

RTM 330: Women & Leisure
CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Department of Recreation & Tourism Management

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Office Hours:

Monday 6:15-6:45 and 10:00-10:30; Tuesday 3:15-3:45 and 7:00-7:30

Course Number and Title:

LSRC 330: Women, Leisure and Ethnicity in the US

General Education Section F3 Comparative Cultural Studies

Prerequisite:

Completion of lower division writing requirement

Course Description:

The relationship among women, ethnicity and leisure, will be examined, providing opportunities to investigate a variety of factors affecting women in the United States. Regular written assignments required. Some sections of this course may offer community service opportunities with activities relating to concepts and theories presented.

Course Objectives:

At the conclusion of this course, the *successful* student will:

- 1) Understand and appreciate the role of leisure as a socializing force in the lives of women;
- 2) Identify a variety of factors influencing women's leisure behavior

- 3) Investigate leisure behavior patterns among women (such as their and definition of time, access to *preferred* leisure activity, etc.)
- 4) Be familiar with (and able to access) a wide variety of literature and research on women and leisure;
- 5) Compare and contrast perspectives on the role and availability of leisure to women in the United States;
- 6) Compare and contrast women's leisure based on age, "generation," ethnicity, sexuality and socio-economic status;
- 7) Analyze the impact of lifestyle variables such as marital status, level of employment, parenthood, "sandwich" generation responsibilities, on women's leisure behavior;
- 8) Analyze the influence of women's leisure behavior in shaping leisure for others, especially family members (children, partner/spouse, custodial parents, etc.), community, friends, faith-based organizations, etc. and;
- 9) Formulate a theory of women's leisure by synthesizing course experiences (including community service-learning) and information.

Course Content

- * Historical overview and context of issues and perspectives on the status of women and the influence on their leisure behavior and d
- * Feminist perspectives and issues influencing leisure attitudes and behavior based on ethnicity (culture, social, political, psychological, psychological, etc.
- * Cultural traditions as reflected in leisure behavior patterns of women in the US (encompassing concepts such as immigration, acculturation, assimilation); for convenience we could think of sub-groups such as Persian American, African American, Chicanas, etc. Normally, non- western traditions permit the more vivid comparisons
- * Women's access to, perceptions and use of leisure, including "right" to leisure, economic access to leisure, the role of leisure in women's lives, leisure opportunity (including gender biases in the provision of leisure services)
- * American women- facilitating and shaping leisure behavior patterns in others (roles as partners/wives, employers/employees, caregivers, volunteers, etc.)

* Leisure and women of the future; trends in family patterns, lifestyle options, flexible workplace, space and time

* Recent, relevant research on women's leisure (within the context of social science research) past and present. Consider the variety of data collection and study design possibilities' qualitative and quantitative stud designs

Most importantly this course is about you. Whether you are female or male you will learn about yourself, your leisure attitudes, and interests. Who's more interesting to study and relate concepts to than you.

Methods of Instruction

This course is designed to meet a variety of learner needs and styles.

Lecture/discussion is the primary mode, but good discussion cannot occur without a grounding in the course readings, classroom experiences. Handouts are often used to stimulate immediate response to academic materials, and naturally, students are expect to READ outside of class, use the library and internet to enrich their understanding and integration of this material with that gained in other courses.

Course Texts and Readings (* means required)

*Henderson, et al (1996). *Both gaps and gains*. State College.PA:Venture Publishing.

Rimm, S. (1999). *See Jane Win: How 1000 girls became successful women*. New York: Crown Books.

Learning Experiences:

- 1. Women & Leisure Research (2 total): (Due March; April)** This assignment is designed to get you more acquainted with the library and its vast amount of resources. You are to explore the topic area of 'Women & Leisure.' The topic can include but are not limited to: benefits of recreation such as health, relational, personal, and societal, obstacles to recreation, and influence of family. A write up is mandatory. **This is not a book report!! It is a critique**

evaluated and analyzed by you!! Your critique will include the following information: Reference Page, name of book/article, name of author, publication year, library call number (books & journals from CSUN), analyze the book/journal's content. Based on Thomas's Criteria (1979) -Given in class-. Identify Strengths/Weaknesses of article using specific examples from the article to support. Even though this paper will be based on your opinion it still needs to be supported with specific examples from the article. If you summarize article versus analyze your paper will be returned to you without a grade for a rewrite. Relate the information in the book/journal to the information presented and discussed in class. If you are using a journal article a copy must be submitted along with your paper before it can be graded. If you are using a book the book must be present in class the day you hand in the assignment.

2. Values Clarification;

This assignment is all about you. Take time to reflect on who you were as a child compared to who you are now, your life journey to date, your goals, and your dreams, how your experiences have shaped you into who you are. You will identify a minimum of 5 people that are important to you and you admire. These can be people that you know or that you do not know but admire from a distance (ie celebrity). Identify a minimum of 3 values these 10 people have demonstrated and helped instill in you. (*these values may be positive/healthy or negative/unhealthy) You will include in detail how these values have influenced who you are today. How do these values impact the choices you make on a daily basis? How do you think your gender and culture/ethnicity have shaped your values and helped make you who you are? Are your actions in alignment with your values?

3. Genogram:

This assignment has you explore your family genealogy. You will be constructing a family genogram going back to your grandparents, parents and your generation as well as any after you. Be sure to include their names, date of birth, place of birth, date of death (if applicable), marriage dates and

locations. Upon completion of genogram provide a written biography about your family. Reflect on your family's cultural heritage, dynamics, and goals for the family and the impact those elements have had on your family's leisure lifestyle and work ethic and how that ultimately has influenced your current leisure lifestyle.

4. Chapter Readings and Questions: Due Upon Request of Professor

Throughout the semester you will be required to read specific chapters and answer corresponding questions that are to be turned in at the beginning of the next class. These chapters and questions must be completed before the next class in order to hold a discussion on the material and earn your participation points.

5. Reflections and Leisure Exercises (Conducted daily in class)

Each week you will be asked to answer questions and reflect on topics. These questions and topics are all about you. Be honest in your answers you have everything to gain from these exercises, don't cheat yourself. Blue books will be the best and most effective way to consolidate your thoughts and ideas. They will be handed in at the end of class each session and returned to you the next class meeting. You are not graded for spelling but please write so I can read your writing. I understand with today's technology we don't write as much as we used but please take your time so I can read your thoughts and ideas.

6. Synthesis-(Due at last class session)

This paper is designed to be reflective and explore what you have learned over the course of the semester. You are to incorporate what you have learned from your research assignments, chapter readings, reflection and leisure experiences, Values paper, and your Genogram assignment. Be sure to include your definitions of play, recreation and leisure as well as how your ideas of these notions have evolved over the course of the semester.

EVALUATION:

****	Attendance and Participation	320 points
	Genogram	100 points
	Women & Leisure Resources	100 points
	Values Clarification	100 points
	Reflections and Leisure Exercises	100 points
	Chapter Readings/Questions	100 points
	Synthesis	100 points

(+) and (-) grading will be utilized for final grades in this class.

**** This course is designed to be discussion, lecture, case study, and cooperative group instruction. Lecture material is compiled from a wide variety of sources and class attendance is required. The synthesizing of lecture material, individual and group learning experiences is dependent upon active participation in class and in cooperative learning groups.

All written work must meet the following criteria before Professor's evaluation:

- A. be typed with adequate margins and double spacing; no handwritten papers will be accepted except your blue books!
- B. be clear, organized, and logical in the development of your ideas; Always proofread your work and use your Spell Check!!
- C. avoid vagueness and unsupported generalizations, and never use another person's ideas, phrases, sentences, or terms without acknowledging the source (this is plagiarism and will result in an F);
- D. be thoroughly proofread;

- E. be turned in no later than the date they are due.
- F. follow APA Guidelines available in the Department Office.

- *Any work not meeting these criteria will be returned with no evaluation.*
- *You are allowed one rewrite, but it must be handed in no more than two weeks after it was handed back. Late papers are not allowed to be rewritten.*
- *Any paper handed in late will be subject to grade penalty.*
- *If you decide to leave class early or not come to class you forfeit your participation points for the day.*

The C.S.U.N. criteria for grading are stringently adhered to and are interpreted as follows:

- A = Outstanding: Includes criteria for "B" plus an innovative analysis/application of subject matter.
- B = Very Good: Includes criteria for "C" plus an in-depth investigation/analysis of subject matter.
- C = Average: Adequately meets the criteria of accurate recall and use of subject matter.
- D = Barely Passing: Inadequately meets the criteria of accurate recall and use of subject matter some of the time.
- F = Failure: Inadequately meets criteria most of the time.
- I = Incomplete: Only in those instances as specified by the Professor and upon consultation and approval of the Professor.

U = Unauthorized Incomplete or withdrawal.

If a student has concerns or questions about progress in the course, it is the student's responsibility to make an individual appointment to discuss this with the Professor.

If you decide to not continue on in the class it is up to you to follow through on the university's withdrawal policy. Be sure you are familiar with it!!

Student Discipline:

Inappropriate conduct by students or by applicants for admission is subject to discipline as provided in Sections 41301 through 41304 of Title 5, California Administrative Code. Some of these sections are as follows:

41301. Expulsion, Suspension and Probation of Students. Following procedures consonant with due process established pursuant to Section 41304, any student of a campus may be expelled, suspended, or placed on probation or given a lesser sanction for one or

- A. Cheating or plagiarism in connection with an academic program at a campus.
- B. Forgery, alteration or misuse of campus documents, records, or identification of knowingly furnishing false information to a campus (Appendices, CSUN Catalog).
- C. Any inappropriate behavior inside or outside the classroom will be evaluated and action taken by the Vice President for Student Affairs

Please know that I am always a resource for you. Please feel free to meet with me at any time. If you cannot make my scheduled office hours let me know so we can make arrangements to meet. I look forward to working with you this semester and exploring the notions of women and leisure with you.

