

REC 271
FOUNDATIONS OF RECREATION
Section: 808
CRN: 93736
Fall 2009

COURSE OUTLINE

“Leisure is a first principle of human life because it allows the pursuit of goodness and excellence” (Aristotle, Politics 1337b)

Instructor:	Amy Shellman
Office:	Park Center E-328
Phone:	753-4263
E-Mail Address:	amy.shellman@cortland.edu
Office Hours:	Tues/Thurs 10:00am-11:30am, Wed 11:00-Noon Or by appointment
Classroom:	Park Center A307
Class Meetings:	Tuesday and Thursday, 8:30pm- 9:45pm

Mission of the Recreation, Parks and Leisure Studies Department

Through learning, teaching, scholarship, and service, we promote the value of play, leisure, recreation, and parks for individuals, society, and the environment, enabling and inspiring students to become engaged citizens and effective professionals

DESCRIPTION



REC 271 offers an introduction to the professional field of recreation and leisure service delivery systems and professional practice. You can expect to better appreciate the importance of leisure to individuals, groups, nations, and cultures by studying leisure's definitions, philosophies, and theories as well as the historical events, places, and people which shaped contemporary American leisure and recreation. You will learn the language of the field of recreation, understand the power and role of leisure in contemporary society, and recognize the implications for development your own life and community.

ORGANIZATION

This is a lecture course with a liberal dose of student participation. Media, writing, reading, case studies, discussion, independent exploration, and testing also support the learning objectives.

LEARNING OBJECTIVES

More than a survey course, REC 271 is a point of view. Leisure is presented as a human phenomenon that is individual and collective, vital to survival and frivolous, historical and contemporary, good and bad. Thus, we explore recreation and leisure as:

- *a condition of being human*, including its meanings through the humanities, ancient history, contemporary usage, as well as its qualities, explanations, and role in human development (NRPA standard 7.01.02)
- *a cultural mirror*, including its significance to culture, media, geography, , technology, and deviance (NRPA standard 7.01.02)
- *a social instrument*, including its history as a tool for social good, its power over the economy, time, and work and its ability to achieve human equality (NRPA standard 7.01.02)

Additional learning objectives for this course include:

1. An overall introduction to the field of recreation and leisure as a professional pursuit. (NRPA standard 7.01.01)
2. An examination of the various career tracks and professional requirements of a variety of jobs in the recreation and leisure field. (NRPA standard 7.01.01)
3. An overview of the different majors in Recreation and program options offered by the RPLS Department as well as key faculty in the department.
4. An overview of local recreation agencies and their impact on the Cortland community.

REQUIRED TEXT

Russell, R. V. (2009). *Pastimes: The context of contemporary leisure*. (4th Ed.), Sagamore Publishing.

GRADED COURSE REQUIREMENTS

1. Exams: 2 @100 points each	200
2. Experiential Projects: 5 @ 16 points each	80
3. Portfolio Artifacts: 3 @ 15 points each	45
4. <u>Graded Questions: 12 @ 2 points each</u>	<u>24</u>
Total Points	349

Exams

Two exams are given in class. See the course calendar for exam dates. Question format will be discussed prior to the exam date. The pool of questions will come from class material and assigned readings. Each exam is worth 100 points, totaling 200 points for this requirement.

Make-up Exams: None. If you will miss a scheduled exam due to another SUNY commitment (e.g., competing in an athletic event), you need to notify me within the first two weeks of class so other arrangements can be made.

Experiential Projects

A series of activities illustrating and integrating course material is offered. Each project contains two parts: an in-class participatory exercise (8pts) and a homework assignment (8pts). **Both parts must be completed to receive credit.** Projects include case studies, small group discussions, writing, investigations, and web and media interaction. Seven projects are available; **you are required to complete only five (5)**. Each project is worth a total of 16 points, totaling 80 points for this requirement.

Note: Extra Credit will NOT be given for completing more than the required 5 projects. The first 5 completed projects will count toward your grade, not your 5 highest score.

Late Submissions: Not accepted; there will be no make-ups for projects, that is why 7 are offered and only 5 required.

Portfolio Artifacts

You will be asked to begin developing material for your professional undergraduate portfolio. Three assignments based around the following: 1) personal leisure, 2) agency review, and 3) career goals are required. Each assignment is worth 15 points, totaling 45 points for this requirement.

Late Submissions: Portfolio artifacts submitted late will receive a 15% deduction (of total points) for each day late. No assignments accepted more than one week past due.

Graded Questions

For each reading assignment bring a question/comment to class. Write it on a **3 x 5 Card** (*submissions on anything else will not be accepted*). Cards are collected at the **start of class only**. **If you are late to class your card for that day will not be graded.** See course calendar for due dates.



Graded questions have the following purposes: 1) you have an ongoing opportunity to ask questions, 2) you are more likely to read the assignments *before* they are considered in class, 3) I can more accurately assess what you are comprehending (or not), find interesting, are thinking, etc... and 4) we have an enhanced “dialog” in class.

Each question card is graded as follows:

- 0 = no submission, or unrelated
- 1 = a submission that is unclear, vague, or overly general
- 2 = a submission that is clear, focused, and relevant

The total score possible is **24 points**. There are 14 opportunities and you only need to submit 12 for full credit.

Late submissions: Not accepted.

GRADE DISTRIBUTION

≥99%	A+	87-89%	B+	77-79%	C+	67-69%	D+
93-98%	A	83-86%	B	73-76%	C	63-66%	D
90-92%	A-	80-82%	B-	70-72%	C-	60-62%	D-
						<60%	E

GENERAL COURSE POLICIES AND ALL COLLEGE INFORMATION

Attendance

Attendance in class is expected. Students who regularly attend have a better understanding of course material and thus do better on course requirements. Further, the ***experiential projects are presented, and partially completed, in class, thus class attendance is required to obtain credit*** on this assignment, and succeed in the course. Graded questions are due in and collected ***at the beginning*** of class. If you will miss an exam due to competing in an approved athletic event, it is your responsibility to notify the instructor a minimum of 2 weeks in advance so alternate arrangements can be made.

Reading Assignments

Readings are essential to learning in this course. Lectures and class activities extend and amplify reading material, thus it is assumed you have read the assignment **BEFORE** class.

Academic Honesty – Your Responsibility

All members of the academic community have an obligation to uphold high intellectual and ethical standards. For more information on academic integrity and academic dishonesty, please refer to the *College Handbook*, the *College Catalog*, the *Code of Student Conduct and Related Policies*, and the *RLS Advisement Manual*.

Electronic Devices

All things that make noise must be turned **off** during class, unless otherwise instructed. Laptop computers may be used for note taking only, please. Texting during class is viewed as a sign of disrespect – expect to be asked to leave.

Accommodations for a Disability

If you are a student with a disability and wish to request accommodations, please contact the Office of Student Disability Services located in B-1 Van Hoesen Hall or call (607) 753-2066 for an appointment. Information regarding your disability will be treated in a confidential manner. Because many accommodations require early planning, requests should be made as early as possible (i.e., **within the first 2 weeks of class**).

Diversity

SUNY Cortland is dedicated to the affirmation and promotion of diversity in its broadest sense. Our mission requires that people of every background be able to study and work here with an expectation of respectful treatment. We seek to establish standards of behavior which honor the dignity and worth of individuals regardless of their gender, ethnicity, race, age, physical or mental abilities, religious beliefs, sexual and affectional orientation, or socioeconomic status (*College Handbook*, 130.10, pg. 8).

Person-First Language

Knowing how to communicate effectively with all members of a community is a crucial skill for those in recreation and leisure studies. The use of certain words or phrases can express gender, ethnic, or racial bias, either intentionally or unintentionally. The same is true of language referring to persons with disabilities, which in many instances can perpetuate negative stereotypes and disparaging attitudes. The Department of Recreation, Parks, and Leisure Studies' commitment to cultural competence supports the removal of bias in language against persons on the basis of gender, sexual identity, racial or ethnic group, disability, or age within written classroom assignments, presentations, lectures, and everyday interactions. The Department of Recreation, Parks, and Leisure Studies chooses to convey respect through language that is accurate, positive, and inclusive. This practice is consistent with the American Psychological Association Publication Manual's guidelines for reducing bias in language (p. 61-76).

Contact Information for the School of Professional Studies:

School of Professional Studies Dean's Office

Dr. John Cottone, Acting Dean

Dr. Eileen Gravani, Associate Dean

Studio West, Room B-1,

Phone: 607-753-2701

And, finally....a bit about me:

I am currently an Assistant Professor in the Recreation, Parks, & Leisure Studies Department at SUNY-Cortland. I earned my Master's degree in Outdoor Recreation (outdoor leadership specialization) from Indiana University (IU), and my doctorate in Leisure Behavior (emphasis in Adventure Education) at the same institution. My research interests include outdoor leadership development and social-psychological aspects of adventure and outdoor learning. I have worked as an instructor for a number of outdoor schools and programs including Outward Bound (USA and Australia), IU Outdoor Adventures, the Wilderness Education Association, and the Athenian School. My recreational interests encompass mountaineering, climbing (rock, ice), backpacking, cross-country skiing, paddling, and just good ole exploring. My dream job is to be the next Boyd Matson (former host of National Geographic Explorer).



COURSE CALENDAR (subject to change)

Date	Topic	Reading	Assignment Due
<i>Part One: Leisure as a Condition of Humanity - Personal Context</i>			
S1	Course Introduction		
S3	Contemporary Meanings	Ch. 1	GQ# 1 Project 7 out: "In the News"
S8	Classical Meanings	Ch. 1	Project #1 In-class
S10	Leisure Qualities	Ch. 1	Project #1 HW due
S15	Qualities, Cont'd.	Ch. 2	GQ# 2
S17	Portfolio - Introduction	Dr. Lynn Anderson	
S22	Situational Factors	Ch. 2	Project #2 In-class
S24	Theoretical Explanations	Ch. 3	GQ# 3 Project #2 HW due Portfolio Artifact#1 due
S29	Leisure for Development	Ch. 4	GQ# 4
O1	Development, Cont'd	Ch. 4	Project #3 in-class
<i>Part Two: Leisure as Cultural Mirror - Societal Context</i>			
O6	Leisure's Anthropology	Ch. 5	GQ# 5 Project #3 HW due
O8	Cultural Impact	Ch. 5	Exam 1 Study Guide Out
O13	Leisure's Geography	Ch. 6	GQ# 6
O15	Environmental Impact & Review for 1 st Exam	Ch. 6	Portfolio Artifact #2 due
O20	Exam #1		
O22	Leisure and Technology	Ch. 8	GQ# 7

O24-5 Raquette Lake Experience (*required for those in the Outdoor Adventure Learning Community*)

O27	Television/Amusement	Ch. 7	GQ# 8 Project #4 In-class
O29	No class meeting - AEE Conference		
N3	Leisure as Deviance	Ch. 9	GQ# 9 Project #4 HW due
N5	No class meeting - Cortland Recreation Conference ☺		

Part Three: Leisure as Instrument - Systems Context

N10	Dilemma of Goodness	Ch. 9	Project #5 In-class
N12	American History	Ch. 10	GQ# 10 Project #5 HW due
N17	Consumption & Economic Impact	Ch. 11	GQ# 11 Project #6 In-class
N19	Of Time & Work	Ch. 12	GQ# 12 due Portfolio Artifact #3 due
N24	TBD		
N26	No Class - Thanksgiving		
D1	Leisure and Equity	Ch. 13	GQ# 13 due Project #6 HW due Exam 2 Study Guide Out
D3	Leisure Systems	Ch. 14	GQ# 14 due
D8	Catch-up/ Review for 2 nd Exam Course Evaluations		
D10	Exam #2		