COURSE SYLLABUS
Southeast Missouri State University

Department of: Health, Human Performance and Recreation  Course No: RC 100
Title of Course: Leisure in a Diverse Culture  New: Spring 2003

Department Approved: September 12, 2002
College Council Approved: October 3, 2002

I. Catalog Description and Credit Hours: Study of leisure and its impact on contemporary culture, diverse populations, and the lives of individuals. (3)

II. Prerequisites: None

III. Course Objectives: Upon completion of the course, the student will be able to:

   A. Define the concepts and philosophical implications of the terms: leisure, work, play, games and recreation. (University Studies Objectives 1, 2, 3, 4)

   B. Identify major theories of behavior related to leisure, work, play, games, and recreation. (US Objectives 1, 2, 4, 6)

   C. Describe the impact of cultural diversity on leisure. (US Objectives 1, 2, 3, 4, 5)

   D. Describe the constraints to leisure felt by members of certain diverse populations. (US Objectives 1, 2, 3, 4, 5)

   E. Describe major characteristics and trends in contemporary American society that are related to leisure. (US Objectives 1, 2, 4, 5, 6)

   F. Analyze sociological and psychological perspectives of leisure as they apply to individuals, and groups. (US Objectives 1, 2, 4, 5)

   G. Analyze the role of leisure in total wellness, especially stress management. (US Objectives 1, 2, 4, 6)

   H. Describe the impact of the leisure industry on the American economy. (US Objectives 1, 2, 3, 6, 9)

   I. Articulate personal values and a life plan for leisure. (US Objectives 2, 3, 4, 6, 7, 9)

IV. Expectations of the Student:
   A. Each student will participate in all class meetings and are expected to have completed pertinent assignments and readings prior to class meetings.
B. Each student will be expected to fully participate in experiential learning experiences as described by the course outline at the beginning of the semester.

C. Each student will achieve satisfactory grades on tests, papers, oral presentations, class activities, and other assignments.

V. Course Content:                      HOURS
A. Introduction to Locating Sources, Critical Thinking, and Communicating    3
   (US Objectives 1, 2, 3)
   1. Library, Reference Desk, Web sources, Reserves
   2. Asking Good Questions, Supporting Arguments, Analyzing Statements
   3. Effective Verbal Communication, Writing Techniques, Citing Sources

B. The Evolution of Leisure (US Objectives 1, 2, 3, 4, 5)      9
   1. A Leisure Experience
   2. The Humanity of Leisure
   3. Diversity and Leisure Choices
   4. Historical/Cultural Perspective on Leisure
   5. Theories and Definitions of Leisure/Play/Games/Work
   6. Explanations and Speculations about Leisure

C. Leisure, Development, and the Life Cycle- Social Psychological Perspectives   6
   (US Objectives 1, 2, 4, 6)
   1. Changes in Leisure Through the Life Cycle
   2. Patterns of Engagement and Disengagement
   3. Identity and Relationship Development

D. Leisure Time: Burdens & Opportunities (US Objectives 2, 4, 7, 9)    6
   1. Time and Work
   2. Blue collar, White Color Work and Play
   3. Stress, Wellness, and Leisure
   4. Personal Uses of Time

E. Leisure: A Basis of Culture (US Objectives 1, 2, 3, 4, 5, 6, 8)   9
   1. Anthropology
   2. Holy Days, Holidays, and Celebrations among Diverse Populations
   3. Leisure and Learning
   4. Leisure and the Arts
   5. Popular Culture

F. Social Issues in Leisure (US Objectives 1, 2, 3, 4, 5, 6)    12
   1. Leisure Values in a Diverse and Changing World
      a. Leisure and Sexual Preference
      b. Leisure and Ethnicity
      c. Leisure and Gender
d. Leisure and Disabilities
e. Leisure and Socioeconomic Status
f. Leisure and the Economy

2. Can the American Society be Trusted with Leisure?
   a. Leisure and Delinquency
   b. Spectator vs. Participant
   c. Humans – Creators or Destroyers

3. The Future of Leisure in Our Diverse Culture and Society

Total Hours: 45

VI. Textbook:
Russell, R.V. (2002). *Pastimes, the context of contemporary leisure* (2nd ed.). Champaign, IL: Sagamore.

Additional Resources:
Other current journal, magazine, newspaper and Web resources to augment the assigned textbook readings.

VII. Student Evaluation

A. Oral Reports and Presentations 10%
B. Papers 40%
C. Quizzes and Exams 40%
   1. 2 Unit Exams
   2. Final Exam
   3. Quizzes
D. Participation in class discussion and in-class experiential learning activities 10%
VIII. Justification for Inclusion in University Studies Program:

A. Objective 1: Demonstrate the ability to locate and gather information

Emphasis: Significant

Content: Since no single textbook covers all the material specifically needed for the course content, students will be required to seek out information for classroom participation via large or small group discussions, presentations, and debates. This format will be constantly reinforced throughout the course with appropriate assignments. It will be a learning tool for students to use resources in a constructive manner. Additionally students will receive instruction in Unit A on methods of locating and gathering information including, but not limited to: library reference desk, reserves, on-line search engines.

Teaching Strategies: Various teaching strategies will be employed: lecture, large and small group discussion, presentation, problem solving, debate, Web assignments, etc. This variety of techniques will foster better information gathering skills among the students and will have carryover value for future careers. Furthermore, the instructor will give a virtual tour of library resources near the beginning of the semester.

Student Assignments: Specific assignments for discussion, debate, problem solving, and presentations will require students to seek out information from a variety of resources in the library, on the Web, and through personal interviews, observation, and surveys. Specific assignments will require the students to research various periodicals for information relative to leisure issues by abstracting pertinent data, recording bibliographical information, and presenting the data in class in one of the teaching formats mentioned above. Guidelines for this assignment, as well as any other, will be outlined for the students.

Evaluation: Student papers and oral presentations will be evaluated based on the inclusion of the desired content required, appropriate citation of resources accessed, and the written and/or oral skills used to convey the concepts required for each assignment according to the designated guidelines and deadlines set forth by the instructor.

B. Objective 2: Demonstrate capabilities for critical thinking, reasoning, and analyzing

Emphasis: Significant
Content: The content of this course will require students to think creatively, analyze, evaluate, and synthesize. Students will analyze the choices made by themselves and different societal and cultural groups regarding discretionary time use. Moreover, Unit A, focuses on critical thinking techniques, including asking good questions, making sound arguments, and how to analyze and critique others’ arguments.

Specific topics covered in the course contribute significantly to critical thinking, reasoning, and analyzing as they relate to the students’ own personalities and to society in general.

Teaching Strategies: Specific types of classroom learning opportunities including concept mapping, initiative facilitation, and demonstrations will allow students the opportunity to employ a problem-solving process and seek out information to justify a solution to a proposed problem. The instructor will also lead the group in critical thinking exercises including how to ask good questions, and writing and critiquing arguments.

Student Assignments: Outside readings for presentations, written assignments, and classroom discussions will require the students to evaluate and cull information used for same. Specific classroom teaching techniques, especially group discussion, debates, and role plays, will be utilized to elicit student responses focusing upon critical thinking, reasoning, and analyzing. Interactions among the students in the classroom will foster a learning atmosphere conducive to following problems through to a logical conclusion. Furthermore, article critiques allow the students an opportunity to not only read current literature related to recreation and leisure, but also to evaluate the author’s ability to make an effective statement.

Evaluation: Written and oral reports, especially the article critiques will be used to evaluate the students’ abilities to think critically, reason, and analyze. Each of the assignments will be evaluated based on specific grading criteria from the instructor. In addition to written and oral assignments, the essay portion of the examinations allow the instructor an opportunity to evaluate how well the students can organize their thoughts, analyze the question, and respond in a thoughtful, reasonable manner to the specific questions asked.

C. Objective 3: Demonstrate effective communication skills

Emphasis: Significant
Content: The entire content of the course will require the students to communicate both orally and in writing with the instructor and their peers. In addition, the classroom will be an appropriate forum for reactions to and interactions among the students to the leisure problems and issues presented. The students will need written and oral proficiency to document and justify the leisure philosophy they have developed. The instructor will provide instruction on appropriate writing techniques (including writing in the third person and common grammatical and spelling errors) and public speaking techniques (including vocal quality, preparation, and visual aids).

Teaching Strategies: Opportunities to express communication skills will be provided on a daily basis through written assignments, through classroom discussions, debates, and presentations. The instructor will provide information on effective public speaking techniques utilizing demonstration and simulation and effective writing techniques including editing techniques.

Student Assignments: Students will be asked to observe the interpersonal interactions of others during their leisure. They will also write and present several reports during the class. On a regular basis, the students will have the opportunity to practice expressing themselves both written and verbally through informal small group discussions and journal writing assignments.

Evaluation: Written and oral assignments will not only be evaluated for content but also for quality of expression and command of the English language. Specific guidelines for evaluation criteria used by the instructor for oral and written expressions will be provided for the students. Examinations will provide the students the opportunity to express themselves creatively, clearly, and concisely.

D. Objective 4: Demonstrate an understanding of human experiences and the ability to relate them to the present

Emphasis: Considerable

Content: Throughout the course students will be required to relate past, present, and future leisure issues of individuals and groups from diverse backgrounds to their present leisure identity. It is through knowledge of the past that informed personal leisure decisions can be made. Moreover, by studying the cultural differences of leisure experiences, the students will be able to further compare the reasons behind their own and others current leisure choices.
Teaching Strategies: Through role plays, case studies, the students will have the opportunity to compare their own leisure experiences to those of other backgrounds. Additionally lectures, large and small group discussions and debates will help accomplish this objective.

Student Assignments: Various assignments will be provided to enable students to express an understanding of human experiences that will affect their leisure identity, such as active/passive recreation gambling, drugs/alcohol, and other issues. Students will utilize assigned materials and articles from professional leisure journals. Students will critique and present information gleaned during class discussions. Written examinations will provide an opportunity for the students to demonstrate an understanding of human experiences, for they will be required to apply information and conclusions derived during lectures and discussions to the present state of leisure in their own life and in various diverse cultures.

E. Objective 5: Demonstrate an understanding of various cultures and their interrelationships

Emphasis: Significant

Content: Unit B, “The Evolution of Leisure”, Unit E, “Leisure: A Basis of Culture”, and Unit F, “Social Issues in Leisure,” describe leisure and allow for understanding of the challenges and constraints felt by people of different backgrounds related to leisure pursuits. Strategies for the resolution of issues such as the worthy and appropriate use of leisure time by different global cultures and the many U.S. cultures and subcultures will be evaluated.

Teaching Strategies: Classroom discussions, case studies, and role plays will draw attention to this objective. Video clips, folk games, and Web resources will provide the opportunity to explore leisure practices and values of a variety of cultures, past and present. Guest lectures will be utilized when possible.

Student Assignments: Students will read a variety of materials (textbook chapters, journal, newspaper and magazine articles, and Web resources) explaining the variety of ways that leisure has been viewed by diverse groups of people. They will observe people at leisure and analyze the patterns of participation, especially as they relate to the different cultural units that participate in the specific type of activity they observed. The students will
also present an oral project related to social issues in leisure, which will include the influence of different cultural groups on leisure and vice versa.

Evaluation: Evaluation of oral presentations (especially the social issues presentation), written assignments (especially the leisure observation), and written examinations will help the instructor determine the students’ awareness of intercultural differences, preferences, and problems associated with leisure. Their ability to describe the leisure/culture phenomenon, provide thoughtful insights about the issues of privilege and constraints will be factored into their grades, based on the written requirements for each assignment as outlined by the instructor.

F. Objective 6: Demonstrate the ability to integrate the breadth and diversity of knowledge and experience

Emphasis: Considerable

Content: All course content will require the students to explore, analyze, and evaluate the breadth and diversity involved in developing a leisure identity. This knowledge will enable the students to make informed decisions regarding their personal leisure identity. Developing identity is a complex, lifelong process involving the main domains of human existence: social, spiritual, philosophical, physical, psychological, emotional, mental, and cultural. As each domain is presented, students will make personal application to the quality of life.

Teaching Strategies: The students will be exposed to the breadth and diversity of knowledge and experiences as they relate to leisure through a variety of teaching strategies such as lectures, large and small group discussions, problem solving, role plays, and case studies. Teaching students how to use concept maps, will allow them to visually make connections between a variety of topics, which leads to understanding the interrelationships between the many aspects of life.

Student Assignments: Assignments will require students to integrate and compare current knowledge about leisure with previously covered topics as well as with past experiences. Students will write abstracts of current news and research articles related to leisure which will provide students the opportunity to integrate this information into classroom discussion topics. They will also keep track of their daily activities and analyze their behavior patterns and critique their own leisure experiences related to the theory and philosophy discussed in class.
G. **Objective 7:** Demonstrate the ability to make informed, intelligent value decisions

**Emphasis:** Considerable

**Content:** Course Content Units B, D, and F focus on the historical and philosophical perspectives of leisure and how it can be either a burden or an opportunity for individuals and society as a whole. These units in particular emphasize the value and impact of leisure time choices. The assignments given to the students relating to all the units will afford the students the opportunity to make value judgments regarding their leisure. Additional decision making strategies will be imparted and applications will be made regarding the dialectical relationship between work and leisure.

**Teaching Strategies:** The students will engage in large and small group discussions, written and oral reports, problem solving activities, and debates. Information gleaned from current media sources will provide opportunity for value clarification activities. The instructor will also provide worksheets that allow the students to reflect on their own leisure values and choices.

**Student Assignments:** Outside reading will serve as the basis of information for classroom presentations, discussions, and debates. Appropriate questions will be asked by the instructor to generate answers by the students that will necessarily have been based on information which they had gathered and analyzed and upon which they had made value judgments concerning leisure issues. Documentation and justification of their judgments will be required. The students will also be required to keep a diary of their own activities and analyze their own decisions and judgments related to work/leisure/other obligations.

H. **Objective 8:** Demonstrate the ability to make informed, sensitive aesthetic responses

**Emphasis:** Some

**Content:** Unit E focuses on leisure as a basis of culture, and includes information on leisure and the arts, personality differences in leisure, and quality of life. These topics, along with other information included in other sections of the course, lend themselves to assist the students’ making sensitive aesthetic sensitive responses.
Teaching Strategies: The use of videos, music, and field experiences to view performing arts will serve as the primary strategies. Little or no didactic technique will be employed to meet this objective.

I. Objective 9: Demonstrate the ability to function responsibly in one’s natural social and political environment

Emphasis: Considerable

Content: Students will be encouraged throughout the course to assume responsibility for decisions made during leisure. This course will provide a variety of current and historical concepts from which the students may choose in order to formulate their own leisure identity as it relates to the different cultures and subcultures to which they each belong. These concepts will have been developed in a variety of milieu, integrating natural, social, and political environments. Whether or not students choose to experience quality in life is commensurate with their ability to meet this objective.

Teaching Strategies: The teaching strategies employed will include lectures, large and small group discussions, debates, and other written and oral assignments. This objective is not one of isolation but can be achieved through the integration of all the other course objectives. The instructor will provide a template for tracking one’s use of time and provide an outline to follow to be used in critiquing this time analysis.

Student Assignments: Students will be given reading assignments relative to past and present civilizations, cultures and people and the impact of choices made concerning discretionary time use. Each student will keep a time diary and is required to analyze and critique how s/he spends their time. By understanding their own use of time, they will be determining the level at which they responsibly function.
X. Background:

In order for an instructor to effectively teach this course an instructor should have a working knowledge of leisure theory and how diversity and cultural experience influence leisure choices. In order to gain this knowledge, graduate coursework on the Social Psychology of Leisure, Leisure Behavior, Foundations of Recreation and Leisure and/or other closely related topics is highly recommended. Furthermore, professional experience in the recreation and leisure services industry will assist the instructor in providing additional insights that will assist the students’ understanding of course content. Moreover, the instructor should keep up with current literature in the field of leisure, especially as it relates to diverse populations.

XI. Class Size:

The nature of the class requires both large and small group discussions, debates, and presentations, which would best be achieved with a class size of 30 or fewer.