1. **Catalog Description**
   a) Course number: REC 3400G
   b) Title: World Leisure: A Cultural Perspective *
   c) Meeting times and credit: 3-0-3
   d) Terms to be offered: F, S
   e) Short title: World Leisure
   f) Course description: This course provides an overview of leisure behavior from a cultural perspective. Government, education, economic, religious, and family institutional influence on leisure behavior will be compared and contrasted across selected world cultures. WI
   g) Prerequisites: No prerequisites will be required
   h) Initial term of offering: Fall 2006

2. **Student Learning Objectives and Evaluation**
   a) **Student Learning Objectives:**
      
      In successfully completing REC 3400G, students will:
      - Identify the relationship between leisure behavior and human development (physical, emotional, intellectual, social) across the lifespan. Assessment will be through quizzes and exams.
      - Identify the relationship between leisure behavior and social institutions from three major sociological theoretical approaches (structure functional, symbolic interaction, conflict). Assessment will be through quizzes, exams, and a research paper.
      - Identify the relationship of culture (customs, mores, laws) and leisure behavior. Assessment will be through quizzes, exams, and a research paper.
      - Analyze the similarities and differences in leisure behavior of selected North/South American, Asian, Middle East, Pacific Rim, African, and European countries. Comparison will be from both a quantitative (i.e. time, money, GNP) and a qualitative (cultural meaning) perspective. Assessment will be through quizzes, exams, research paper, and a presentation.
      - Articulate the influence of technology and the media in the globalization of leisure. Assessment will be through quizzes, exams, an opinion paper, and presentation.

      Each of these objectives for this course respond to the three general education goals. Specifically they all relate to global citizenship. Students will demonstrate their understanding through written assignments and oral presentations which require reflective and critical thinking.

   b) **Assessment:**
      Students will be assessed on the following:
      - Research paper comparing/contrasting leisure behavior of two cultures from a national institutional perspective (15%).
• Research paper on how leisure behavior represents culture from an ethnic perspective (15%).
• Class presentation on one of the two required research papers (5%).
• One opinion paper on the globalization of leisure (10%).
• Three exams (35%).
• Five quizzes (15%).
• Class participation (5%).

c) **Technology Aware:**
   Technology will be used for literature reviews, web search, and student presentations.

d) **Writing Intensive:**
   This is a writing intensive course. The student’s research papers and opinion paper will constitute a minimum of 35% of the final course grade. One of the two research papers will be evaluated and returned for revisions prior to the student’s class presentation.

3. **Outline of the Course**

   a) **Meetings:**
      The course will meet for forty-five sessions, 50 minutes each session, over 15 weeks.

      **The course is designed to cover topics in three phases:**
      
      **Phase one** (week 1 - 5) will develop a foundation of understanding terms/concepts and the relationship between culture, leisure, and social institutions. Topics will be presented from an American perspective with an emphasis on the country’s cultural diversity.

      **Phase two** (week 6 – 10) will develop an understanding of the institutional influence on leisure behavior between selected countries regionally around the world. Topic emphasis will be on the similarities and differences between the selected countries. Phase two will culminate in a synthesis of the material covered in relation to the influence of American leisure behavior on world leisure behavior and how American leisure behavior has been influenced by other world cultures.

      **Phase three** (week 7 - 15) will develop an understanding of influencing factors to leisure behavior that cross cultures. Topic emphasis will be on the globalization of leisure and the resulting influence on world cultures.

   Week 1
   a. Course Introduction  
   b. Conceptualization of Culture  
   c. Conceptualization of Leisure.

   Week 2
   a. Society and Leisure Behavior  
   b. Cultural Identity and Leisure Behavior  
   c. Interaction of Leisure and Social Institutions

   Week 3
   a. Culture and the Role of the Family  
   b. The Family and Leisure  
   c. Education and Leisure
Week 4
a. Government and Leisure Constructs
b. Government and Leisure Constraints.
c. Religion and Leisure Constructs

Week 5
a. Religion and Leisure Constraints
b. Work and Leisure Constructs
c. Work and Leisure Constraints

Week 6
a. North American Leisure (i.e. United States, Canada)
b. South Pacific Leisure (i.e. New Zealand, Australia)

Week 7
a. European Leisure (i.e. England, Germany, Spain, Greece)
b. South American Leisure (i.e. French Guiana, Ecuador)

Week 8
a. Asian Leisure (i.e. Japan, Philippines, China, Thailand)
b. Middle East Leisure (i.e. Iran, Israel)

Week 9
a. Middle East Leisure (i.e. Saudi Arabia, Jordan)
b. Oceania Leisure (i.e. Fiji, Samoa, Palau)
c. African Nations Leisure (i.e. Egypt, Botswana)

Week 10
Synthesis of World Leisure

Week 11
a. Leisure Subcultures
b. Gender Roles and Leisure
c. Ethnicity and Leisure

Week 12
a. Social Class and Leisure
b. Technology and Leisure

Week 13
a. Media and Leisure
b. Diversity and Leisure

Week 14
a. Globalization of Leisure
b. Course Synthesis

Week 15
Student Presentations

4. Rationale
   a) Purpose and need: This course should be placed in the social and behavioral sciences segment of the general education program. Economically, leisure and tourism is the number one industry in the world. Leisure impacts the individual, the family, and society. Leisure influences human development and supports, and is supported by, social institutions. In addition, culture is represented, and learned, through leisure activities (i.e. festivals, songs, dance, stories, games, sports). An understanding of the relationship between leisure, culture, and social institutions will enable the student to develop as an individual, as a family member, and to fulfill their duties as a responsible citizen. This course addresses the cultural diversity requirements of general education. The course will study the history and traditions of diverse people’s leisure behavior from racial, ethnic, and gender perspectives.

   b) Justification of the level of the course: This course is a 3000 level course because students need to have developed their critical thinking, writing, and oral communication skills through lower level General Education Courses.
   c) Similarity to Existing courses: None
   d) Impact on the program: The course will be taught on a rotating basis by all Department faculty members. Through faculty rotation, and alternation of Department electives no additional faculty will be required.
5. **Implementation**
   a) The course will be initially assigned to Dr. John Weber and will then be taught on a rotation basis by all Department faculty members.
   b) There will be no additional costs to the student.
   Lull, J. (2001). Culture in the Communications Age

6. **Community College Transfer:** N/A

7. **Date Approved by the Department** October 14, 2005

8. **Date Approved by the College Curriculum Committee** October 24, 2005

9. **Date approved by CAA** CGS