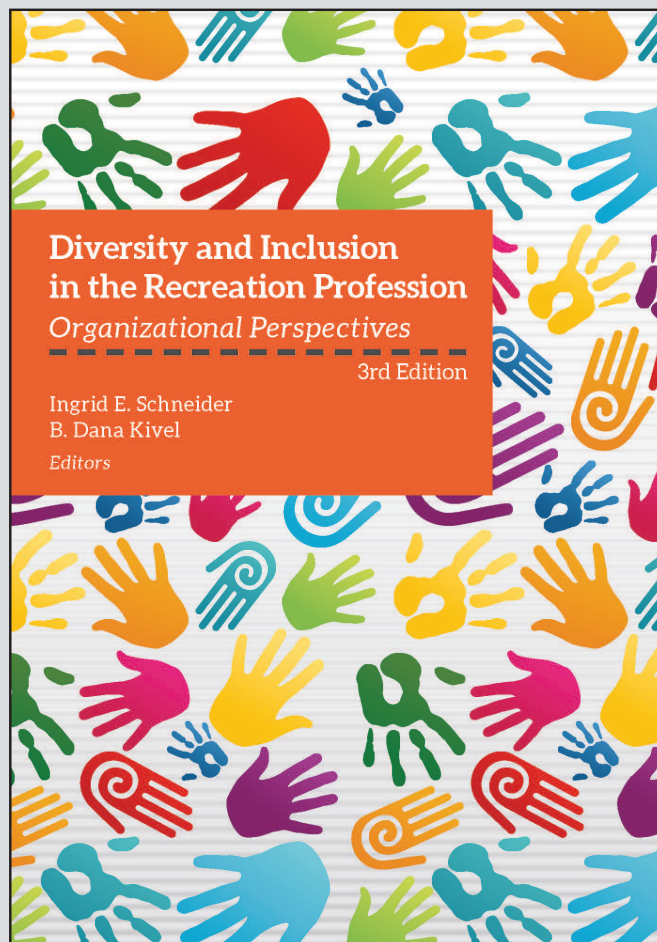


DIVERSITY AND INCLUSION IN THE RECREATION PROFESSION: Organizational Perspectives, 3rd ed.

SAMPLE SYLLABUS



SAGAMORE
P U B L I S H I N G

OVERVIEW

On December 10, 1948, the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights:

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

CATALOG DESCRIPTION

Examination of the role of leisure and leisure organizations in the social construction of markers of identity across age, gender, race, class, religion, sexuality and disability; and leisure's role in the construction of institutional oppressions such as ageism, racism, sexism, homophobia, and discrimination.

COURSE DESCRIPTION

The purpose of this course is to understand organizational opportunities and challenges as they relate to diversity and inclusion in recreation, leisure, sport, and tourism organizations. What role does leisure play in constructing different "markers of identity" and in constructing discriminatory practices and institutional oppressions such as racism, sexism, homophobia. Since this is a social science perspective course, we will focus on "critical thinking" and "critical writing" as it applies to leisure in a diverse society.

COURSE READINGS

Schneider, I. E., & Kivel, D. (Eds). (2016). *Diversity in the recreation profession: Organizational perspectives* (3rd ed.). Urbana, IL: Sagamore Publishing.

EXPECTATIONS AND CLASS FORMAT

I expect that, out of respect for your peers and others associated with the course, you will attend class and that your presence means that you have read and critically analyzed the material to be discussed. Thus, if you're not here, it will be hard to give you credit for this part of the course.

This class will only be rich if everyone feels free to express her/his views and personal understandings of leisure in a diverse society. Because this is a class about leisure in a diverse society and because we're all a diverse bunch, we all look at the world a bit differently. Do not curb your passions during our discussions, but let us all be mindful and respectful of each other's opinions. Everyone has a responsibility to make the classroom environment a place where we can respectfully agree to disagree. This class will be based on a seminar format. In a seminar, **everyone** takes responsibility for keeping up with the readings and is ready to discuss the assigned readings during class.

COURSE OBJECTIVES

As a result of completing the readings, attending class on a regular basis, and completing the assignments, students will be able to do the following:

1. Examine leisure across markers of identity (e.g., religion, gender, race, sexuality, class, age, and disability)
2. Demonstrate how to construct arguments that take both sides of an issue related to leisure and issues of race, gender, sexuality, religion etc.
3. Discuss how individual and institutional power are constructed and conveyed through leisure
4. Critique existing literature about leisure and issues of “diversity”
5. Identify and discuss strategies for building alliances and collaborations among and between people within various leisure contexts
6. Discuss the ways in which leisure can be a context for issues of social/economic/racial justice

CLASS ASSIGNMENTS

Attendance

If you miss class, it is your responsibility to make arrangements with other students to obtain class materials and make up work. If there’s a legitimate reason why you won’t be able to attend class, email me or leave me a voice mail message *before* class explaining why you won’t be in class.

Online quizzes, questions, and short writing assignments

To assist with understanding the course materials, several short online quizzes are provided. You have the opportunity to do each quiz two times, and the highest grade is recorded. Quizzes are not available after the start of class the date they are due.

Questions and short writing assignments

Throughout the semester, you are asked to complete several short writing assignments or answer discussion questions. These will assist you in understanding the material, completing the final class project and studying for exams. There is no make-up for missed written in-class assignments.

Extra credit (two points per newspaper article)

Students who read the newspaper or other credible media source on a daily or weekly basis can increase their overall grade in this course by bringing in newspaper or magazine articles that relate to parks, recreation, tourism and issues of diversity. (I’ll provide an example.) For every article you bring in to class and that you speak about with the class, you will be given an additional two points added to your class participation grade up to 10 points total.

TENTATIVE COURSE CALENDAR

Introduction and Welcome to the Course Chapter 1: Introduction: Diversity and Inclusion in Recreation, Leisure, and Tourism Organizations
Pre-reflection: Understanding power, hegemony, identity, and systems of oppression
Chapter 2: Voices and Cases From the field
Marker of Identity: Age Chapter 3: Acting our Age: The Relationship between Age and Leisure
Marker of Identity: Gender Chapter 4: "Just" recreation: Gender Issues and Recreation, Leisure, and Sport Management
Marker of Identity: Sexuality Chapter 5: (De)Constructing the "Other": Working Beyond Heteronormative Assumptions of Leisure Identities
Marker of Identity: Class/Class Privilege Chapter 6: Leisure and Social Class
Reflection: Chapter 7: Voices and Cases from the Field
Marker of Identity: Leisure, Disability/Ability Privilege Chapter 8: Disability as Diversity
Marker of Identity: Race and Ethnicity Chapter 9: Taking Critical Stances on Race and Ethnicity in Recreation and Tourism
Marker of Identity: Religion and Spirituality Chapter 10: Religious and Spiritual Diversity: Implications for Leisure Services
Reflection: Chapter 11: Voices and Cases from the Field
Managing and Training for Inclusion Chapter 12: Organizational Learning
Chapter 13: Voice and Cases from the Field
Future Opportunities and Challenges Chapter 15: Conclusion: Where Do We Go from Here