7
Videos/documentaries/TV shows	1	2	3	4	5	6	7
Online forums	1	2	3	4	5	6	7
Face-to-face with other bowlers	1	2	3	4	5	6	7
The bowling ally	1	2	3	4	5	6	7

b. Please indicate the percentage of bowling information you get from each communication channel. (Note: answers should NOT add up to more than 100%)	
Magazines	%
Website	%
Videos/documentaries/TV shows	%
Online forums	%
Face-to-face communication	%
The bowling ally	%
Other Please Specify:	%

c. When considering MAGAZINES about bowling:									
	Strongly Disagree			Neither Agree or disagree			Strongly Agree		Not Applicable
The quality of the information is good.	1	2	3	4	5	6	7		N/A
The information is relevant and useful.	1	2	3	4	5	6	7		N/A
I find them important to me as a bowler.	1	2	3	4	5	6	7		N/A

d. When considering WEBSITES about bowling:									
	Strongly Disagree			Neither Agree or disagree			Strongly Agree		Not Applicable
The quality of the information is good.	1	2	3	4	5	6	7		N/A
The information is relevant and useful.	1	2	3	4	5	6	7		N/A
I find them important to me as a bowler.	1	2	3	4	5	6	7		N/A

e. When considering MOVIES/DOCUMENTARIES about bowling:									
	Strongly Disagree			Neither Agree or disagree			Strongly Agree		Not Applicable
The quality of the information is good.	1	2	3	4	5	6	7		N/A
The information is relevant and useful.	1	2	3	4	5	6	7		N/A
I find them important to me as a bowler.	1	2	3	4	5	6	7		N/A

f. When considering ONLINE FORUMS about bowling:									
	Strongly Disagree			Neither Agree or disagree			Strongly Agree		Not Applicable
The quality of the information is good.	1	2	3	4	5	6	7		N/A
The information is relevant and useful.	1	2	3	4	5	6	7		N/A
I find them important to me as a bowler.	1	2	3	4	5	6	7		N/A

g. When considering FACE-To-FACE communication about bowling:								
	Strongly Disagree		Neither Agree or disagree				Strongly Agree	Not Applicable
The quality of the information is good.	1	2	3	4	5	6	7	N/A
The information is relevant and useful.	1	2	3	4	5	6	7	N/A
I find them important to me as a bowler.	1	2	3	4	5	6	7	N/A

h. When considering communication at THE BOWLING ALLY:								
	Strongly Disagree		Neither Agree or disagree				Strongly Agree	Not Applicable
The quality of the information is good.	1	2	3	4	5	6	7	N/A
The information is relevant and useful.	1	2	3	4	5	6	7	N/A
I find them important to me as a bowler.	1	2	3	4	5	6	7	N/A

6. The following questions concern your level of knowledge and awareness of different aspects of bowling. Please indicate the extent to which you agree or disagree with the following statements.

a. Standardized rules for bowling were established in New York City. This is part of the history of bowling.

	Not at all						Extremely
How familiar are you with this fact?	1	2	3	4	5	6	7
How meaningful is this fact to you?	1	2	3	4	5	6	7
How meaningful is this fact to bowling?	1	2	3	4	5	6	7
How much do you believe this fact represents bowlers, bowling, and the bowling culture?	1	2	3	4	5	6	7



b. The image to the right is has a unique meaning to bowling. Please answer the following questions in reference to this symbol:

	Not at All						Extremely
How familiar are you with this symbol?	1	2	3	4	5	6	7
How meaningful is this symbol to you?	1	2	3	4	5	6	7
How meaningful is this symbol to bowling?	1	2	3	4	5	6	7
How much do you believe this symbol represents bowlers, bowling, and the bowling culture?	1	2	3	4	5	6	7



c. The image to the right is of Earl Anthony, please answer the following questions in reference to this person:

	Not at all						Extremely
How familiar are you with this person?	1	2	3	4	5	6	7
How meaningful is this person to you?	1	2	3	4	5	6	7
How meaningful is this person to bowling?	1	2	3	4	5	6	7
How much do you believe this person represents bowlers, bowling, and the bowling culture?	1	2	3	4	5	6	7

d. The Phrase "a turkey" has a unique meaning to bowlers.

	Not at all						Extremely
How familiar are you with this phrase?	1	2	3	4	5	6	7
How meaningful is this phrase to you?	1	2	3	4	5	6	7
How meaningful is this phrase to bowling?	1	2	3	4	5	6	7
How much do you believe this phrase represents bowlers, bowling, and the bowling culture?	1	2	3	4	5	6	7

e. Las Vegas is the host of the annual bowling championship.

	Not at all						Extremely
How familiar are you with this bowling location?	1	2	3	4	5	6	7
How meaningful is this bowling location to you?	1	2	3	4	5	6	7
How meaningful is this bowling location to bowling?	1	2	3	4	5	6	7
How much do you believe this bowling location represents bowlers, bowling, and the bowling culture?	1	2	3	4	5	6	7

7. The following questions ask how important each value (in bold) is to your principles. Please indicate the extent with which you agree or disagree with the following values.

	Opposed to my principles	Not important			Neither important nor unimportant			Very important	
	0	1	2	3	4	5	6	7	
Power: That is social power, authority, wealth	0	1	2	3	4	5	6	7	
Achievement: Success, capability, ambition, and influence on people and events	0	1	2	3	4	5	6	7	
Hedonism: Pleasure, enjoying life, self-indulgence	0	1	2	3	4	5	6	7	
Benevolence: To be helpful, honest, forgiving, loyal, responsible	0	1	2	3	4	5	6	7	
Conformity: Politeness, honoring of parents and elders, obedient, self-disciplined	0	1	2	3	4	5	6	7	
Security: Clean, national security, social order, healthy	0	1	2	3	4	5	6	7	
Self-direction: Creativity, curious, freedom, independent	0	1	2	3	4	5	6	7	
Stimulation: Daring, a varied life, an exciting life	0	1	2	3	4	5	6	7	
Tradition: Devout, humble, respect for tradition	0	1	2	3	4	5	6	7	
Universalism: protecting the environment, a world of beauty, unity with nature	0	1	2	3	4	5	6	7	

8. How many trips do you intend to take over the next year where bowling is the primary reason for travel?

Day Trips ▶

Overnight trips ▶

9. How many different destinations will you travel to for bowling in the next year?

of destinations ▶

10. How many bowling trips will you take outside of the United States in the next year?

of trips ▶

11. Approximately how far (one-way) will the longest bowling trip you will take as a tourist in the next year? Please indicate the number of miles.

of miles ▶

12. If you have an upcoming bowling trip, what is the estimated amount of money spent? This should include airfare, lodging, and dining out. Please indicate in \$US.

\$ money spent ►

16. What is your gender?

- Male
- Female

17. What is your age?

of years _____

20. What is your race?

- White
- Black or African American
- American Indian or Alaska Native
- Native Hawaiian or other Pacific Islander alone
- Asian
- Hispanic

23. What is your approximate annual household income?

- | | |
|---|---|
| <input type="checkbox"/> Less than \$10,000 | <input type="checkbox"/> \$50,000-59,999 |
| <input type="checkbox"/> \$10,000-14,999 | <input type="checkbox"/> \$60,000-74,999 |
| <input type="checkbox"/> \$15,000-19,999 | <input type="checkbox"/> \$75,000-99,999 |
| <input type="checkbox"/> \$20,000-24,999 | <input type="checkbox"/> \$100,000-124,999 |
| <input type="checkbox"/> \$25,000-29,999 | <input type="checkbox"/> \$125,000-149,999 |
| <input type="checkbox"/> \$30,000-39,999 | <input type="checkbox"/> \$150,000-199,999 |
| <input type="checkbox"/> \$40,000-49,999 | <input type="checkbox"/> \$200,000 or more. |

Appendix C

Online survey distributed to Humans vs Zombies (HvZ)

CLEMSON
College of HEALTH, EDUCATION
AND HUMAN DEVELOPMENT

Re-conceptualizing Social Worlds:

Description of the study and your part in it:

Dr. William C. Norman, Dr. Jeffrey C. Hallo, and Mr. Matthew Hughes at Clemson University within the Department of Parks, Recreation, and Tourism Management are inviting you to take part in a study on how people identify themselves by the recreation they participate in. The purpose of this research is to better understand how recreation contributes to forming social worlds in which people communicate with one another around a given activity.

Your part in the study will be to complete the questionnaire. The survey will take approximately 10 minutes to complete.

Risks and Discomforts:

There are no known risks associated with this study. The survey is completely voluntary and you can withdraw at anytime.

Possible Benefits:

We do not know of any way you would benefit directly from this study. However, this research may help inform community developers and recreation organizers in offering better services to you and your recreation social world.

Protection of Privacy and Confidentiality:

If you choose to participate in this study, your individual responses will be kept confidential and there will be no way to trace any individual responses to you.

Choosing to be in the Study:

your participation in the study is voluntary. You may choose not to take part and you may choose to stop taking part at any time. You will not be punished in any way if you decide not to be in the study or to stop taking part in the study.

Contact Information:

If you have any questions or concerns about this study or if any problems arise, please contact Dr. William C Norman or Dr. Jeffrey C. Hallo at Clemson University at (864) 656-2060 or (864) 656-3237 respectively.

If you have any questions or concerns about your rights in this research study, please contact the Clemson University Office of Research Compliance (ORC) at 864-656-6460 or irb@clemson.edu. If you are outside of the Upstate South Carolina area, please use the ORC's toll-free number, 866-297-3071.

Do you agree to participate in this study?

Yes

No

Concerning your experience level in Humans vs Zombies (HvZ).

	Numeric values only
How many years have you been playing HvZ?	<input type="text"/>
How many days per month do you play HvZ?	<input type="text"/>
How many days per week do you play HvZ?	<input type="text"/>
On an average, how many hours per day do you play HvZ?	<input type="text"/>
How many total times ever have you played HvZ?	<input type="text"/>






How would you classify your HvZ skill level?





- Beginner
- Novice
- Intermediate
- Advanced
- Expert

How much do you agree with the following statements regarding your feelings towards others who play Humans vs Zombies (HvZ)? (The scale ranges from 1-Strongly disagree and 7-strongly agree.)






	Strongly Disagree (1)	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree (4)	Slightly Agree	Moderately Agree	Strongly Agree (7)
I appreciate others who play HvZ for the contribution they make to the economy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can trust the behavior of others who play HvZ.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have made friends with others who play HvZ.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel close to some others who play HvZ.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I share ideas with others who play HvZ.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand others who play HvZ.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I treat others who play HvZ fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel affection towards others who play HvZ.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I identify with others who play HvZ.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am proud to be a someone who plays HvZ.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a lot in common with others who play HvZ.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel society benefits from individuals who play HvZ.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand what it is like to be someone who plays HvZ.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am welcoming to those who play HvZ.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel an emotional connect with others who play HvZ.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





Please select which diagram best represent how close you feel towards others who play HvZ.

1.     

2.    

Please select which diagram best represents how close you feel those who play HvZ are related to society.

1.     

2.    

The following questions ask your opinion about the quality and usage of different types of communication channels. Please indicate the extent to which you agree or disagree with the following statements.

How frequently do you use the following types of communication to gather information about HvZ?

	Never	Rarely	Occasionally	Some of the time	Often	Very Often	All of the time
Magazines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Websites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Videos/documentaries/TV shows	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online Forums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Face-to-face with others who play HvZ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local meeting spot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the percentage of HvZ information you get from each communication channel. (Note: answers should not add up to more than 100%)

Magazines	<input type="text"/> %
Websites	<input type="text"/> %
Videos/documentaries/TV shows	<input type="text"/> %
Online Forums	<input type="text"/> %
Face-to-face with others who play HvZ	<input type="text"/> %
Local meeting spot	<input type="text"/> %
Other: Please Specify <input type="text"/>	<input type="text"/> %
Total	<input type="text"/> %

When considering MAGAZINES about Humans vs Zombies (HvZ):

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Moderately Agree	Strongly Agree	Not Applicable
The quality of the information is good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information is relevant and useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find them important to me as someone who plays HvZ.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When considering WEBSITES about Humans vs Zombies:

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Moderately Agree	Strongly Agree	Not Applicable
The quality of the information is good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information is relevant and useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find them important to me as someone who plays HvZ.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When considering MOVIES/DOCUMENTARIES/TV SHOWS:

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Moderately Agree	Strongly Agree	Not Applicable
The quality of the information is good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information is relevant and useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find them important to me as someone who plays HvZ.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When considering ONLINE HvZ FORUMS:

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Moderately Agree	Strongly Agree	Not Applicable
The quality of the information is good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information is relevant and useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find them important to me as someone who plays HvZ.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When Considering FACE-TO-FACE communication:

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Moderately Agree	Strongly Agree	Not Applicable
The quality of the information is good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information is relevant and useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find them important to me as someone who plays HvZ.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When considering communication at the LOCAL MEETING SPOT:

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Moderately Agree	Strongly Agree	Not Applicable
The quality of the information is good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information is relevant and useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find them important to me as someone who plays HvZ.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following questions concern your level of knowledge and awareness of different aspects of Humans vs Zombies (HvZ). Please indicate the extent to which you agree or disagree with the following statements.



The image above is of one of a *bandanna tied around an individual's arm*. It has a unique significance to HvZ. please answer the following questions in reference to this symbol:

	Not at all (1)	(2)	(3)	(4)	(5)	(6)	Extremely (7)
How familiar are you with this symbol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How meaningful is this symbol to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How meaningful is this symbol to those who play HvZ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much do you believe this symbol represents HvZ and the HvZ culture?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



The image above is of Chris Weed and Brad Sappington, please answer the following questions in reference to these individuals:

	Not at all (1)	(2)	(3)	(4)	(5)	(6)	Extremely (7)
How familiar are you with these individuals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How meaningful is these individuals to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How meaningful are these individuals to HvZ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much do you believe these individuals represent HvZ and the HvZ culture?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HvZ originated at Goucher College. This is part of the history of HvZ.

	Not at all (1)	(2)	(3)	(4)	(5)	(6)	Extremely (7)
How familiar are you with this historical fact?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How meaningful is this historical fact to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How meaningful is this historical fact to HvZ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much do you believe this historical fact represents HvZ, and the HvZ culture?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The acronym OZ or "original zombie" is part of the specific vocabulary known to those who play HvZ.

	Not at all (1)	(2)	(3)	(4)	(5)	(6)	Extremely (7)
How familiar are you with this phrase?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How meaningful is this phrase to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How meaningful is this phrase to HvZ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much do you believe this phrase represents HvZ, and the HvZ culture?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

"Safe zones" are unique locations that are incorporated in HvZ and have a specific meaning for HvZ.

	Not at all (1)	(2)	(3)	(4)	(5)	(6)	Extremely (7)
How familiar are you with the "safe zone" locations as they are associated with HvZ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How meaningful are the "safe zone" locations as they relate to HvZ to you personally?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How meaningful are the "safe zone" locations as they relate to HvZ, to the HvZ community in its entirety?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much do you believe "safe zone" locations represent those who play HvZ and the HvZ culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following questions ask how important each value (in bold) is to your principles. Please indicate the extent with which you agree or disagree with the following values. (please choose numbers 1-Not important to 7-Very Important unless you feel that value is completely opposed to your principles.)

	Opposed to my principles	Not important (1)	(2)	(3)	Neither Important or Unimportant (4)	(5)	(6)	Very important (7)
Power: That is, social power, authority, wealth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achievement: Success, capability, ambition, and influence on people and events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hedonism: Pleasure, enjoying life, self-indulgence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benevolence: To be helpful, honest, forgiving, loyal, responsible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conformity: politeness, honoring of parents and elders, obedient, self-disciplined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Security: Clean, national security, social order, healthy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-direction: Creativity, curious, freedom, independent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stimulation: daring, a varied life, an exciting life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tradition: devout, humble, respect for tradition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Universalism: protecting the environment, a world of beauty, unity with nature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you intend to travel to play HvZ over the next two years?

- Yes
- No



How many trips do you intend to take in the next year where HvZ is the primary reason for travel?

	Numeric values only
Day trips	<input type="text"/>
Overnight trips	<input type="text"/>

How many different destinations will you travel to for HvZ in the next year?

How many HvZ trips will you take outside of the United States in the next year?

Approximately how far (one-way) will the longest HvZ trip be that you will take as a tourist in the next year? *Please indicate the number of miles.*

If you have an upcoming HvZ trip, what is the estimated amount of money you will spend including transportation? *(Please indicate in USD\$)*

Have you traveled for HvZ in the past?

- Yes
 No



After traveling for HvZ my intent to travel for HvZ in the future is:

Not at all likely	● ● ● ● ● ● ● ●	Very likely
Much less probable	● ● ● ● ● ● ● ●	Much more probable
Likely to be greatly reduced	● ● ● ● ● ● ● ●	Likely to be greatly increased



Why are you currently engaged in HvZ

	Corresponds not at all	Corresponds a very little	Corresponds a little	Corresponds moderately	Corresponds enough	Corresponds a lot	Corresponds exactly
Because I think that this activity is interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I am doing it for my own good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I am supposed to do it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There may be good reasons to do this activity, but personally I don't see any	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I think that this activity is pleasant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I think that this activity is good for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because it is something that I have to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do this activity but I am not sure if it is worth it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because this activity is fun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By personal decision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I don't have any choice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't know, I don't see what this activity brings me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I feel good when doing this activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I believe that this activity is important for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I feel that I have to do it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do this activity, but I am not sure it is a good thing to pursue it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following questions are demographic questions. (Used to compare against census data to confirm a representative sample.)

What is your gender?

- Male
- Female

What is your age?

What is your race?

- White alone
- Black or African American Alone
- American Indian and Alaska Native Alone
- Native Hawaiian and Other Pacific Islander alone
- Some other race alone
- Two or more races

What is your approximate annual household income?

- | | |
|--|---|
| <input type="radio"/> Less than \$10,000 | <input type="radio"/> \$50,000-59,999 |
| <input type="radio"/> \$10,000-14,999 | <input type="radio"/> \$60,000-74,999 |
| <input type="radio"/> \$15,000-19,999 | <input type="radio"/> \$75,000-99,999 |
| <input type="radio"/> \$20,000-24,999 | <input type="radio"/> \$100,000-124,999 |
| <input type="radio"/> \$25,000-29,999 | <input type="radio"/> \$125,000-149,999 |
| <input type="radio"/> \$30,000-39,999 | <input type="radio"/> \$150,000-199,999 |
| <input type="radio"/> \$40,000-49,999 | <input type="radio"/> \$200,000 or more |



Please put your HvZ username here so that I may acknowledge that you finished the survey and take you off the contact list. (You may leave this blank but it would help me identify my response rate and validate the results. You will not be contacted further.)



CLEMSON


College of HEALTH, EDUCATION
AND HUMAN DEVELOPMENT

Thank you for your participation in this study, please click the "next" arrows below to complete the survey. Once your results are saved you may close your browser.



Appendix D

Online survey distributed to surfers



Re-conceptualizing Social Worlds:

Description of the study and your part in it:

Dr. William C. Norman, Dr. Jeffrey C. Hallo, and Mr. Matthew Hughes at Clemson University within the Department of Parks, Recreation, and Tourism Management are inviting you to take part in a study on how people identify themselves by the recreation they participate in. The purpose of this research is to better understand how recreation contributes to forming social worlds in which people communicate with one another around a given activity.

Your part in the study will be to complete the questionnaire. The survey will take approximately 10 minutes to complete.

Risks and Discomforts:

There are no known risks associated with this study. The survey is completely voluntary and you can withdraw at anytime.

Possible Benefits:

We do not know of any way you would benefit directly from this study. However, this research may help inform community developers and recreation organizers in offering better services to you and your recreation social world.

Protection of Privacy and Confidentiality:

If you choose to participate in this study, your individual responses will be kept confidential and there will be no way to trace any individual responses to you.

Choosing to be in the Study:

your participation in the study is voluntary. You may choose not to take part and you may choose to stop taking part at any time. You will not be punished in any way if you decide not to be in the study or to stop taking part in the study.

Contact Information:

If you have any questions or concerns about this study or if any problems arise, please contact Dr. William C Norman or Dr. Jeffrey C. Hallo at Clemson University at (864) 656-2060 or (864) 656-3237 respectively.

If you have any questions or concerns about your rights in this research study, please contact the Clemson University Office of Research Compliance (ORC) at 864-656-6460 or irb@clemson.edu. If you are outside of the Upstate South Carolina area, please use the ORC's toll-free number, 866-297-3071.

Do you agree to participate in this study?

Yes

No

Concerning your experience level in surfing.

	Numeric values only
How many years have you been surfing?	<input type="text"/>
How many days per month do you surf?	<input type="text"/>
How many days per week do you surf?	<input type="text"/>
On an average, how many hours per day do you surf?	<input type="text"/>
How many total times have you surfed?	<input type="text"/>

How would you classify your surfing skill level?

- Beginner
- Novice
- Intermediate
- Advanced
- Expert

How much do you agree with the following statements regarding your feelings towards other surfers? (The scale ranges from 1-strongly disagree and 7-strongly agree.)

	Strongly Disagree (1)	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree (4)	Slightly Agree	Moderately Agree	Strongly Agree (7)
I appreciate surfers for the contribution they make to the economy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can trust the behavior of other surfers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have made friends with other surfers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel close to some surfers I have met.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I share ideas with other surfers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand other surfers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I treat other surfers fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel affection towards surfers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I identify with surfers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am proud to be a surfer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a lot in common with other surfers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel society benefits from surfers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand what it is like to be a surfer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am welcoming to other surfers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel an emotional connect with surfers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please select which diagram best represent how close you feel to other surfers.

- | | | | | | | | | | |
|-----------------------|--|-----------------------|--|-----------------------|--|-----------------------|--|-----------------------|--|
| <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | |
| 1 | | 2 | | 3 | | 4 | | 5 | |
| <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | |
| 6 | | 7 | | 8 | | 9 | | | |

Please select which diagram best represents how close you feel surfers relate to society.

- | | | | | | | | | | |
|-----------------------|--|-----------------------|--|-----------------------|--|-----------------------|--|-----------------------|--|
| <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | |
| 1 | | 2 | | 3 | | 4 | | 5 | |
| <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | |
| 6 | | 7 | | 8 | | 9 | | | |



The following questions ask your opinion about the quality and usage of different types of communication channels. Please indicate the extent to which you agree or disagree with the following statements.

How frequently do you use the following types of communication to gather information about surfing?

	Never	Rarely	Occasionally	Some of the time	Often	Very Often	All of the time
Magazines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Websites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Videos/documentaries/TV shows	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online Forums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Face-to-face with other surfers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The local surf shop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the percentage of surfing information you get from each communication channel. (Note: answers should not add up to more than 100%)

Magazines	<input type="text"/>
Websites	<input type="text"/>
Videos/documentaries/TV shows	<input type="text"/>
Online Forums	<input type="text"/>
Face-to-face with other surfers	<input type="text"/>
The local surf shop	<input type="text"/>
Other: Please Specify <input type="text"/>	<input type="text"/>
Total	<input type="text"/>

When considering MAGAZINES about surfing:

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Moderately Agree	Strongly Agree	Not Applicable
The quality of the information is good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information is relevant and useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find them important to me as a surfer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When considering WEBSITES about surfing:

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Moderately Agree	Strongly Agree	Not Applicable
The quality of the information is good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information is relevant and useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find them important to me as a surfer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When considering MOVIES/DOCUMENTARIES/TV SHOWS:

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Moderately Agree	Strongly Agree	Not Applicable
The quality of the information is good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information is relevant and useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find them important to me as a surfer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When considering ONLINE SURFING FORUMS:

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Moderately Agree	Strongly Agree	Not Applicable
The quality of the information is good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information is relevant and useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find them important to me as a surfer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When Considering FACE-TO-FACE communication:

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Moderately Agree	Strongly Agree	Not Applicable
The quality of the information is good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information is relevant and useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find them important to me as a surfer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When considering communication at the LOCAL SURF SHOP:

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Moderately Agree	Strongly Agree	Not Applicable
The quality of the information is good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information is relevant and useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find them important to me as a surfer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

100

The following questions concern your level of knowledge and awareness of different aspects of surfing. Please indicate the extent to which you agree or disagree with the following statements.



The image above is of the *Shaka*, please answer the following questions in reference to this symbol:

	Not at all (1)	(2)	(3)	(4)	(5)	(6)	Extremely (7)
How familiar are you with this symbol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How meaningful is this symbol to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How meaningful is this symbol to surfing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much do you believe this symbol represents surfing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



The image above is of Kelly Slater, please answer the following questions in reference to this person:

	Not at all (1)	(2)	(3)	(4)	(5)	(6)	Extremely (7)
How familiar are you with this person?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How meaningful is this person to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How meaningful is this person to surfing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much do you believe this person represents surfing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Some of the first documented cases of surfing emerged from the ancient Hawaiians. This is part of the history of surfing.

	Not at all (1)	(2)	(3)	(4)	(5)	(6)	Extremely (7)
How familiar are you with this historical fact?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How meaningful is this historical fact to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How meaningful is this historical fact to surfing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much do you believe this historical fact represents surfing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Phrase "in the green room" is part of the specific vocabulary known to surfers.

	Not at all (1)	(2)	(3)	(4)	(5)	(6)	Extremely (7)
How familiar are you with this phrase?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How meaningful is this phrase to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How meaningful is this phrase to surfing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much do you believe this phrase represents surfing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Hawaii's North Shore is world famous for its big wave surf.

	Not at all (1)	(2)	(3)	(4)	(5)	(6)	Extremely (7)
How familiar are you with the North Shore?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How meaningful is the North Shore to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How meaningful is the North Shore to surfing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much do you believe the North Shore represents surfing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

»»

The following questions ask how important each value (in bold) is to your principles. Please indicate the extent with which you agree or disagree with the following values. (please choose numbers 1-Not important to 7-Very Important unless you feel that value is completely opposed to your principles.)

	Opposed to my principles	Not important (1)	(2)	(3)	Neither Important or Unimportant (4)	(5)	(6)	Very important (7)
Power: That is, social power, authority, wealth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achievement: Success, capability, ambition, and influence on people and events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hedonism: Pleasure, enjoying life, self-indulgence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benevolence: To be helpful, honest, forgiving, loyal, responsible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conformity: politeness, honoring of parents and elders, obedient, self-disciplined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Security: Clean, national security, social order, healthy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-direction: Creativity, curious, freedom, independent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stimulation: daring, a varied life, an exciting life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tradition: devout, humble, respect for tradition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Universalism: protecting the environment, a world of beauty, unity with nature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you intend to travel to play HvZ over the next two years?

- Yes
 No



How many trips do you intend to take in the next two years where surfing is the primary reason for travel?

	Numeric values only
Day trips	<input type="text"/>
Overnight trips	<input type="text"/>

How many different destinations will you travel to for surfing in the next two years?

How many surfing trips will you take outside of the United States in the next two years?

Approximately how far (one-way) will the longest surfing trip be that you will take as a tourist in the next two years? *Please indicate the number of miles.*

If you have an upcoming surfing trip, what is the estimated amount of money you will spend including transportation? *(Please indicate in USD\$)*

Have you traveled for surfing in the past?

- Yes
- No



After previously traveling for surfing, my intent to travel for surfing in the future is:

Not at all likely	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Very likely
Much less probable	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Much more probable
Likely to be greatly reduced	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Likely to be greatly increased



Why do you currently engage in surfing?

	Corresponds not at all	Corresponds very little	Corresponds a little	Corresponds moderately	Corresponds enough	Corresponds a lot	Corresponds exactly
Because I think that this activity is interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I am doing it for my own good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I am supposed to do it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There may be good reasons to do this activity, but personally I don't see any	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I think that this activity is pleasant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I think that this activity is good for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because it is something that I have to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do this activity but I am not sure if it is worth it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because the activity is fun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By personal decision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I don't have any choice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't know; I don't see what this activity brings me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I feel good when doing this activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I believe that this activity is important for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I feel that I have to do it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do this activity, but I am not sure it is a good thing to pursue it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

>>

The following questions are demographic questions. This information is used to crosscheck with census data to confirm representative sampling.

What is your gender?

- Male
- Female

What is your age?

What is your race?

- White alone
- Black or African American Alone
- American Indian and Alaska Native Alone
- Native Hawaiian and Other Pacific Islander alone
- Some other race alone
-
- Two or more races

What is your approximate annual household income?

- | | |
|--|---|
| <input type="radio"/> Less than \$10,000 | <input type="radio"/> \$50,000-59,999 |
| <input type="radio"/> \$10,000-14,999 | <input type="radio"/> \$60,000-74,999 |
| <input type="radio"/> \$15,000-19,999 | <input type="radio"/> \$75,000-99,999 |
| <input type="radio"/> \$20,000-24,999 | <input type="radio"/> \$100,000-124,999 |
| <input type="radio"/> \$25,000-29,999 | <input type="radio"/> \$125,000-149,999 |
| <input type="radio"/> \$30,000-39,999 | <input type="radio"/> \$150,000-199,999 |
| <input type="radio"/> \$40,000-49,999 | <input type="radio"/> \$200,000 or more |



If you received this survey as a member of the online forum, please include your username in the following blank. While this is optional, it allows me to calculate my response rate which helps validate the results. You will not be contacted any further.



CLEMSON

College of HEALTH, EDUCATION
AND HUMAN DEVELOPMENT

Thank you for your participation in this study, please click the "next" arrows below to complete the survey. Once your results are saved you may close your browser.



References

- Abramson, C. M., & Modzelewski, D. (2011). Caged morality: Moral worlds, subculture, and stratification among middle-class cage-fighters. *Qualitative sociology*, 34(1), 143-175.
- Agarwal, J., Malhotra, N. K., & Bolton, R. N. (2010). A cross-national and cross-cultural approach to global market segmentation: An application using consumers' perceived service quality. *Journal of International Marketing*, 18(3), 18-40.
- Agnew, C., Van Lange, P., Rusbult, C., & Langston, C. (1998). Cognitive interdependence: Commitment and the mental representation of close relationships. *Journal of Personality and Social Psychology*, 74, 939-954.
- Agnew, C., Loving, T., Le, B., & Goodfriend, W. (2004) Thinking close: Measuring relational closeness as perceived self-other inclusion. In D. Mashek & A. Aron (eds.), *Handbook of Closeness and Intimacy* (pp.103-115). Mahwah, NJ: Lawrence Erlbaum Associates
- Ajiboye, O. (2012). Social phenomenology of Alfred Schutz and the development of African Sociology. *British Journal of Arts and Social Sciences*, 4(1), 12-25
- Aron, A., Aron, E., & Smollan, D. (1992). Inclusion of other in the self scale and the structure of interpersonal closeness. *Journal of Personality and Social Psychology*, 63, 596-612.
- Aron, A., Aron, E., Tudor, M., & Nelson, G. (1991). Close relationships as including other in the self. *Journal of Personality and Social Psychology*, 60, 241-253.

- Babbie, E. (2008). *The Basics of Social Research* (5th ed.). Delmont, CA: Wadsworth.
- Barbieri, C. & Sotomayor, S. (2013). Surf travel behavior and destination preferences: An application of the Serious Leisure Inventory and Measure. *Tourism Management, 35*.111-121
- Barczyk, C. & Duncan, D. (2012). Social networking media: An approach for the teaching of international business. *Journal of Teaching in International Business, 23*(2), 98-122
- Batnitzky, A., McDowell, L., & Dyer, S. (2012) Remittances and the maintenance of dual social worlds: The transnational working lives of migrants in greater London. *International Migration, 50*(4), 140-156
- Becker, H. (1974). Art as collective action. *American Sociological Review, 39*(6), 767-776
- Becker, H. (1982). *Art Worlds*. Berkeley, CA. University of California Press
- Beal, B. & Smith, M. (2010). Maverick's: Big-wave surfing and the dynamic of "nothing" and "something." *Sport in Society, 13*(7-8), 1102-1116.
- Ben-Ner, A., McCall, B., Stephane, M. & Wang, H. (2009). Identity and in-group and out-group differentiation in work and giving behaviors: Experimental evidence. *Journal of Economic Behavior and Organization. 72*, 153-170
- Biccheiri, C. & Muldoon,R. (2011). "Social Norms," The Stanford Encyclopedia of Philosophy, Stanford University Press, San Jose, CA
- Bogardus, L. (2011) Bolt Wars: A social worlds perspective on rock climbing and intragroup Conflict. *Journal of Contemporary Ethnography 41*(3) 1-26

- Bradley-Engen, M. & Ulmer, J.(2009) Social worlds of stripping: The processual orders of exotic dance. *The Sociological Quarterly*, 50, 29-60
- Broadhead, R. & Margolis E. (1993). Drug policy in the time of AIDS: The development of outreach in San Francisco. *Sociological Quarterly*. 34, 497-522
- Brown, D. & Swanson, L. (2006). *Challenges for Rural America in the Twenty-First Century*. University Park, PA: Pennsylvania State University Press.
- Burke, W. W. (2010). *Organization change: Theory and practice*. SAGE Publications, Incorporated.
- Buckley, R. (2002a). Surf tourism and sustainable development in Indo Pacific Island the industry and the islands. *Journal of Sustainable Tourism*, 10(5). 405-424
- Buckley, R. (2002b). Surf tourism and sustainable development in Indo Pacific Island recreational capacity management and case study. *Journal of Sustainable Tourism*, 10(5). 425-442
- Bryan, H. (1977). Leisure value systems and recreational specialization: The case of trout fishermen. *Journal of Leisure Research*, 9(3), 174-187.
- Bryan, H. (1979). *Conflict in the great outdoors: Toward understanding and managing for diverse sportsmen preferences* (No. 4). Alabama: Bureau of Public Administration, University of Alabama.
- Bryan, H. (2000). Recreation specialization revisited. *Journal of Leisure Research*, 32(1).
- Byrne, B. (2006). *Structural equation modeling with EQS: Basic concepts, applications, and programming* (2nd ed.). Mahwah. New Jersey: Lawrence Erlbaum Associates.

- Caldwell, L. & Baldwin, C. (2003) A serious look at leisure. In *Community Youth Development: Programs Policies, and Practices*, ed. F. Villarruel, Perkins, D., Borden, L., & Keith, J., 180-200. Thousand Oaks, CA; Sage Publications
- Campbell, J.(2006). Media richness, communication apprehension and participation in group videoconferencing. *Journal of Information, Information Technology, and Organizations. 1*,88-96
- Campbell, C., & Murray, M. (2004). Community health psychology: Promoting analysis and action for social change. *Journal of health psychology, 9*(2), 187-195.
- Chubb, M., & Chubb, H. (1981). *One third of our time? An introduction to recreation behaviour and resources*. Hoboken, NJ: John Wiley & Sons Inc.
- Churchill, G. (1979). A paradigm for developing better measures of marketing constructs. *Journal of Marketing Research, 16*, 64-73.
- Clarke, A. (1985). *Emergence of the Reproductive Research Enterprise, c. 1910-1940: A Sociology of Biological, Medical and agricultural Science in the United States*. Dissertation in Sociology. University of California, San Francisco.
- Clarke, A. (1988). The Industrialization of Human Reproduction, c. 1890-1990. Plenary address, university of California Systemwide Conference of Women's Programs, Davis, CA.
- Clarke, A. (1990a). A social world research adventure: The case of reproductive science. In *Theories of Science and Society*, ed. S.Cozzens & T. Gieryn, 15-42. Bloomington, IN: Indiana University press.

- Clarke, A. (1990b). Controversy and the development of reproductive science. *Social Problems*, 37, 18-37
- Clarke, A. (1997). A Social Worlds Research Adventure. In A. Strauss & J. Corbin (Eds.), *Grounded Theory in Practice* (pp.63-94) Thousand Oaks, CA: Sage Publications.
- Clarke, A.(2005). *Situational Analysis: Grounded Theory After the Postmodern Turn*. Thousand Oaks, CA: Sage Publications
- Clarke, A. &Montini, T.(1993). The many faces of RU486: Tales of situated knowledges and technological contestations. *Science, Technology, & Human values*, 18, 42-78
- Clawson, M., & Knetsch, J. (1966). Economics of outdoor recreation. Resources for the Future. Washington, DC and John Hopkins University press, Baltimore, MD.
- Coghlan, D., & Brannick, T. (2009). *Doing action research in your own organization*. Thousand Oaks, CA; Sage Publications.
- Cohen, E. (1977). Recent anthropological studies of middle eastern communities and ethnic groups. *Annual Review of Anthropology*, 6, 315-347.
- Cohen, E. (1984). The dropout expatriates: A study of marginal farangs in Bangkok. *Urban Anthropology*, 91-115.
- Collins, R., & Hodge, I. (1984). Clustering visitors for recreation management. *Journal of environmental management*, 19(2), 147-159.
- Crane, D. (1972). *Invisible Colleges*. Chicago: University of Chicago Press.

- Cressey, P. (1932). *The Taxi Dancehall: A Sociological Study in Commercialized Recreation and City Life*. Chicago, IL: University of Chicago Press.
- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York, NY: HarperPerennial
- Deci, E. L., & Ryan, R. M. (2010). *Self-Determination*. John Wiley & Sons, Inc..
- Deci, E. L., & Ryan, R. M. (1985). The general causality orientations scale: Self-determination in personality. *Journal of research in personality*, 19(2), 109-134.
- Devall, B. (1973). The development of leisure social worlds. *Humbolt Journal of Social Relations*, 1, 53-59.
- Devellis, R. (2003). *Scale Development*. (2nded.) Thousand Oaks, CA; Sage Publications
- Ditton, R., Loomis, D. & Choi, S (1992). Recreation specialization: Re-conceptualization from a social worlds perspective. *Journal of Leisure Research*, 24(1), 33-51
- Doll, W. J., Raghunathan, T. S., Lim, J. S., & Gupta, Y. P. (1995). Research Report—A Confirmatory Factor Analysis of the User Information Satisfaction Instrument. *Information Systems Research*, 6(2), 177-188.
- Doll, W. J., Xia, W., & Torkzadeh, G. (1994). A confirmatory factor analysis of the end-user computing satisfaction instrument. *Mis Quarterly*, 453-461.
- Dolnicar, S., & Fluker, M. (2003a). Who's riding the wave? An investigation into demographic and psychographic characteristics of surf tourists. In Proceedings of the 13th international research conference of the Council for Australian University Tourism and Hospitality Education (CAUTHE).

- Dolnicar, S., & Fluker, M. (2003b). Behavioural market segments among surf tourists investigating past destination choice. *Journal of Sport Tourism*, 8(3), 186-196.
- Dolnicar, S., & Fluker, M. (2004). The symptomatic nature of past destination choice among surf tourists. Faculty of Commerce e Papers. University of Wollongong
- Draper, J., Woosnam, K. M., & Norman, W. C. (2011). Tourism Use History: Exploring a New Framework for Understanding Residents' Attitudes toward Tourism. *Journal of Travel Research*, 50(1), 64-77.
- Durkheim, E. (1995[1915]). *The elementary forms of the religious life*. New York, NY: Free Press
- Eagles, P. F. (1992). The travel motivations of Canadian ecotourists. *Journal of Travel Research*, 31(2), 3-7.
- Eckel, C. & Grossman, P. (2005). Managing diversity by creating team identity. *Journal of Economic Behavior and organization*, 58, 371-392.
- Eder, R., & Arnberger, A. (2012). The influence of place attachment and experience use history on perceived depreciative visitor behavior and crowding in an urban national park. *Environmental management*, 50(4), 566-580.
- Ferrell, S., Mata-Hartshorn, K., Norman, J. & Olges, D.(n.d.) *Schwartz value survey summary*. Unpublished summary.
- Frank, M., Zhou, S., Bezerra, P., & Crowley, Z. (2009). Effects of long-term recreational surfing on control of force and posture in older surfers: a preliminary investigation. *Journal of Exercise, Science and Fitness*, 7(1), 31-38.

- Fujimura, J. (1988). The molecular biological bandwagon in cancer research: Where social worlds meet. *Social Problems*, 35, 261-283
- Fujimura, J. (1996). *Crafting science: A sociohistory of the quest for the genetics of cancer*. Cambridge, MA: Harvard University.
- Fürst, H. (2010). *Doing Internet Dating: In the Search for the Future Someone*. Unpublished Master's Thesis, Stockholm University; Stockholm, Sweden
- Galloway, S. (2010, March). Recreation specialization among New Zealand river recreation users: A multi-activity perspective on social worlds. In *Proceedings of the Recreation Values and Natural Areas Symposium* (pp. 41-44).
- Gerson, E. (1983). Scientific Work and Social Worlds. *Science Communication*, 4(3), 357-377.
- Gillespie, D. L., Leffler, A., & Lerner, E. (2002). If it weren't for my hobby, I'd have a life: dog sports, serious leisure, and boundary negotiations. *Leisure Studies*, 21(3-4), 285-304.
- Gould, J. M. (2005). *The Development of the Serious Leisure Inventory & Measure*, Unpublished doctoral dissertation, Clemson University, Parks Recreation and Tourism Management Department, Clemson, SC.
- Grenon, V., Larose, F., & Costa, G. (2012, March). Impact of indirect observation on the development of perceived usefulness of technologies for teaching by students in preservice teacher education at the University of Sherbrooke. In *Society for Information Technology & Teacher Education International Conference* Vol. 2012, 1, 4232-4235.

- Gulick, L. H. (1962). *The metropolitan problem and American ideas: Five lectures delivered on the William W. Cook Foundation at the University of Michigan*. New York, NY: Alfred H.
- Hammit, W. E., Backlund, E. A., & Bixler, R. D. (2004). Experience use history, place bonding and resource substitution of trout anglers during recreation engagements. *Journal of Leisure Research*, 36(3), 356-378.
- Hansel and Associates, Inc. (2014). Overview of the bowling industry. Retrieved from <http://www.sandyhansell.com>
- Harviainen, J. T. (2011). The Larping that is not Larp. *Think Larp, Academic Writings from KP2011 (172-187)*. Copenhagen, Denmark: Rollespilsakademiet.
- Hastings, D. W., Kurth, S. B., Schloder, M., & Cyr, D. (1995). Reasons for participating in a serious leisure career: Comparison of Canadian and US masters swimmers. *International Review for the Sociology of Sport*, 30(1), 101-119.
- Hsieh, Nien-hê, "Incommensurable Values", *The Stanford Encyclopedia of Philosophy* (Fall 2008 Edition), Edward N. Zalta (ed.), URL <<http://plato.stanford.edu/archives/fall2008/entries/value-incommensurable/>>.
- Hofer, J., Chasiotis, A. & Campus, D. (2006). Congruence between social values and implicit motives: Effects on life satisfaction across three cultures. *European Journal of Personality*, 20, 305-324.
- Holzwarth, M., Janiszewski, C., & Neumann, M. M. (2006). The influence of avatars on online consumer shopping behavior. *Journal of Marketing*, 19-36.

- Hughes, M., Hallo, J., & Norman, W. (2015a). Re-conceptualizing recreation-based social worlds: Examining the core characteristics of social worlds. Unpublished doctoral dissertation article one of three, Clemson University, Parks Recreation and Tourism Management Department, Clemson, SC.
- Hughes, M., Hallo, J., & Norman, W. (2015b). Re-conceptualizing recreation-based social worlds: How do bigger and broader social worlds compare. Unpublished doctoral dissertation article two of three, Clemson University, Parks Recreation and Tourism Management Department, Clemson, SC.
- Hvenegaard, G. T. (2002). Using tourist typologies for ecotourism research. *Journal of Ecotourism*, 1(1), 7-18.
- Jacobs, S., & Allen, R. (Eds.)(2005). *Emotion, reason, and tradition: Essays on the social, political and economic thought of Michael Polanyi*. Burlington, VT: Ashgate Publishing.
- Iso-Ahola, S. (1976) On the theoretical link between personality and leisure. *Psychological Reports*. 39, 3-10.
- Kampion, D.(2003). *Stoked! A History of Surf Culture*. Layton, UT: Gibbs Smith.
- Kaplan, A. M., & Haenlein, M. (2009). The fairyland of Second Life: Virtual social worlds and how to use them. *Business Horizons*, 52(6), 563-572.
- Katz, D., & Kahn, R. L. (1978). *The social psychology of organizations*. Hoboken, NJ: John Wiley & Sons Inc.

- Kazmer, M. M., & Haythornthwaite, C. (2001). Juggling Multiple Social Worlds
Distance Students Online and Offline. *American Behavioral Scientist*, 45(3), 510-
529.
- Kellet, P. & Warner, S. (2011). Creating communities that lead to retention: The social
worlds and communities of umpires. *European Sport Management Quarterly*,
11(5), 471-494
- Kline, R. (2011). *Principles and practice of structural equation modeling* (3rd ed.). New
York, NY: Guilford.
- Kling, R. & Gerson, E. (1977). The dynamics of technical change in the computing
world. *Symbolic Interaction*. 1, 132-46
- Kling, R. & Gerson, E. (1978). Patterns of segmentation and intersection in computing
world. *Symbolic Interaction*, 25(2), 25-43
- Kroeber, A. & Parsons, T. (1958). The concepts of culture and social system. *American
Sociological Review*, 23, 582-583.
- Lee, S. H., Graefe, A. R., & Li, C. L. (2007). The effects of specialization and gender on
motivations and preferences for site attributes in paddling. *Leisure
Sciences*, 29(4), 355-373.
- Lee, J., & Scott, D. (2004). Measuring birding specialization: A confirmatory factor
analysis. *Leisure Sciences*, 26(3), 245-260
- Li, H. (2002). Culture, gender and self-close-other(s) connectedness in Canadian and
Chinese samples. *European Journal of Social Psychology*, 20, 259-284

- Li, H., Zhang, Z., Bhatt, G., & Yum, Y. (2006). Rethinking culture and selfconstrual: China as a middle land. *The Journal of Social Psychology*, 146, 591–610.
- Lindeman, M. & Verkasalo, M. (2010) Measuring values with the Short Schwartz's Value Survey. *Journal of Personality Assessment*, 85(2), 170-178
- MacLennan, J. & Moore, R. (2011) Conflicts between recreation subworlds: The case of Appalachian trail long-distance hikers. *LARNet*, 13(1), 1-17
- Marcouiller, D. W., Kim, K. K., & Deller, S. C. (2004). Natural amenities, tourism and income distribution. *Annals of tourism research*, 31(4), 1031-1050.
- Mcdougall, S. J., Curry, M. B., & de Bruijn, O. (1999). Measuring symbol and icon characteristics: Norms for concreteness, complexity, meaningfulness, familiarity, and semantic distance for 239 symbols. *Behavior Research Methods, Instruments, & Computers*, 31(3), 487-519.
- McFarlane, B.(2004). Recreation specialization and site choice among vehicle-based campers. *Leisure Sciences*, 26(3), 309-322.
- Menzly, L., & Ozbas, O. (2010). Market Segmentation and Cross-predictability of Returns. *The Journal of Finance*, 65(4), 1555-1580.
- Mertler,C., &Vannatta, R. (2005). *Advanced and multivariate statistical methods* (3rd ed.). Glendale, AZ: Pyrczak.
- Miller, C. A., & Graefe, A. R. (2000). Degree and range of specialization across related hunting activities. *Leisure Sciences*, 22(3), 195-204.
- Muggleton, D. (2000). *Inside Subculture: The Postmodern meaning of style*. Oxford: Berg

- Murphy, P. (1985). *Tourism: A community Approach*. London: Routledge
- Neulinger, J. (1974). *The psychology of leisure*. Springfield, IL: Charles C. Thomas
- Nourbakhsh, T. (2008). A qualitative exploration of female surfers: Recreation specialization, motivations, and perspectives (Master's thesis). California Polytechnic State University, San Luis Obispo, CA.
- Okhiro, G. (2008) *Island World*, University of California Press, Berkley, CA
- Orr, N. (2006). Museum volunteering: Heritage as 'serious leisure'. *International Journal of Heritage Studies*, 12(2), 194-210.
- Peterson, R. & Krivo, L. (2011). Divergent social worlds: Neighborhood crime and the racial-spatial divide. *American Journal of Sociology*, 117(2), 693-696
- Perdue, R. R., Long, P. T., & Allen, L. (1987). Rural resident tourism perceptions and attitudes. *Annals of Tourism Research*, 14(3), 420-429.
- Phillips, M. R., & House, C. (2009). An evaluation of priorities for beach tourism: case studies from South Wales, UK. *Tourism Management*, 30(2), 176-183.
- Pitt, A. (2009). Surfing at Bombora controlled beaches. In 5th Western Australian State Coastal Conference, Fremantle.
- Ponting, J. (2008). Consuming Nirvana: An exploration of surfing tourist space (Doctoral dissertation). University of Technology, Sydney.
- Rainey, H. G. (2009). *Understanding and managing public organizations*. San Francisco, CA: Jossey-Bass
- Riley, L. R. K. (2012). The Social Worlds of Tattooing: Divergent Sources of Expertise.

- Rognli, E. (2008). We are the great pretenders: Larp is adult pretend play. *Playground Worlds Creating and Evaluating Experiences of Role-Playing Games*, 199.
- Rokeach, M. (1979). *The nature of human values*. New York, NY: Free Press.
- Salz, R. J., & Loomis, D. K. (2005). Recreation specialization and anglers' attitudes towards restricted fishing areas. *Human Dimensions of Wildlife*, 10(3), 187-199.
- Salz, R. J., Loomis, D. K., & Finn, K. L. (2001). Development and validation of a specialization index and testing of specialization theory. *Human Dimensions of Wildlife*, 6(4), 239-258.
- Schienstock, G. (2012). Conflict and consensus formation in knowledge communities. *Science, Technology & Innovation Studies*, 8(1), 15-36.
- Schreyer, R., & Lime, D. W. D. (1984). Characterizing the influence of past experience on recreation behavior. *Journal of Leisure Research*, 16, 34-50.
- Schutz, A. (1969). *The Phenomenology of the Social World*. Evanston, IL: Northwestern University Press.
- Schutz, A. (1970). *On Phenomenology and Social Relations: Selected Writings*. Chicago, IL: University of Chicago Press.
- Schutz, A., & Luckmann, T. (1973). *The Structures of the Life-World*. (N. U. Press, Ed.). Evanston, IL.
- Schwartz, S. (1992). Universals in the content and structure of values: Theoretical advances and empirical tests in 20 countries. In M.P. Zanna (ed.), *Advances in experimental social psychology* (Vol. 25, pp. 1-65). New York: Academic Press.

- Schwartz, S. (1994). Are there universal aspects in the structure and contents of human values? *Journal of Social Issues*, 30(4), 19-45
- Schwartz, S. & Bardi, A. (2001). Value hierarchies across cultures: Taking a similarities perspective. *Journal of Cross-Cultural Psychology*, 32, 268-290
- Schein, E. H. (2006). *Organizational culture and leadership* (Vol. 356). San Francisco, CA: Jossey-bass.
- Scott, D. (2012). Serious leisure and recreation specialization: An uneasy marriage. *Leisure Sciences*, 34(4), 366-371.
- Scott, D., Ditton, R. B., Stoll, J. R., & Eubanks Jr, T. L. (2005). Measuring specialization among birders: Utility of a self-classification measure. *Human Dimensions of Wildlife*, 10(1), 53-74.
- Scott, D., & Godbey, G. (1994). Recreation specialization in the social world of contract bridge. *Journal of Leisure Research*, 26, 275-275.
- Seumas, M. (2012) Social Institutions, *The Stanford Encyclopedia of Philosophy*, Edward N. Zalta (ed.), retrieved from:
<http://plato.stanford.edu/archives/fall2012/entries/social-institutions/>.
- Shibutani, T. (1955). Reference groups as perspectives. *American Journal of Sociology*, 60, 562-569.
- Shibutani, T. (1961). *Society and personality*. Englewood Cliffs, NJ: Prentice-Hall
- Shibutani, T. (1962). Reference groups and social control. In Arnold Rose (ed.), *Human Behavior and Social processes*, pp. 129-145. Boston: Houghton Mifflin.

- Skwiot, C. (2010) *The Purpose of Paradise: U.S. Tourism and Empire in Cuba and Hawaii*, University of Pennsylvania, Philadelphia, PA
- Smith, V. L. (1977). Hosts and guests. The anthropology of tourism. *Hosts and guests. The anthropology of tourism.*
- Smith, W. R. (1956). Product differentiation and market segmentation as alternative marketing strategies. *The Journal of Marketing*, 21(1), 3-8.
- Star, S. & Griesemer, J. (1989). Institutional ecology, “translations” and boundary objects. *Social Studies of Science*, 19, 387-420.
- Stebbins, R.A. (1976). Music among friends: The social networks of amateur musicians, *International review of Sociology* (Series II), 12, pp. 52-73
- Stebbins, R.A. (1992). *Ametuers, professionals, and Serious Leisure*. Montreal, QC & Kingston, ON: McGill-Queen’s University Press.
- Stebbins, R. A. (1993). Social world, life-style, and serious leisure: Toward a mesostructural analysis. *World Leisure & Recreation*, 35(1), 23-26.
- Stebbins, R. A. (2001). New directions in the theory and research of serious leisure. *Mellen Studies in Sociology*, 28. Lewiston, NY: Edwin Mellen.
- Stebbins, R. A. (2004). Pleasurable aerobic activity: a type of casual leisure with salubrious implications. *World Leisure Journal*, 46(4), 55–58.
- Stebbins, R. A. (2007). *Serious leisure: A perspective for our time*. New Brunswick, NJ: Transaction.
- Stokowski, P. (1994). *Leisure In Society*. New York, NY: Mansell Publishing Limited.

- Stranger, M. (2010). Surface and subculture: Beneath surfing's commodified surface. *Sport in Society: Cultures, Commerce, Media, Politics* 13(7) 1117-1134
- Strauss, A. (1978). A social world perspective. *Studies in Symbolic Interaction*, 1, 119-28.
- Strauss, A. (1982). Social Worlds and legitimation processes. *Studies in Symbolic Interaction*, 4, 171-90
- Strauss, A. (1984). Social worlds and their segmentation processes. *Studies in Symbolic Interaction*, 5, 123-39
- Strauss, A. (1993). *Continual permutations of action*. New York: Aldine De Gruyter.
- Tantamjarik, P. (2004). Sustainability issues facing the Costa Rica surf tourism industry (Master's thesis). University of Hawaii, HI.
- Tabachnik, B. & Fidell, L. (1996). *Using multivariate statistics (3rd ed.)*. New York: NY, HarperCollins
- Thapa, B., Graefe, A. R., & Meyer, L. A. (2006). Specialization and marine based environmental behaviors among SCUBA divers. *Journal of Leisure Research*, 38(4), 601-615.
- Thrasher, F. ([1927] 1963). *The Gang: A Study of 1,313 gangs in Chicago*. Chicago, IL: University of Chicago Press.
- Thomas, W. & Znaniecki, F. (1927). *The Polish Peasant in Europe and America*. 2nd ed. New York: Knopf.
- Thornton, S. (1995). *Club cultures: music, media, and subcultural capital*. Middletown, CT: Wesleyan university Press.

- Tinsley, H. & Tinsley, D. (1986). A Theory of the attributes, benefits and causes of leisure experience. *Leisure Sciences*, 8, 1-45.
- Tovey, P. & Adams, J. (2001). Primary care as intersecting social worlds. *Social Sciences & Medicines*, 52, 695-706.
- Triandis, H. (1995). *Individualism and collectivism*. Boulder, CO: Westview
- Tsaur, S. H., & Liang, Y. W. (2008). Serious leisure and recreation specialization. *Leisure Sciences*, 30(4), 325-341.
- Uleman, J., Rhee, E., Bardoliwalla, N., Semin, G., & Toyama, M. (2000). The relational self: Closeness to ingroups depends on who they are, culture, and the type of closeness. *Asian Journal of Social Psychology*, 3, 1–17.
- Unruh, D. (1979). Characteristics and Types of Participation in Social Worlds. *Symbolic Interaction*, 2(2), 115-130
- Unruh, D.R. (1980) The nature of social worlds, *Pacific Sociological Review*, 23, pp. 271-296.
- Veblen, T. (1899) *The Theory of the Leisure Class*. Macmillan; New York, NY
- Verkasalo, M., Lonqvist, J., Lipsanen, J. & Helkama, K. (2009). European norms and equations for a two dimensional presentation of values as measured with Schwartz's 21-item portrait values questionnaire. *European Journal of Social Psychology*, 39, 780-792.
- Wagner, G. C., Nelsen, C., & Walker, M. (2011). *A Socioeconomic and Recreational Profile of Surfers in the United States: A Report by Surf-First and the Surfrider Foundation* (No. 13/1). Report.

- Wan, C., Chiu, C., Peng, S., & Tam, K. (2007) Measuring cultures through intersubjective cultural norms: Implications for predicting relative identification with two or more cultures. *Journal of Cross-Cultural Psychology*, 38(2), 213-226
- Wang, L. C., Baker, J., Wagner, J. A., & Wakefield, K. (2007). Can a retail web site be social?. *Journal of Marketing*, 143-157.
- Warren, R. L., & Lyon, L. (1988). *New perspectives on the American community* (4th ed.) Homewood, IL: Dorsey Press
- Weber, M. (1946 [1915]) Religious rejections of the world and their directions. In *From Max Weber: Essays in Sociology*, eds. Hans H. Gerth & C. Wright Mills, New York, NY: Oxford University Press
- Weed, C., Sappington, Brad., Sklover, J., Quick, J., Moorman, T., Beecher, B., Temkin, M. (2014). About humans vs zombies. Retrieved from <http://www.humansvszombies.org/about>
- Wendt, A. (1976). Towards a new Oceania. *Mana Review: A South Pacific Journal of Language and Literature* 1(1):49-60
- Whiting, J. & Pawelko, K. (2010) A naturalistic inquiry into the social world of whitewater kayakers. *Proceedings of the 2010 Northwestern Recreation Research Symposium*. 71-76
- Whiting, J. W., Pawelko, K. A., Green, G. T., & Larson, L. R. (2011). whitewater kayaking: A social world investigation. *Illuminare: A Student Journal in Recreation, Parks, and Tourism Studies*, 9, 1-15.

- Wilson, L. (2006). Developing a model for the measurement of social inclusion and social capital in regional Australia. *Social Indicators Research*, 75, 335-360.
- Wirth, L. (1928). *The Ghetto*. Chicago, IL: University of Chicago Press.
- Woosnam, K. (2012). Using emotional solidarity to explain residents' attitudes about tourism and tourism development. *Journal of Travel Research*, 51(3) 315-327
- Woosnam, K. (2010a). "2009 Galveston County Visitor Study results." Project report for Galveston Island Convention and Visitors Bureau (Galveston Island, Texas). College station, Texas: Texas A&M University, Department of Recreation, Park & Tourism Sciences, 42 pp.
- Woosnam, K. (2010b). The inclusion of other in the self (IOS) scale. *Annals of Tourism Research*, 37(3) 857-860
- Woosnam, K. & Norman, W. (2010). Measuring residents' emotional solidarity with tourists: Scale development of Durkheim's theoretical constructs. *Journal of Travel Research*, 49(3), 365-80
- Woosnam, K. (2008) *Identifying with Tourists: Examining the Emotional Solidarity Residents of Beaufort County, South Carolina have with Tourists in Their Community*. Unpublished doctoral dissertation, Clemson University, Parks Recreation and Tourism Management Department, Clemson, SC.
- Zmud, R. (1979) Individual differences and MIS success: A review of the empirical literature. *Management Science*, 25, 966-979
- Zmud, R. (1978) An empirical investigation of the dimensionality of the concept of information. *Decision Sciences*, 9(2), 187-195