

## RTM 330OL: Women, Leisure and Ethnicity in the United States SYLLABUS

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**Course Number and Title:**

RTM 330OL: Women, Leisure and Ethnicity in the United States

**Course Texts:** (available in bookstore)

1. Both Gaps and Gains. Henderson, et al (1996) State College: PA: Venture Publishing



**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. 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 definition of time, access to preferred leisure activity, etc.).
4. Be familiar with and be 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, and women's leisure behavior.
8. Analyze the influence of women's leisure behavior in shaping leisure for others, especially family members, children, partner/spouse, significant others, custodial parents, community friends, faith-based organizations, etc.
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 development.
- ❖ Feminist perspectives (first, second and third wave) and issues influencing leisure attitudes and behavior based on ethnicity, culture, social, political, and psychological etc.
- ❖ Cultural traditions as reflected in leisure behavior patterns of women in the United States encompassing concepts such as immigration, acculturation, assimilation; for convenience think of sub-groups such as Persian American, African American, Chicanos, 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 such as roles as partners, wives, significant others, employers and 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 study designs.

**Grading System and Evaluation Process:**

The professor may utilize a plus and minus for the final course grade. The point values are correct- the web site point values are incorrect.

Grade		Points		
A	Outstanding	360-400		Adherence of assignment guidelines 30%
B	Very Good	319-359		Grammar, spelling, punctuation 15%
C	Average	278-318		Following APA format 20%
D	Barely Passing	237-277		Clarity of thought, logical presentation 15%
F	Failure	236 & Below		Ability to apply learned concepts from text outside sources 20%

	Points	Points Earned
Values Clarification Paper	100	
Genealogy Paper and Chart	100	
Female Professional Interview Paper	100	
Leisure & Ethnicity Paper	100	
<b>Total Possible Points</b>	<b>400</b>	

**Written Work:**

1. All papers are to be done in Microsoft word (not a zip file), in English.
2. One minute past the due date will be deducted 10%. No papers will be accepted the last day of finals.
3. The term evaluation means "with judgment," therefore, the instructor assesses the quality of work.
4. All written work must meet the following criteria:
  - a. Typed following APA Format, which is available in the bookstore. This includes following the guidelines: 1" margins, 1.5 spacing between sentences a double between paragraphs, when appropriate footnotes and references page to document and validate the information, 12" size font, page numbers, appropriate title page (to include the following information on each line, centered: Assignment Title/ Your Full Name/ RTM 330OL Women & Leisure/ CA State University Northridge and Date the Assignment is due)
  - b. Be clear organized and reflect the revision of material.
  - c. Avoid vagueness and unsupported generalization. Never use another person's ideas, phrases, sentences, or terms without acknowledging the source. Not identifying the source is plagiarism and is subject to 0 points and may be expelled from the university.

**Assignments, Point Values and Due Dates**

Written Assignment	Point Value	Due Date	Total Pages
<b>Genealogy Paper and Chart</b> (Web site has examples of charts) Explore and research your family genealogy. Include in your written paper the names	100	6 <sup>th</sup> Wk.	4-5 <b>not</b> including the chart and title page.

<p>of the family from your chart and include the: a) name, b) date of birth (include death if appropriate), c) interests, likes, dislikes, education, what they did or are doing for a living, and leisure and how this person impacted your family. d) Indicate how they are or were a part of your life, on an emotional level, what they give you?</p> <p>Construct a family genealogy chart going back to your great grandparents. The chart is to include: 1) all the names (sister/brothers (their children if appropriate) aunts/uncles (their children if appropriate), grandparents, cousins, spouses/domestic parents etc. Begin with your great grandparents and go down the chart from there till you get to your name.</p>			
<p><b>Female Professional Interview</b> (Course Text Chapters 2-6 &amp; 10)</p> <p>Interview a female professional (does not include the instructor of this course). This cannot be a personal friend, family member, or staff.</p> <p>Seek out a female you do not know. Explain the project and ask if she can give you an hour or so, perhaps over coffee and engage her into a conversation, not one sentence answers. If that's all you can get, then you need to find someone else to interview. Find a location that is conducive to a conversation; without inside and outside distractions.</p> <p>She must be a full time (working 35 hours or more a week) professional and at least 40 years of age or older.</p> <p>Your paper is to include (but not limited to):</p> <ul style="list-style-type: none"> <li>- Name of the female professional being interviewed, use her first initial and last name in your paper, her age and what kind of work she does for a living.</li> <li>- Date, time and location of the interview.</li> <li>- Discuss their thoughts about being a woman in today's society. Is it better or worse than when she was a child or during her mother's era?</li> <li>- Discuss fairness and equality. Is she being treated fairly and equally as her male counterparts? Does she feel she has the same opportunities as men?</li> <li>- Discuss family and friends. How does her family and friends feel she is treated as a woman?</li> <li>- Discuss recreation and leisure. When she has the leisure time available, what does she do for recreation?</li> <li>- Discuss leisure constraints. Does she have any and how does she deal with it?</li> <li>- When was there leisure time available with her family when she was growing up? What types of recreational activities did she engage in?</li> <li>- Discuss empowerment. How does she empower herself and other women she comes in contact with?</li> <li>- Discuss the future role of women and leisure. What does she think it will look like?</li> <li>- Last paragraph discuss your impressions and what you learned from the experience.</li> </ul>	100	9 <sup>th</sup> Wk.	3-5 does <b>not</b> include the title page.
<b>Written Assignment</b>	<b>Point Value</b>	<b>Due Date</b>	<b>Total Pages</b>
<p><b>Values Clarification</b> (Course text chapters 3-7)</p> <ul style="list-style-type: none"> <li>- This assignment is all about you.</li> <li>- Reflect on whom you were as a child compared to who you are now.</li> </ul>	100	11 <sup>th</sup> Wk	3-5 does <b>not</b> include the title page.

<ul style="list-style-type: none"> <li>- It is your life journey to date, your goals and your dreams.</li> <li>- Identify a minimum of 10 other women who are important to you and who you admire. These can be women you know personally or not know, but admire from a distance, such as a celebrity, politician etc.</li> <li>- Identify a minimum of three values each of the women selected demonstrate and helped to instill in you. Discuss how these values impact the choices you make on a daily basis.</li> <li>- Discuss how you think your gender, culture/nationally/ethnicity have shaped your values and helped to make you who you are today?</li> </ul>			
<p><b>Ethnicity and Leisure</b> (Course text chapters 6, 7, 9, &amp; 10)</p> <ul style="list-style-type: none"> <li>- You are to select an ethnic/culture group that you are not familiar with and compare it to yours.</li> <li>- Research and discuss the following: 1) Historic perspective/overview as related to women in the culture, 2) female generalized values to include family, work ethic, leisure and recreational pursuits, food etc.</li> <li>- Discuss the differences and similarities.</li> <li>- Finally discuss your impressions and what you learned most from your research.</li> </ul>	100	15 <sup>th</sup> Wk	5-7 does not include; title and reference page. Footnotes and documentation required of this last assignment.

**Course References and Supplemental Readings:**

Henderson K.A. (1991) Dimensions of Choice. Recreation, Parks and Leisure Research. State College. PA: Venture Publishing

Kimmel, M.S. & Mosmiller, T.E. (Eds). Against United States 1776-1990. Boston: Beacon Press

Tong, B. (1994). Unsubmision Women: Chinese prostitutes in the nineteenth century. San Francisco.

Norman, OK: University of Oklahoma Press.

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## Student Information and Agreement of Understanding

Complete all information and return to your instructor via email: [paulette.schuster@csun.edu](mailto:paulette.schuster@csun.edu) as attachment by the end of the fifth week of the semester

<b>Name:</b>	<b>Date of birth:</b> /     /
<b>Address:</b>	
<b>City:</b>	<b>Zip Code:</b>
<b>Home phone:</b> (       )	<b>Cell:</b> (       )
<b>Preferred Email:</b>	
<b>Are you a:</b> <input type="checkbox"/> Sophomore <input type="checkbox"/> Junior <input type="checkbox"/> Senior <input type="checkbox"/> Graduate <input type="checkbox"/> Other-explain:	
<b>What is your declared major?</b>	
<b>Minor:</b>	
<b>How did you hear about this course?</b>	
<b>Why have you decided to take this particular on-line course?</b>	
<b>Have you checked on any of the majors available through the Department of Recreation and Tourism Management including Recreation Therapy?</b> <input type="checkbox"/> No <input type="checkbox"/> Yes	
<b>When you have time available, what kinds of recreational activities do you enjoy engaging in?</b>	
<b>DECLARATION OF UNDERSTANDING</b>	
I have been provided with an explanatory course syllabus and understand what is expected of me and if I have any questions or concerns I will bring them to the attention of my instructor via email (preferred), cell phone, and fax.	
I further understand the course evaluation process, grading policy, and assignments.	
I understand that it is <b>my responsibility</b> to get my work in by the due date as indicated in the course calendar.	
Student's Initial: _____ and or signature:	