

RECL 111 - Leisure, Culture, and Identity
GE Course S: Self, Society, and Equality in the U.S.

Department of Recreation and Leisure Studies
Mondays & Wednesdays, 10:30-11:45 BBC 205

Department of Recreation & Leisure Studies
San Jose State University
Spring 2006
Office hours: W 1:25-3:25 pm or by appt - you are very welcome

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Course Outline

A. Catalog Description

Perspectives of leisure as a source of self-expression and social control related to cultural beliefs, values, and practices and institutionalized social systems. Observation, analysis, and critique of history and social structures, leisure and culture, and personal opportunities for change.

B. Course Objectives

Goals

Students will study the interrelationship of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, equality, and structured inequality in the U.S., its institutions, and its cultures through the lens of leisure.

Student Learning

After successfully completing the course, students shall be able to:

1. describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality during leisure participation;
2. describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;
3. describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).; and
4. recognize and appreciate constructive interactions in the between people from different cultural, racial, and ethnic groups within the U.S.

C. Teaching Methodologies

This course is designed to have meaning for every student. Therefore, a variety of methodologies are used throughout this course that require students to think critically, to speak publicly, articulate their positions and values verbally and to write cogent essays. An emphasis of the course is diversity and students will be encouraged to engage in active learning and civil discourse on a variety of topics. Research for papers and some of the texts focus on primary source materials so we hear the voices of people in America for whom equality in leisure is a primary area of concern. There is a considerable amount of reading and writing in this course, but this is balanced by flexibility and student choice in assignments commensurate with upper division student's abilities.

RECLS 111 -- Leisure, Culture, and Identity
Instructor -- Linda Levine

D. Mandatory Course Texts

Peiss, Kathy (2005). *Cheap Amusements: Working Women and Leisure in Turn of the Century* New York. Temple University ISBN: 0-87722-500-1

Russell, Ruth. V. (2002). *Pastimes: The Context of Contemporary Leisure*. Brown & Benchmark. ISBN 0-697-22725-1

Optional Book Report:

Tregaskis, Claire (2004). *Constructions of Disability: Researching the interface between disabled and non-disabled people*. Routledge ISBN:0415321832

E. Tentative Course Schedule

Dates	Topic	Assignment	Learning Objective #
1/25 Wed	Intro to course: Self, Society and Equality through the lens of Leisure in the U.S. In-class pre-test: Assessing students meeting of learning objectives (no point value)		1, 2
1/30 Mon	The 8 common elements that make us “strangers” to one another: race, gender, socio-economic status, age, disability, sexual preference and religion D.M.I.S. Cultural Sensitivity Theories by Milton Bennett	Get the Greensheet, read it and bring it to class. <i>Pastimes</i> ch 1 & 2 Receive take home exam for <i>Cheap Amusements: Working Women and Leisure in Turn of the Century</i> New York. (Due 2/13)	1, 2
2/1 Wed	What makes for equality and inequality in the U.S.? Key concepts: History, politics, economics, prejudice, discrimination, social power and the other elements leading to oppression Leisure as a cultural mirror- Leisure as a source of self-expression and social control related to cultural beliefs, values and practices.	<i>Pastimes</i> ch 3 & 4 Cultural Show and Tell Students with last names A-L Begin thinking about paper #1 <i>Cheap Amusements</i> and Paper #1 are linked so reading it will help get you motivated	2
2/6 Mon	Discuss upcoming papers and presentations. All students write all papers but each gives an oral report on only 1. Make a choice as to which oral presentation you plan to give	Cultural Show and Tell Students with last names M-Z	2, 3
2/8 Wed	Guest speaker: Islam in the US—A look at religion, politics, gender and leisure	<i>Pastimes</i> ch 5 & 6	1, 2

RECLS 111 -- Leisure, Culture, and Identity

Instructor -- Linda Levine

Dates	Topic	Assignment	Learning Objective #
2/13 Mon	Leisure anthropology History and social structures through the lens of leisure: Leisure in Japanese internment camps, and chants and games of slave children, the poetry of the abolitionist movement, and the gender differences of leisure for immigrant boys and girls in the 20 th century Popular culture and taboo recreation today	<i>Pastimes</i> ch 7 Cultural Show and Tell Students with Last names Q-Z Take Home Test Due on <i>Cheap Amusements: Working Women and Leisure in Turn of the Century New York.</i>	1
2/15 Wed	Labyrinth- meditation and relaxation as Leisure Meet in the Student Union Ballroom promptly instead of class. Wear clean socks and bring paper and pens.	Draft Due: Paper #1	1, 3,
2/20 Mon	Time: Leisure, monochronic & polychronic Leisure for Social Good and leisure as a positive and negative economic, social, political...change agent today	<i>Pastimes</i> ch 8 Quiz on Chapter 8	1, 3
2/22 Wed	Social action that makes a difference Identity development and how leisure restricts and enables equality for specific groups ie. women, GLBT, youth at risk, ethnic and racial minorities, immigrants, personal with disabilities...	Due: Paper #1 Oral presentations	1, 4
2/27 Mon	A Library Tutorial: Meet in MLK library (room TBA) and a reference librarian will lead a needs based tutorial to help you increase your information literacy & help prepare you for papers 2 & 3. You must come prepared with a topic and some challenges you are having with research.	LIBRARY	1, 2
3/1 Wed	Paper #1 and oral presentations	Paper #1 oral presentations	1, 2,
3/6 Mon	Leisure and Aging: Ulyssean Living in Later Life Retirement Leisure Planning A.D.E.A. Age discrimination Employment Act (1976) and the impact on leisure Speaking circle: prepare by interviewing a senior citizen about their experiences with culture, inclusion and oppression	People and Culture: past, present and future Due: Interview with a senior citizen from your culture-Last names M-Z present to the class	1, 2

RECLS 111 -- Leisure, Culture, and Identity

Instructor -- Linda Levine

Dates	Topic	Assignment	Learning Objective #
3/8 Wed	Speaking Circle on generations and change. Interview with 1 senior citizens	Interview with a senior citizen- Last names A-L present to the class	3
3/13 Mon.	Leisure and labor for working class women- 100 years of exploration...		2, 3
3/15 Wed.	...Reforming working women's recreation and gender stereotyping in leisure	Lecture and review <i>Pastimes</i>	2, 3, 4
3/20 Mon.	Test and Discussion	<i>Pastimes</i> test chap 1-8	2, 4
3/22 Wed.	The Media's influence on bias and "colorblindness" Color of Fear. Oakland, Ca.: Stir-Fry Productions, 1994. (XS 1219) Popular culture and deviant recreation	White Privilege- Link to social history, culture, meaning Constructive and destructive interactions between people from different cultures Video: Blue Eyed. San Francisco: Denkmal Productions/California Newsreel, 1996. (XS 1639)	1, 2, 3
3/27 & 3/29	Spring Break		
4/3 Mon	Explain personal and community leisure as cultural practice and a source of social identity and connection to other people.	Paper #2 (draft due)	2
4/5 Wed	Work as a social context for leisure rewards The American Circus: from Side Shows to a Celebration of Culture		1, 3, 4
4/10 Mon.	Women and Leisure	Paper #2 and oral presentations	1, 4
4/12 Wed	Social Action, Legislation and Volunteerism: Leading to greater Equality in American Leisure	Finish oral presentations	3, 4
4/17 Mon	Test and Discussion		1, 2,3, 4
4/19 Wed	Equity, justice, and change: Creating healthy, diverse social communities and relations in the U.S	Due: Paper #3 (optional draft due-no credit just help for you)	2, 4
4/24 Mon	The power of language: de-gendering and "people first" communication		2, 4
4/26 Wed	Discuss leisure and recreation scenarios and describe the underlying social and/or cultural practices which promote or discourage diversity and/or prejudice,	<i>Pastimes</i> : ch 9, 10	2, 4

RECLS 111 -- Leisure, Culture, and Identity

Instructor -- Linda Levine

Dates	Topic	Assignment	Learning Objective #
5/1 Mon	Guest speaker from Child Advocates on Children in Dependency Court	<i>Due</i> Paper #3 Recreation: Access for All?	1, 3, 4
5/3 Wed	Envisioning changed situations: Economics of oppression Social invisibility and oppression	Oral Reports for Paper #3	2, 3, 4
5/8 Mon	Ableism and Inclusion in Recreation	Oral Reports for Paper #3	3, 4
5/10 Wed.	Universities and Institutions opening doors to greater understanding: Disability Studies, International Houses, G.L.B.T.L.I. studie as well as The National Recreation and Parks Association, Making a difference: Changing things	Optional Book Report Due on- <i>Constructions of Disability: Researching the interface between disabled and non-disabled people.</i> a potential 5 point value towards your finale grade	2, 4
5/15 Mon.	Course Conclusion: What is the next step? International potluck, Course evaluation	Potluck sign up Exam review discussion Letters to the next Recls-111 students	1, 2, 3, 4
5/ 5/	Final exam +++++ Post test: Assessing students meeting of learning objectives	Final Exam: Comprehensive of <i>Pastimes</i> by Russell and more	1, 2, 3, 4

F. Writing Assessment

Both in-class and out-of-class writing, will give students practice and feedback throughout the semester. First drafts are required so note the due dates. Evaluative comments will be substantive, addressing the quality and form of writing. A minimum of 3000 words of writing is required in upper GE courses. Writing shall be assessed for grammar, clarity, conciseness and coherence.

I will evaluate:

- Originality in the approach to the assignment
- Grammar, organization, clarity, conciseness and coherence
- Depth of analysis of the subject matter
- Quality and care of situations of primary source material and inclusion of a bibliography

Correct use of academic English spelling, page numbers and composition are expected. Points will be deducted for failure to do so.

Students are expected to use APA (latest edition) format for papers and assignments. If documentation is not done in the APA format, then it is the student's responsibility to include the writing format source in the bibliography.

Written assignments are to be typed, double-spaced, and written in 12-point type. Written assignments must be in Microsoft Word and sent as attachments if sent as electronic documents. You may fax late assignments to 408-267-7717, as they will be time marked by the fax machine.

RECLS 111 -- Leisure, Culture, and Identity

Instructor -- Linda Levine

Drafts are required for papers 1 and 2 and are worth 15% of the paper's value.

Re-Writes of papers is possible with prior permission of the instructor. Rewritten papers must be reconceived not just corrected-- if you do not show serious consideration of your ideas, the grade is unlikely to change. Papers must be resubmitted within 10 days.

All extra credit, over due work or rewrites are due by the last day of class. No work may be submitted after the last class meeting day. Nothing will be accepted at the final exam.

G. Academic Integrity

"Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work.

Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at <http://www2.sjsu.edu/senate/S04-12.htm>.

Violations of academic integrity include, but are not limited to, cheating, plagiarism or misrepresentation of information in oral or written form. Plagiarism means presenting someone else's idea or writing as if it were your own. Such violations will be dealt with severely by the instructor. If you use another person's idea or writing, be sure, the source is clearly designated. "The University emphasizes responsible citizenship and an understanding of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who depend upon the integrity of the University, its courses, and its degrees. <http://www2.sjsu.edu/senate/S04-12.htm>"

H. Campus policy in compliance with the Americans with Disabilities Act:

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours and make an appointment with The Disability Resource Center (924-6000, located in Adm. 110) as soon as possible. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability."

I. 3 Major Papers (30%) and 1 Oral Presentation (15%)

For each of the 3 papers, students will conduct research by focusing on primary sources, and write a paper to be turned into the professor. On the due date for each paper, 1/3 of students will give a related 10 minute oral report. Please keep to the time limit. Preparing a handout for each member of the class is required: it should include full citations for the resources you used, and a detailed outline of your presentation. It is your responsibility to arrive fully prepared with at least 8 professional quality transparency overheads for your presentations and copies of your outline for each member of the class. Students in the class will evaluate one another for credit.

#1 Paper: Women and Leisure- a biographical paper (10% of grade)

As a class we will read the text, *Cheap Amusements Working Women and Leisure in Turn-of-the-Century New York*. As an exploration of equality, inequality and social Justice, write a biographical paper of one female athlete, artists, musician, dancer, ritualist or out-door recreator's struggle and journey for equality. Highlight not only how her gender impacted her level of acceptance and success but how the other aspects of her identity such as sexual preference, parental status, race, religion, size, ability, age, religion or class served as an inroad or obstacle. (5 full pages minimum plus a bibliography of a minimum of 10 scholarly journals, commentaries, editorials, newspapers, video analysis, interviews or other primary sources are required.)

#2 Paper: People and Culture: past, present and future (10% of grade)

Focusing on primary sources, each student will research and write a paper to be turned into the professor.

Option A:

Research a culturally specific group of people who came to the USA in the early 1900s and chart their progress through the generations to today. What aspects of their culture did they bring with them to this new land? In what ways did they assimilate, suffer discrimination, change and develop an integrated identity over time? To maintain their culture, what specific practices are used to teach their native culture to their American born children while living in the melting pot of the U.S.? Analyze the ways this social group uses leisure as a teaching tool to create or impede diversity among and within the group culture. Look at ways these cultural practices provide a framework and source of cultural identity. Your paper should speak with specifics and expertise on the culture you chose. What were the historical, political, economic, attitudinal or social challenges confronted by this culture over the past 100 years in this country and what has been done politically, and socially to overcome these obstacles?

Examples may include Americans of Chinese, Thai, Assyrian and South East Indian descent (just to name a few) who all have well-established programs that involve the teaching of cultural dance, music, food preparation, religion, language, values, and stories to the next generation. (5 full pages minimum and a bibliography of at least 5 scholarly journals is required and two primary sources is required.)

Option B:

Research a culturally specific group like Hawaiians or Native Americans who have long lived in the same place but have been affected by the power of others who arrived later and changed their way of life or impacting their culture. In what ways did they assimilate, suffer discrimination, change and develop an integrated identity over time? To maintain their culture, what specific practices are used to teach their culture to their children while living in the melting pot of the U.S.? Analyze the ways this social group uses leisure as a teaching tool of the social institution to create or impede diversity among and within the group culture. Look at ways these cultural practices provide a framework and source of cultural identity. Your paper should speak with specifics and expertise on the culture you chose. What were the historical, political, economic, attitudinal or social challenges confronted by this culture over the past 100 years in this country and what has been done politically, and socially to overcome these obstacles? (5 full pages minimum and a bibliography of at least 5 primary sources is required.)

#3 Paper or Audio Visual Presentation

Option A: Recreation: Access for All? (10% of grade)

In the last century disenfranchised groups and individuals have had access to leisure like never before in our history. Change has occurred through legislation, from within communities serving themselves and from others of different cultural, racial and ethnic groups stepping forward to make a difference. The Leisure Ability Model of Therapeutic Recreation, Special Olympics, Head Start, Volunteerism, Creativity in the Cruise Industry, Public arts programs for youth in juvenile hall, Title IX, ADA, Gay Recreation Centers, Leisure programs for homeless people and migrant workers are just a few of the changes that have opened doors. In a 4-page research paper, recognize 3 constructive strides recognizing leisure as a human right rather than a privilege of the few. Conclude with a list of related suggestions of ways to continue the progress in these three areas and discuss the civic relevance for us all. (5 full pages minimum plus a bibliography of a minimum of 10 scholarly journals, commentaries, editorials, newspapers, video analysis, interviews or other primary sources are required.)

RECLS 111 -- Leisure, Culture, and Identity

Instructor -- Linda Levine

Option B: (Audio-visual presentation is 10% of grade) Develop a thoughtful, educational and well-sequenced audiovisual presentation highlighting leisure as an instrument of identity development, cultural and societal discrimination, an instrument for growth and change in the U.S. Using samples from domestic and international Film, T.V., DVD, and photography make a composite that is two fold. With a focus on religion, gender, sexual orientation, ethnic, race, class, disability or age, the audio-visual clips should highlight social action, which has led to inequality and social injustices. Your collection of clips should also recognize and appreciate constructive interactions between people from different cultural, racial, and economic groups within the U.S. while participating in leisure. There should be at least 6 clips in this 20-minute presentation. Your Audio-visual presentation will include an oral explanation identifying key themes and concepts as well as a facilitated debriefing after the showing. A bibliography is required.

J. Exams & Announced Quizzes (20% of grade)

Quizzes and/or comprehensive examinations covering all readings and lectures will be administered during the course to assess student mastery of the materials presented throughout the course.

Written exams might include multiple choice, true/false, matching and short answer essays. Students must provide evidence of having read and understood course content, mastered new vocabulary and ideas and the ability to use critical thinking skills and respectfully consider a variety of viewpoints.

K. Pop Quizzes and Activities (15% of grade)

It is the student's responsibility to keep up on the reading, seek help when confused, and to attend class regularly. The pop quizzes will allow me to reward students for attending the class punctually and keeping up on the reading. No make-ups due to lateness or absence are possible. A sample of two such activities is listed below. You are upper division students so show me that you have prepared.

- A. Social Identity & Leisure "show and tell": Bring in a symbol of a cultural practice and a source of social identity that unites you with a people (Examples might include a Musical instrument from your country of origin, a religious symbol that connects you with a faith community, a Rainbow or Lavender triangle linking you to the gay community...) You are to research the history of this symbol and speak for 5 minutes about cultural practices that serve as a source of identity and connection to others within that community.
- B. Interview a senior citizen from your culture about his/her experiences with culture, leisure, inclusion and oppression. Speak for 5 minutes about the interviewee's cultural practices and whether these practices served as a source of identity and connection to others within that community. Come to class prepared to share their experiences of equality and inequality in the US with your classmates.

L. Final Exam (10% of grade)

M. Responsible Participation (10% participation grade).

Regular, prompt class attendance, involvement in discussion and activities as well as obvious preparation of readings and written assignments is strongly encouraged. The class lectures, discussions and activities are important, and your personal involvement makes a difference. To get credit for active participation, students must ask questions, take intellectual and emotional risks, debate and participate in seminar discussions with the professor and other students on a regular basis. Please be fully present when in this class. Turn off cell phones completely. If your cell phone rings then you get to bring food for us all the next day! Course content, reading material and simulations require active participation to make class content personally relevant. If you are unable to attend class, you are expected to call and inform me *beforehand*. Speak up in class and you will go far!

N. Grading

Grading Criteria

Key to Grades: Grades are not curved. Plus grades = maximum expectation achieved in the grade range, minus grades = minimum achievement.

Grade	Criteria/Philosophy
A	Excellent, scholarly, advanced college level, perfect grammar, APA or MLA format, original, creative ideas and delivery, impressive delivery. Shows information literacy, care, mastery and practice.
B	Very good advanced GE college level work, exceeds requirement, creative, thought provoking, grammar acceptable, well practiced but more proofing or practice or research would add.
C	Met requirement, could improve in grammar, depth, consistency, communication skills, and originality of thought.
D	Needs attention to grammar, content, sentence structure, delivery and assignment objectives.
F	What happened? Failed to meet assignment requirements. So late that no points were earned.

Percentages

A+ = 98-100%	C+ = 77-79%
A = 94-97%	C = 74-76. %
A- = 90-93%	C- = 70-73%
B+ = 87-89%	D+ = 67-69%
B = 84-86%	D = 63-66%
B- = 80-83%	D- = 60-62%
	F Less than 59.5%

<u>Graded Component</u>	<u>Percent of Grade</u>	<u>My grade</u>
Paper #1	10	_____
Paper #2	10	_____
Paper #3	10	_____
Oral report	15	_____
Announced Tests	20	_____
Pop quizzes & Activities	15	_____
Final exam	10	_____
Responsible participation	10	_____
Total	100 percent	_____
+Optional Book Report	+0-5	_____

Grading Criteria for late assignments

All papers/assignments are due by the beginning of the class time on the date indicated in the course calendar or as otherwise indicated by the instructor. Any late assignments that are accepted by the instructor will be graded down as follows:

- 10% off the points for every calendar day including weekend days.
- No papers will be accepted after one week.
- All late papers must be time and date stamped and signed by the departmental secretary in SPX 49. Make sure that the paper is then placed in the assigned instructor's mailbox. Do not slide them under the professor's door or points will be deducted.

RECLS 111 -- Leisure, Culture, and Identity

Instructor -- Linda Levine

O. Suggested supportive books and articles-

Students will be using these books and articles in class and out as bridges to research for papers and discussion preparation

- Chavez, Deborah J. (2005) *Latinos and Public lands in California* California Parks and Recreation. Volume 61, number 2 Spring 2005 p.32-35
- Chavez, Deborah J. (2000) *Invite, Include, and Involve! Racial Groups, Ethnic Groups, and Leisure*. In Diversity and the Recreation Profession: Organizational Perspectives. M.T. Allison and I. E. Schneider. State College. PA: Venture Publishing, Inc.: 2000: p.179-191
- Ehrenreich, Barbara (2001) *Nickel and Dimed: on (not) getting by in America*. New York: Metropolitan Books, 2001.
- Griggs, Shirley (1996) *Learning Styles of Asian-American Students*. Emergency Librarian, 24: p.8-13.
- Griggs, Shirley (1995) *Hispanic-American Students and Learning Style*. Emergency Librarian: 23: 11-16.
- Kabat-Zinn, (2005) *Jon Coming to our Senses: Healing Ourselves and the World Through Mindfulness*. New York: Hyperion.
- Kallirai, Inderjit S. (2005) *The California Rainbow Serving Multicultural Communities*. California Parks and Recreation. Volume 61, number 2 Spring 2005 p.26-31
- Kivel, Beth D., (2004) *Leisure, Narratives and the Construction of Identity among Lesbian, Gay and Bisexual Youth*, Journal of Leisurability Volume 24, number 4 Fall 1997
- Klitzing, Sandra Wolf *Women who are Homeless: Leisure and Affiliation*. Therapeutic Recreation Journal fourth Quarter
- McIntosh, Peggy, *White Privilege: Unpacking the Invisible Knapsack*. In *White Privilege: Essential Readings on the Other Side of Racism* by Paula Rothenberg. New York: Worth Publishers, 2002. p. 97-101.
- Singleton, Jerome, (1998) *Leisure and Aging: Ulyssean Living in Later Life* Therapeutic Recreation Journal First Quarter 1998,
- Wildman, Stephanie & Adrienne Davis. *Making Systems of Privilege Visible*. In *White Privilege: Essential Readings on the Other Side of Racism* by Paula Rothenberg. New York: Worth Publishers, 2002. p. 89-95.
- Winter, Patricia, (2005) *Recreation Preferences of Asian-Americans* California Parks and Recreation. Volume 61, number 2 Spring 2005 p.36

P. Suggested supportive videos

The teacher will show some of these in class but students may study, choose and show clips as supportive examples for their papers and presentations.

- Blue Eyed. San Francisco: Denkmal Productions/California Newsreel, 1996. (XS 1639)
- Color of Fear. Oakland, Ca.: Stir-Fry Productions, 1994. (XS 1219)
- Cross Cultural Communication: Pittsburg, Pennsylvania: University of PA, 1994. (Video 302.2)
- Playing for Keeps:, Produced by Bob Gliner, San Jose State Univ. Bob Gliner Productions 2004
- Making a Difference- a series showcasing Americans and College students abroad, San Jose State Univ. Bob Gliner Productions
- Education for What? : (Videorecording) Learning Social Responsibility San Jose State Univ. Bob Gliner Productions