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The University of Georgia

College of Education

Department of Counseling and Human Development Services  
Recreation and Leisure Studies Program

**Fall 2008 Leisure in a Diverse Society  
RLST 2000 Course (3 Credit Hours)**

**Instructor:** Mr. Nicholas Holt

**Office:** 336 Ramsey

**Email:** nicholt@uga.edu

**Office Hours:**

T/H 11:00-12:00 or scheduled appointment

**Formal Class Meeting Times & Locations**

T/R Class 12:30-1:45          Ramsey 224

**UGA Email:**

Official university correspondence is conducted using your UGA email address and I expect you to check that email at least daily.

**Course Description:**

The purpose of this course is to enhance students' understanding of leisure in contemporary society by examining the beliefs, values, and social structures of their own leisure and comparing and contrasting them with the individual and social considerations such as race/ethnicity, sex/gender, sexuality, age, economic status, ability, and religion and other cultural influences.

This course is designed to provide the student with an introduction to the concept of leisure from historical, socio-cultural, and individual perspectives. Consistent with the goals of liberal/general education, this course encourages students to think critically, understand contexts, reflect, and take action

**Required Resources**

Russell, R. V. (2002). *Pastimes: The context of contemporary leisure*. New York: McGraw-Hill Companies, Inc

Additional book chapters, articles, and supplemental readings will also be required but will be made available to students via email or as handouts in class.

## **Methods for Accomplishing Course Outcomes:**

1. Class lecture and discussions
2. Required reading assignments (text, fiction, reserve readings)
3. Examinations
4. Written projects such as reflection papers and evaluative essays
5. Guest speakers and/or videos
6. Quizzes, cooperative learning, and activities to facilitate critical thinking & applications
7. Experience based analysis

## **Course Objectives**

By the end of this course students will be able to:

1. Compare and contrast the meanings, purposes, and values of leisure, recreation, play and work from cultural and historic contexts.
2. Discuss how scholars from a variety disciplines have attempted to explain leisure theoretically and the difficulties of using those theories to generalize across racial and gendered identities
3. Detail how representations of leisure in the humanities (literature, art, music) and popular culture (television, film, internet, etc.) reflect and reproduce cultural values, social role expectations, and stereotypes.
4. Describe how the spaces and places of leisure reflect and reproduce cultural values, social role expectations, and stereotypes.
5. Compare and contrast taboo recreation across cultures and sub-cultures to explain how leisure reflects and reproduces cultural values, social role expectations, and stereotypes.
6. Discuss how dominant cultural values influence leisure, including decisions about which populations are served in public, private, and commercial recreation.
7. Explain the relationship between leisure, inequality, and equality in relation to race/ethnicity, sex/gender, economic status, ability, sexuality, and religion.
8. Create and support suggestions for individual and societal action related to leisure, the individual, and the “common good.”

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deviations announced to the class by the instructor may be necessary.*

**Abbreviated Course Outline:**

- A. Leisure as a human condition: Individual contexts
  - 1. Meanings of leisure
  - 2. Individual experiences of leisure
  - 3. Theoretical explanations of leisure (along with problems of generalization)
- B. Leisure as a mirror of diversity: Cultural/Societal Contexts
  - 1. Leisure and culture
  - 2. The Anthropology of Leisure
  - 3. Cultural variations in meal-time
  - 4. Popular culture and leisure
  - 5. Taboo Recreation
- C. Leisure as a social instrument: Systems Context
  - 1. Ethnocentrism and marginalization in leisure
  - 2. Leisure as a form of social control
  - 3. Leisure and Time
  - 4. Using Leisure for Social Good

**Brief Description of Assignments:**

Additional details on assignments will be covered in class.

**Exams:** (100 points each x3 =300)

There will one exam for each of the 3 units covered in class and in the text.

**Participation Activities:** (10 points each x10 =100 points)

Participation in this class will be assessed 12 announced/un-announced quizzes, individual/cooperative learning assignments, and short activities completed in and out of class. Each assignment will be worth 10 points towards your final grade. You may not make up any of these quizzes/assignments for any reason—they take place when they are announced and must be turned in at the specified time. I will drop the two lowest participation grades before calculating the final participation score.

**Choose one of the following project assignments:** (100 points)

Flea Market Observation: Read the article on flea markets and then visit the J&J Flea Market. The best day to visit is Saturday, though the market is open on Sunday as well. Every weekend, people of many races and ethnic backgrounds interact with each other as they shop for or sell everything from live chickens to used socks. Many magazine articles talk about merchandise and strategies for finding what you want at a flea market. For example, the assigned article talks about flea markets as a place to find hidden treasures. Surprisingly, little has been written about the culture of flea markets. Who visits them? What happens there? What kind of atmosphere is created as people interact with one another? You, however, are a leisure anthropologist and you want to write a different kind of story about flea markets. You visit in order to learn about flea markets as a multicultural leisure setting. In the back of your mind you're asking yourself,

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“Does the story in the assigned reading capture everybody’s experience at a flea market? If not, whose experiences are missing? Could I write a better article? If so, what would I say?” The Parks and Recreation Magazine have recognized your expertise as a leisure anthropologist. They have asked you to visit the J&J flea market and then write a 5-8 page article that discusses the flea market as a multicultural leisure context. Think of this as a typical magazine article—it can include stories and observations and it can be written in first-person, but most importantly it should offer some new insights and substantive discussion about this flea market as a multicultural leisure setting. Hints: You might notice the diverse ethnic groups at the flea market. Who is there? What languages are spoken? How do people from different ethnic backgrounds interact with one another? Are people attending the flea market alone or in groups? What are they doing (and how does it compare to what's written in the article you read)? Is this a leisure setting for everyone, or are some people more task-oriented than others? In what ways is the flea market different than other shopping experiences? What value does the flea Market offer to the community? How would people be affected if they were to visit the flea market a few Saturday mornings during the year?

Cyber-Quest: Become a participant observer of a Massively Multiplayer Online Role Playing Game (MMORPG). You should get the approval of the instructor after you have made your game selection. Take detailed notes of your in-game experiences and interview at least 3 other players. Write a 5-8 page paper detailing your observation of leisure and culture. What are the costs and benefits of this leisure activity to the individual player and to the community? What values are held by the culture? How is leisure identity expressed? How are issues of race, age, and gender addressed within this culture? What do other scholars have to say about the culture of synthetic words and do your observations match or differ from theirs? Think critically about the development of leisure identities and the complication and effects of multiple identities both real and synthetic.

Exposing Your Taste-buds: Determine an ethnic cuisine that you have never been exposed to (Soul, Indian, Mexican, Japanese, Vietnamese, Thai, Norwegian, etc.) and visit a local restaurant (go with a friend or family member) that serves that type of food. You should get the approval of the instructor after you have made your selection. Visit the restaurant and make notes to those characteristics and/or experiences that are culturally based. Write a 5-8 page paper that describes the cultural differences between that mealtime experience and your typical mealtime experience. Then find a recipe for each item ordered at your table and place those recipes into a cookbook that is decorated to express the cultural characteristics of that meal. Finally, prepare one of those menu items from your cookbook and bring it (along with the cookbook) to share with the class.

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## Assignment Point Detail & Final Grade Allocations:

### RLST 2000 Course (3 Credit Hours)

Unit 1 Exam	100 points
Unit 2 Exam	100 points
Unit 3 Exam	100 points
Participation assignments	100 points
Project assignment	100 points

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**Total**

**500 points**

### Grading System Breakdown by Percentage

A = 93-100	A- = 90-92	B+ = 88-89	B = 83-87	B- = 80-82
C+ = 78-79	C = 70.1-77	C- = 70	D = 60-69	F = 59 or below

### Instructors Expectations and Policies

This class will be taught using a combination of lectures, class discussions, guest speakers, media presentations, and experiential activities. To create an environment in which learning (yours and mine) is possible, we must be well prepared for class, challenge each other to think critically, express ourselves effectively, experiment with new ideas, respect and listen to everyone's ideas, and correct mistakes, misunderstandings, and errors in a positive and encouraging manner. If each of us does our part, we expect to create a fun and challenging learning environment.

Accommodation Needs: I am committed to providing access to all persons regardless of ability. If you have a documented disability or any other special needs and wish to discuss academic accommodations, please contact us as soon as possible. Necessary academic accommodations will be made for you based on the recommendations received from Disability Services. You must be registered with Disability Services to receive academic accommodations. Please visit <http://www.dissvcs.uga.edu> or call 706-542-8719 to learn more.

Academic Integrity: "Academic honesty is vital to the very fabric and integrity of UGA. All students must comply with an appropriate and sound academic honesty policy and code of honest behavior" (p37-38 Undergraduate Bulletin). "All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense" (A Culture of Honesty). All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves about those standards before performing any academic work. You can read the policy at [www.uga.edu/ovpi](http://www.uga.edu/ovpi). Violations include: cheating (use of any dishonest, deceptive, or fraudulent means, unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work; plagiarism (using the ideas or work of another without giving credit to the source); copying the language, structure, ideas, and/or thoughts of another and adopting those as one's original work; falsification, statement of untruth, either spoken or written, regarding any circumstances relating to

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academic work. Copying the work from a previous class, using another student's work, failing to cite references, etc. are also considered violations.

Attendance: In accordance with the university class attendance regulations, students are expected to punctually attend class sessions. While attendance is important, you must also take an active role in your learning experience. Therefore, you are responsible for all class materials. If you do miss a class, be sure to ask a classmate for any handouts, notes, assignments, etc. The student is held accountable for all of the work covered in each class meeting. Students who will be absent because of religious observances are requested to notify the instructor at the beginning of the semester in order to allow for accommodations in testing or assignments.

Deadlines: All assignments due in-class and must be turned in on time as a hard copy at the beginning of the class period for which they are due. If you anticipate being absent or late to class, turn it in the day before. If you ever have a question about when something is due, please ask. Computer problems and other excuses are unacceptable. Late assignments will be penalized 10% per day (the 10% deduction begins immediately). After three days, late work will not be accepted unless prior arrangements were made with the instructor (prior arrangements means at a time other than during class -- come by, call me, email me). A student who is late for an exam may not take the exam if a student has already completed the exam and left the room. A missed exam results in a zero unless arrangements have been made with 72-hour *advanced* written notice to the responsible instructor, or extreme emergency circumstances can be documented.

Class Preparation and Professionalism: Student participation is critical for the success of this class. Therefore, it is expected that the student will come to class prepared by having read the assigned materials and being able to discuss the material in an intellectual and critical manner. Anticipate spending a minimum of three hours working outside of the classroom for every one hour in the classroom; please plan your schedules accordingly. Much of your time outside of the classroom will be spent reading and writing. Reading is essential to your learning, so vital, in fact, that all assignments require some connection to the readings. Our class sessions will be used to extend and amplify the material from the reading; therefore, you must have read the assignment **before each class session**.

Evaluation of Student Performance: As instructors we do not give grades; as students, you earn them. To earn an "A" on your exams/assignments you must do excellent work. Excellent means that your work makes a creative contribution as a well-written, insightful, coherent, and original piece of work. A "B" means that your work is good and that you do have a grasp of the content, but it is conventional work. You will earn a "C" or grade of adequate if you simply do the assignment, follow directions, and are competent within a limited scope. A "D" means that the work is poor or flawed. Those who show evidence of effort, thought, and synthesis of the class material with their projects will likely receive higher grades

Writing is one of the most powerful tools for learning in any college course and is important for clearly and effectively communicating your ideas and/or thoughts to a specific audience. All written work is graded according to the assignment rubric provided. These rubrics are based on the following criteria:

Adequacy (breadth and depth) of analysis of the assignment.

Direct evidence that assignment is synthesized from class material and readings.

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Professionalism (style, presentation, organization, grammar and spelling).  
Completed task according to the guidelines given.

When you have a question or concern about the grading of an assignment, the student must put their question or concern in writing and turn it in to the responsible instructor (along with the assignment) within 5 days of receiving the grade. The instructor will then have time to consider the student's question or concern and respond appropriately. This policy does not apply to instructor calculation errors, just show us the error and we will correct it. It is recommended that a student keep all graded material until a final grade appears on her/his transcript. Graded materials may be necessary to settle discrepancies regarding the final grade of the course.

Incompletes and Withdraws: No incomplete will be given unless arrangements have been made with the instructor at least 14 days prior to the last scheduled class meeting. If you have exceptional circumstances during the last two weeks that require you to withdraw from the course, please seek the appropriate assistance from Academic Affairs: [www.uga.edu/studentaffairs/students/withdrawals.html](http://www.uga.edu/studentaffairs/students/withdrawals.html). Any student wishing to withdraw from the class at any time during the semester should consult with an advisor of the Recreation and Leisure Studies faculty as not to impede timely graduation.

Extra credit: We do not typically give extra credit assignments. We see extra assignments as a way to help the student who is excelling delve into an area of interest, and not as a way to help a struggling student by loading on more work. Rather than ask for something extra, plan ahead and ask for assistance with the work that is assigned before you get into trouble.

Appropriate classroom behavior. You are adults and we expect you to show respect for the instructors, guests, and your fellow classmates and use good/professional manners. If unusual circumstances require you to come in late or leave early, please sit near the door and make your exit quietly. Also, the use of cell phones, pagers, and other disruptive devices (i.e. using the computer to on-line chat or browse the internet) will not be tolerated under any circumstances. If any of these devices are used or go off during class the student responsible for the device will write a 2-3 page essay commenting on the impact of cellular/digital technology on the recreation and leisure experience. The paper is due exactly one-week from the incident. Failure to complete the paper on time will result in 10 % being deducted from the final course grade. Please do not put us in a position of enforcing this policy; turn off devices or leave them at home or in your car.

Office Hours and Appointments: In addition to normally being available before and after class, we encourage you to visit during our office hours or to make an appointment to see us as you have ideas, questions or concerns. Please do not wait until it is too late to ask an important question. Since the management of time is critical for students and professors alike, you are requested to please observe the following guidelines regarding office appointments.

→ **Priority**: Those students who have made appointments with us personally (either in person, by phone, sign-up, or via email) will be given priority.

→ **Drop-ins**: If we are in our offices and no appointment has been scheduled you are always welcome. Dropping in is encouraged and if we are busy with other items, accept our apologies for being honest and inviting you back at another time.

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→**Non-office hour appointments:** Please try to stick to scheduled office hours for appointments. However, if you find it impossible to schedule an appointment during regular office hours, we will work with you to find a mutually convenient time.

→**Canceling appointments:** Should you find you will be unable to keep an appointment it would be appreciated greatly if you would contact us via one of the means identified above to cancel your scheduled appointment. Thank you for your professional courtesy in this regard.

Occasionally office hours may be canceled due to meetings or travel. We will make an effort to contact you if you have scheduled an appointment during such times. Please accept our apologies in advance for this possible inconvenience.

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