

**San Jose State University**  
**HRTM 111 - Leisure, Culture, and Identity.**  
**GE Course S: Self, Society, and Equality in the U.S. (Fall 2009).**  
**Department of Hospitality, Recreation & Tourism Management.**

**Instructor:** Linda "Rainbow" Levine.

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**Email:** [linda.levine@sjsu.edu](mailto:linda.levine@sjsu.edu) (preferable to the phone).

**Office Hours:** Clark 118 8:15-8:45 a.m. or directly after class or by appointment (students are encouraged to use my office hours).

**Class Days/Time:** Mondays & Wednesdays; 12-1:15 p.m.

**Classroom:** Sweeney hall 345.

### **Course Outline**

**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.

**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 that 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).
4. Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

**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.

**Mandatory Course Texts:**

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

Russell, Ruth. V. *Pastimes: The Context of Contemporary Leisure Edition 4*. Brown & Benchmark. ISBN 0-697-22725-1. NOTE: Only the most recent edition has chapters aligned with the current course!

**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 members are required to report all infractions to the Office of Student Conduct and Ethical Development. 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>"

**Campus policy on 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.

**Classroom conduct and expectations:**

Professional attitudes and behaviors are expected to be practiced in class. It is what is good for everyone involved. We all have a great deal to learn, and we can do so in a cooperative, kind, supportive, non-threatening environment. You can help to make this an enjoyable course to take if you work with the rest of us to build the spirit of community. If you tend to be quiet in classes, speak up. If you tend to talk a lot, do so but encourage others' involvement as well. Continual

class disruption will not be tolerated and a student may be referred to the Office of Student Conduct and Ethical Development.

1. Personal concerns or learning disabilities need to be taken care of as early as possible (within the first 2 weeks of class). Be proactive and not reactive. Students can discuss personal needs privately during my office hours. See above: Campus policy on compliance with the Americans with Disabilities Act
2. If you are willing to volunteer as a note-taker for a classmate with a learning disability, please advise me.
3. Just as one would do with work, if you are unable to attend class, please e-mail or call me to inform me prior to class. Remember class participation and in-class assignments are key to your success in this course. You are expected to attend daily. If that will be a problem, please choose another course.
4. As a matter of routine, all homework is submitted at the start of class. It should be typed, and turned in at the start of class with student's full name, the course title and number. If it comes in mid-class or later it is late.
5. Late work will be accepted in my box in Spartan Complex HRTM office 50 but will be marked down. In-class activities cannot be made up.
6. E-mail etiquette: As a part time lecturer who is on campus only 2 days per week, **E-mail** is the best way to reach me. I generally respond very quickly to email between 9-5p.m. If I do not respond in 2 days, please send it again. Keep the emails short and specific and always clearly state your full name, the class name and number and use the subject line in all communications. Remember this is a college course, so please practice e-mail etiquette writing professionally and respectfully, checking for clarity, spelling and grammar. Please note that I teach nearly 100 students per semester so keeping on track of information and staying on top of due dates is your responsibility. Poor planning may cause undesirable consequences.
7. I do not give grades out via e-mail or ahead of report card time.
8. Study buddies and friends are people to contact with questions prior to asking the teacher.
9. You may eat and drink in class so long as you use discretion and clean up completely after yourself.
10. Cell phones: Cell phones are to be turned off during class. If it rings or you are texting, then you are to bring us all food for the next period. If this happens again you will be asked to leave and you will lose participation points for the day and more disciplinary action may be taken. To be safe, unplug. If you are expecting an urgent call, inform me first, set it to vibrate, sit by the door and exit when it comes through.
11. Computer Use and Homework: In the classroom, faculty allows students to use computers only for class related activities. These include activities such as taking notes on the lecture underway or following a lecture on a web based power-point slides under faculty direction. You are not to use the computer in another way unless asked to do so by the professor. If you are, on the first occasion you are required to bring us all food for the next period. On the second occasion you will be asked to leave class and you will lose participation points. If this becomes a chronic behavior, the student may be referred to the Office of Student Conduct and Ethical Development.
12. Late arrival in class is a mark of disrespect, unprofessional, and interrupts class; please be on time so that you get participation points and you'll get the best parking!

13. You are responsible to learn about the content of classes missed. Pay attention to assignments and due dates on the course calendar. They occasionally change and it is your responsibility to find that out. We will discuss most assignment in class. Please be prepared to ask for specifics or come visit me during office hours.
14. Many share this classroom so we always leave it better than when we found. Always check to straighten chairs, clean up papers etc.
15. Don't forget to bring your best self to class, to have some fun, smile and learn from others.
16. Conferences are during office hours or by appointment to discuss assignments and writing problems. These conferences are not a substitute for class attendance.
17. Due dates will be announced. While late assignments will be accepted for some days after the due date, consider the following reasons for submitting assignments on time:
  - a. An assignment that is late, for whatever reason, is ineligible to receive full points.
  - b. The instructor has scheduled her time so as to be able to respond to each assignment set with careful consideration and detailed comments; she will not be able to give that thorough attention to late assignments.
18. Make a copy of all assignments for yourself. Save all papers returned to you as the professor may request them at a later date.

### **Writing Assessment:**

Both in-class and out-of-class writing, will give students practice and feedback throughout the semester. First drafts are optional for major papers but must be submitted a full week before the due date. 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:

- 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.

Spelling, clarity of expression, and organization of ideas are important. Correct use of academic English, page numbers and well thought out composition are expected. They are worth 25% of all written assignments.

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 font. Staple written assignments in the upper left corner. Do not use a binder or other cover.

### ***Major Paper (30%):***

Students will write two research papers this semester that will be selected from the three options listed below. All students will choose different topics so a topic proposal, worth 10 percent of the final grade, with a first, second and third choice is due prior to starting the paper. Please note this on the calendar. The library website and tutorials will help you to get started and I suggest you begin very soon <http://tutorials.sjlibrary.org/tutorial/>. Students will be notified within 1 week of their topic request. After teacher approval for your topics, Paper #1 is due September 28, Paper #2 is due October 28 and Paper #3 part A & B are due November 30. For each paper, students

will conduct research by focusing on 4 sources, and write 4-page papers with bibliographies with at least 6 proper citations within each paper. These papers must be turned in to the professor at the beginning of class or points will be deducted. There must be a variety of sources used.

Sources may include scholarly journals, commentaries, editorials, newspapers, video analysis, interviews or other scholarly sources. The Professor's furlough days will allow you to use the wonderful MLK campus library and Media Services department.

Option B of paper #3 is a creative audiovisual departure! Anyone wishing to pursue this dynamic option must make an appointment to speak with me 1 month prior to the due date as special criteria and arrangements will be discussed.

***#1 Paper: Women and Leisure- a biographical paper (15% of grade):***

As an exploration of equality, inequality and social justice, write a biographical paper of one female athlete, artists, musician, dancer, ritualist, leisure lover or outdoor recreator's struggle and journey for equality. Highlight not only how her gender impacted her level of acceptance and success but how another important aspect of her identity such as sexual preference, parental status, race, religion, size, ability, age, religion or class served as an inroad or obstacle. This is a scholarly paper so choose figures who have depth so you can identify sources worthy of college research.

***#2 Paper: People, Culture and identity: past, present and future (15% of grade):***

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. When did these people come and why? 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? As examples, Americans of Chinese, Thai, Assyrian and South East Indian descent have well-established programs that involve the teaching of cultural dance, music, food preparation, religion, language, values, and stories to the next generation. Analyze the ways this social group used/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. 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? How does the future look for this group socially, economically, politically and in terms of maintaining their culture into the future, etc.

***#3 Recreation: Progress Towards Access for All (15% of grade):***

**Option A –Paper:**

In the last century, disenfranchised groups and individuals have had access to leisure like never before in our history. How has this change occurred? In this 4-page paper you will recognize a nationally known organization or piece of legislation which has led to greater leisure equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age). The final page of the paper will detail five well thought out and researched related suggestions of ways to continue the progress and discuss the civic relevance for us all. In short- you have written about what has been done but now, what else can be done and how will that occur? Make certain that this section shows the same scholarship as the previous aspects of the paper. How might one begin this paper? To begin, discuss the topic of this paper with your family and friends. Together, brainstorm programs that are impressive and

progressive. Approach your research with curiosity. My list might include: Special Olympics, Head Start, Cruise Industry tours for various target populations, Public arts programs for youth in juvenile hall, Title IX, Gay Recreation Centers, Leisure programs for migrant workers. This is my list so you must find other topics for your paper!

**Option B: Audio-visual presentation:**

Develop a thoughtful, educational and well-sequenced audiovisual presentation highlighting leisure as an instrument of identity development, cultural and societal discrimination, or 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 8 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, answering questions after the showing.

**Exams & Announced Quizzes (35% 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, and 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.

**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. Samples of such activities are listed below but others will follow. You are upper division students so show me that you are 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 (clothing, food, language, values, religious or spiritual practices, child rearing, education, discipline and money philosophies). Discuss 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. On September 23, turn in the name, age, culture, contact information and justification for the senior you will interview. On the day you present orally, turn in a 2-page outline that you use as a basis for your speech.
- C. Letter to Incoming HRTM111 student explaining the focus of the course, what you got from it personally, something your favorite assignment, a brief description of the teachers style of class leadership, how best to prepare for the structure of the course and more.
- D. Other assignments as they arise.

**Final Exam (10% of grade).**

**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. Show your responsible participation and involvement by raising your hands and not waiting to be called on by the professor. To get credit for active participation, students must ask questions, take intellectual and emotional risks, debate and participate in seminar discussions with the

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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!

**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.

***Percentages:***

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

Graded Component	Percent of Grade	My grade
Paper #1	15	_____
Paper #2	15	_____
Paper #3	15	_____
Exams and announced quizzes	35	_____
Pop quizzes and activities	15	_____
Final exam	10	_____





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**Tentative Course Schedule**

<b>Dates</b>	<b>Topic</b>	<b>Assignment</b>	<b>Learning Objective #</b>
8/24/2009, Monday.	Intro to course: Self, Society and Equality through the lens of Leisure in the U.S.  Team Building and Community Building.  Linda demonstrates a Social Identity & Leisure “show and tell”.		
8/26/2009, Wednesday.	Team Building and Community Building.  Social Identity & Leisure “show and tell”:  Discuss Papers and needed proposals.  In-class pre-test: Assessing students’ meeting of learning objectives (no point value).	Get the Greensheet, read it and bring it to class daily.  Begin thinking about papers as the topic proposals are due very soon.	1, 2.
8/31/2009, Monday.	Language of Multiculturalism Lecture: The common elements that make us “strangers” to one another: race, gender, socio-economic status, age, disability, sexual preference and religion.  Social Identity & Leisure “show and tell”:  Discuss <i>Cheap Amusements</i>	Get the Greensheet, read it and bring it to class daily.  <b>Receive take home exam</b> for Cheap Amusements: Working Women and Leisure in Turn of the Century New York.  (Due 9/30-you may work in pairs and turn in one exam).	1, 2.
9/2/2009, Wednesday.	Language of Multiculturalism Lecture: What makes for equality and inequality in the U.S.?	Due: Cultural Show and Tell.  Students with last names A-J.	2.
9/7/2009, Monday.	Language of Multiculturalism Lecture Discuss upcoming papers and presentations.  Reminder: Students write 2 of the 3 papers.	Due: Cultural Show and Tell.  Students with last names K-P.  Which papers do you choose? Note due dates for paper proposals!	2, 3.

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Dates	Topic	Assignment	Learning Objective #
9/9/2009, Wednesday.	Language of Multiculturalism Lecture: Religion in the US—A look at religion as it mixes with race, politics, gender and leisure.	<i>Pastimes</i> chapters 1 & 2. Cultural Show and Tell. Students with last names Q-Z.	1, 2.
9/14/2009, Monday.	Language of Multiculturalism Lecture 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 <sup>th</sup> century. Popular culture and taboo recreation today.	<i>Pastimes</i> chapter 3 Papers #1, topic proposal is due.	1.
9/16/2009, Wednesday.	Language of Multiculturalism Lecture: Social action that makes a difference Identity development and how leisure restricts and enables equality for specific groups i.e. women, GLBT, youth at risk, ethnic and racial minorities, immigrants, personal with disabilities.		1, 3.
9/21/2009, Monday. <b>Professor Furlough day. Class does not meet.</b>	<b>Suggestion- work with your partner on Take Home Test or go to the library and begin work on paper 1, 2, or 3.</b>		1, 3.
9/23/2009, Wednesday.	Discuss Senior interviews  Preparation for labyrinth.	<i>Pastimes</i> chapter 4.  Due: Type and turn in the name, age, culture, contact information and justification for the senior you will interview.	1, 4.

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Dates	Topic	Assignment	Learning Objective #
9/28/2009, Monday. Field Trip!!	Labyrinth- meditation and relaxation as Leisure. Meet in the church at San Salvador and 10 <sup>th</sup> street promptly instead of class. Wear clean socks and bring paper and pens. In class activity, prepare questions for a senior citizen about their culture.	<b>Due: Paper #1.</b>	1, 2.
9/30/2009, Wednesday.	Title IX-Women and Leisure. Discuss <i>Cheap Amusements</i> .	<b>Take Home Test Due:</b> <i>Cheap Amusements: Working Women and Leisure in Turn of the Century New York.</i>	1, 2.
10/5/2009, Monday.  Guest Speaker	Interrupting Prejudice with Delorme Mckee-Stovall, Network for Hate Free Community and South County Speak Out Reminder about upcoming Speaking Circle: prepare by interviewing a senior citizen about their experiences with culture, inclusion and oppression.	<i>Pastimes</i> chapter 5 & 6.	1, 2.
10/7/2009, Wednesday.	Speaking Circle on generations and change. Interview with 1 senior citizens.	Due: Interview with a senior citizen from your culture-Last names M-Z present to the class. Paper #2 topic proposal is due.	3.
10/12/2009, Monday.	Speaking Circle on generations and change. Interview with 1 senior citizens. Leisure and labor, leisure as it relates to economic status- 100 years of exploration.	<i>Pastimes</i> chapter 7. Due: Interview with a senior citizen from your culture-Last names A-L present to the class.	2, 3.
10/14/2009, Wednesday.	Time: Leisure, monochromic & polychromic. <b><i>Pastimes 1-8.</i></b> Lecture and exam review		2, 3, 4.
10/19/2009, Monday.	TBD		2, 4.

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10/21/2009, Wednesday. Movie day.	Movie day-Crash -Explore the link to social history, culture, meaning, constructive and destructive interactions between people from different cultures.	<i>Pastimes</i> chapter 8	1, 2, 3.
10/26/2009, Monday.	<b>Test. <i>Pastimes 1-8 and The Language of Multiculturalism</i></b>	<b>Test.</b>	
10/28/2009, Wednesday.	Explain personal and community leisure as cultural practice and a source of social identity and connection to other people.	Due: Paper #2. <i>Pastimes</i> chapter 9.	2.
11/2/2009, Monday.	Work as a social context for leisure rewards.	Paper #3 topic proposal is due.	1, 3, 4.
11/4/2009, Wednesday.	Women and Leisure.		1, 4.
11/9/2009, Monday.	Guest speaker from Child Advocates on Children in Dependency Court.	<i>Pastimes</i> chapter 10.	3, 4.
11/11/2009, Wednesday.	Test and Discussion.	<i>Pastimes</i> chapter 11.	1, 2, 3, 4.
11/16/2009, Monday.	Recreation: Progress and access for all?!		2, 4.
11/18/2009, Wednesday.	The power of language: de-gendering and “people first” communication.	<i>Pastimes</i> chapter 12.	2, 4.
11/23/2009, Monday.	Social Action, Legislation and Volunteerism: Leading to greater Equality in American Leisure.	<i>Pastimes</i> chapter 13.	2, 4.
11/25/2009, Wednesday. <b>Professor Furlough day. Class does not meet.</b>	<b>Go to the library and work on paper 3.</b>		1, 3, 4.

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Dates	Topic	Assignment	Learning Objective #
11/30/2009, Monday.	Audio Visual Presentation #3-option B  Discuss leisure and recreation scenarios and describe the underlying social and/or cultural practices which promote or discourage diversity and/or prejudice.  Test review.	<i>Due:</i> Paper #3A & B	2, 3, 4.
12/2/2009, Wednesday.	Ableism and Inclusion in Recreation Finish the Russell text discussion Prep for final exam What is the next step?	<i>Pastimes</i> chapter 14. Potluck sign up	3, 4.
12/4/2009, Monday.	Course Conclusion: International potluck, Course evaluation Prep for final exam	International Potluck Exam review –bring questions!	1, 2, 3, 4.
12/7/2009. <b>Professor Furlough day. Class does not meet.</b>	<b>Exam Study Day</b>  Write an informative letter to the next HRTM111 students		1, 2, 3, 4.
TBD exam.	Post test: Assessing students meeting of learning objectives	Final Exam: Comprehensive of <i>Pastimes</i> by Russell and more  <i>Due:</i> Letters to the next HRTM-111 students	