



The University of Georgia
College of Education
Department of Counseling and Human Development Services
Recreation and Leisure Studies Program

Leisure in a Diverse Society: RLST 4000/6000
3 Credit Hours Summer 2007

Instructor: Dr. Corey W. Johnson
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Laurel Richmond
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Class Meeting Times & Locations

M/T/W/R/F 9:00-11:00 am

Ramsey 205

Learning Commons course address: <http://elc.uga.edu/> (log in with UGA myID & password). Students should check the course site for important information and to print student handouts. Also, official university correspondence is conducted using your UGA email address and I expect you to check that email at least daily Monday through Friday.

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.

Course Objectives

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

- A. Compare and contrast the meanings, purposes, and values of leisure, recreation, play and work for men and women across culture, history and in different languages
- B. Discuss how scholars from a variety of disciplines have attempted to explain leisure theoretically and the difficulties of using those theories to generalize across racial and gendered identities
- C. 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.

- D. Describe how the spaces and places of leisure reflect and reproduce cultural values, social role expectations, and stereotypes.
- E. Compare and contrast taboo recreation across cultures and sub-cultures to explain how leisure reflects and reproduces cultural values, social role expectations, and stereotypes.
- F. Discuss how dominant cultural values influence leisure, including decisions about which populations are served in public, private, and commercial recreation.
- G. Explain the relationship between leisure, inequality, and equality in relation to race/ethnicity, sex/gender, economic status, ability, sexuality, and religion.
- H. Create and support suggestions for individual and societal action related to leisure, the individual, and the “common good.”

Required Texts/Readings

Russell, R. V. (2004). *Pastimes: The context of contemporary leisure*. (3rd. ed.) New York: McGraw-Hill Companies, Inc.

Methods for Accomplishing Course Objectives

- 1. Class lecture and discussions
- 2. Required reading assignments (text, fiction, reserve readings)
- 3. Written 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

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. Ethnic/Gendered variations in free- time, work, and boredom
 - 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

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Brief Assignments Descriptions

Additional details on assignments will be covered in-class and posted to Web-CT.

Exams: There will be two written take-home exams scheduled. Each exam is worth 50 points. The take-home exam is comprised of detailed, thought provoking, experiential essays that allow students to utilize outside resources to demonstrate their understanding and application of the course material.

Learning Activities: Participation and content comprehension in this class will be assessed 12 announced and un-announced quizzes, cooperative learning assignments, and short activities completed in and out of class. Each assignment will be worth 5 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 learning activities before calculating the final learning activity score.

Pick one of the 100 point assignments below to complete. You must make your selection before the third class period.

Flea Market Observation: Read the article on flea markets and then visit the J& J Flea Market on Highway 441. 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, "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* has recognized your expertise as a leisure anthropologist. They have asked you to visit the J& J flea market and then write a 4-6 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 task-oriented? 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?

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 3-5 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.

American Beach Travel Guide: Read the book *An American Beach for African Americans* by Marsha Dean Phelts or *American Beach* by Russ Rymer and develop an effective travel guide for this community. Your travel guide should identify places that are of historical or cultural significance to this community, offer a description of each of those sites, and explain how or why that site is important. Think of this as a well-documented self-guided historical tour of American Beach. Be sure to include a multi-media brochure, map, and/or audio-video recordings. You are only limited by your own creativity.

Instructor 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.

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.

If you expect to miss class, be sure to notify the instructor. You may not make-up or be excused except with 72 hour advanced written notice. I will utilize Learning Activities to build content and accountability. Each Learning Activity will count towards your grade and some of the activities will also support your major assignments. The Learning Activities take place at times that are unannounced and announced. They must be completed and turned in at the specified time.

Deadlines: All assignments due in-class, must be turned in on time 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. No assignments will be accepted electronically. If you ever have a question about when something is due, please ask. Computer problems and other excuses are unacceptable. Late papers and assignments will be penalized 10% per day (the 10% deduction begins immediately)—weekends too. After three days, late papers 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 us, email us).

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 I 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. Assignments that receive an “F” (without a late penalty) may be redone. Redone assignments must be completed within 3 days of being returned and submitted with the original graded work. Once the redone assignment is complete, the two grades are averaged together to arrive at a final score. You are encouraged to do your best job the first time. The final exam may not be redone.

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. When writing is required outside of the classroom, assignments are to follow the standards of written work posted to the WebCT course site. Creative titles for your papers are always appreciated! Those who have consistent difficulty with writing will be referred to the University’s Writers Resource Lab. Please feel free to utilize this valuable resource on your own by calling 706-542-2119, emailing wrctr@english.uga.edu or checking the website <http://www.english.uga.edu/writingcenter/home.html> for locations and hours tutors are available.

All written work is graded according to the standard course rubric provided.

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 me the error and I will correct it.

It is also required 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.

Grading System Breakdown by Percentage

A = 93-100 A- = 90-92 B+ = 88-89 B = 83-87 B- = 80-82
C+ = 78-79 C = 73-77 C- = 70-72 D = 60-69 F = 59 or below

250 Point Grading System

Two Exams (50 points each)	100 points
Mealtime/Flea-Market/American Beach	100 points
Learning Activities	50 points
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Total Points	250 points

Accommodation Needs: I am committed to providing access to all persons with disabilities and will provide accommodation if notified. 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. 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 academic work. Copying the work from a previous class, using another student’s work, failing to cite references, etc. are also considered violations.

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.shtml.

Extra credit: I do not typically give extra credit assignments. I 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. I do not want to see your cell phone. Do not put it on your desk or in your lap. If any of these devices are used or go off during class the student responsible for the device will write a 3-5 page essay commenting on the impact of cellular/digital technology on the 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 me 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, I 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.

→ **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.