NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus.

LEISURE & CULTURE SOC 454/554

4 Credits
E-Campus

Instructor: Shayla B. Sharp, Ph.D.
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Prerequisite: SOC204 Introduction to Sociology

Catalog Description:
Examination of the social, cultural, and global significance of leisure activity (in particular, tourism and recreation) from a historical perspective relative to attitudes, values, behaviors, and use of natural resources.

OSU Baccalaureate Core:
This course also meets the OSU undergraduate baccalaureate core category of Synthesis/Contemporary Global Issues. As stated by OSU “Our world has become increasingly interdependent. Social, economic, political, environmental, and other issues and problems originating in one part of the world often have far-reaching ramifications in other parts of the world. These issues and problems not only transcend geographical boundaries but also cross academic disciplines. Therefore, if students are to acquire understanding of and to discover effective responses to such issues and problems, they must acquire both global and multidisciplinary perspectives.” As described below these core principles will be interwoven throughout the course, and in fact, aptly describe the overall sociological view of leisure and culture.

This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

Students will:

1. Analyze the origins, historical contexts, and implications of contemporary global issues.
2. Explain the complex nature and interdependence of contemporary global issues using a multi-disciplinary approach.

3. Articulate in writing a critical perspective on contemporary global issues using evidence as support.

Course Overview:
Welcome! This course explores the concept of leisure and the value it holds in society. Students will be introduced to the historical and cultural relationship between human leisure experiences within the natural environment. The course will begin with a look at our cultural history concerning the meaning of leisure, especially pre- and post-industrialized eras and the role of division of labor or the leisure class. In class, students will explore how the mechanization and bureaucratization of work change the experience of work; what made leisure activities more attractive and acceptable to the public (versus the notion that leisure pursuits are sinful and a waste of potentially productive time); and, discuss the impacts of our increased pursuit of leisure activities. This will include social, cultural and environmental impacts of leisure domestically and abroad. This course will expose students to cross cultural comparisons associated with work and leisure. The interdependence of the global community will be discussed through the global environmental and natural resource impacts of leisure, recreation, and tourism, including ecotourism.

Learning Objectives (undergraduate students):
As a result of taking this course, students will have gained a social science understanding of leisure and culture. Students will (1) critically review and evaluate relevant theoretical frameworks, (2) be challenged to evaluate and assess their personal leisure values as they relate to outdoor environmental settings and how these beliefs fit within our broader social structure, (3) show linkages where they might exist in the interrelationship between leisure behavior and the natural environment in the United States and other countries, (4) critically analyze the social structural components that influence leisure, such as politics, religion, family, economics, media, racism, sexism, and disability, and (5) demonstrate their understanding through written assignments and interactive classroom and discussion board participation.

Graduate Learning Outcomes:
In additional to the outcomes achieved by undergraduates, graduate students will be able to: a) summarize, write and verbalize key theories and concepts within the sociology of leisure and culture; b) critically assess a range of existing research and formulate relevant sociological questions that address a substantively relevant area of leisure and culture; c) summarize, write, and articulate an understanding of appropriate application of sociological research methods in leisure and culture.

Required Reading:
There is no textbook for this class. Assigned readings (generally 3-4 per week) will be posted on Canvas. Additionally, websites/web articles will be assigned (generally 2-4 per week). These readings will be identified in the weekly lecture notes within Canvas. You will need to have the
ability to read Acrobat .pdf files on your computer and watch streaming media. A browser such as Safari is recommended.

NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

Course Requirements:

Total Points Possible: Undergraduates – 200 points

Writing Assignments (2@50 points each, 1@ 60 points, 160 points total). The written assignments are based on selected questions about the readings, lectures and web sites assigned in class. Your responses should reflect a synthesis of lecture material and readings. Your answers should not only indicate that you read the material, but that you thought about how the information is evident in the world around you. Responses should reflect critical and original thought. All assignments are posted and open for you to view. Each assignment is due at the day and time designated. All assignments should be spell-checked and margins no more than 1 inch on all sides.

Discussion/Participation (5 or 6 Discussion Boards – 40 points total): I will post your score at the end of the term. You will be expected to participate in the discussion forums. There will be required topic questions that involve active participation in online discussions. Your own responses to the topic usually range from 2-3 paragraphs. Your responses to other students’ post can range from a few sentences to longer. The instructions for each assignment are described in more detail in the “Discussion Board” link in Canvas. These activities will require some thought and possibly some research. So, please do not wait until the due date to post your comments. Your responses/comments/reactions should be posted to the discussion board by 5:00 p.m. Pacific Standard Time on the due date. To post your response to the discussion board, create a “new thread.” You will also be required to respond to someone else’s comments. Your responses/questions/suggestions should be constructive to the discussion and should not reflect personal attacks on each other’s ideas. If you have circumstances that cause you to turn in late work, please make prior arrangements with the instructor.

In addition to the required forums, you are encouraged to create your own discussions by posting ideas, questions, or thoughts to the discussion board.

Graduate Student Requirements:
In addition to meeting the requirements for undergraduate students, graduate students will be responsible for reading one additional set of articles (to be determined). After reading these articles, you will provide a 3-5 page typed critique and synthesis of the combined articles (e.g., new information you learned, what is good, what is weak/missing), and how the information from these articles may be applied to your graduate thesis/project. The graduate student requirements will add an additional 25 points possible to the course total (e.g., 225 points possible).
Grading:
In terms of evaluating the assignments, some general guidelines for earning points on a given assignment are:

B-A range is one where the student exceeds minimal expectations, uses a wide variety of resources, demonstrates a synthesis of ideas and readings and critical thought, and is written clearly.

C-B range is one where the student minimally addresses all aspects of the writing assignment.

D-C range is one where the student fails to directly answer the questions, demonstrates a weak command of issues, or the paper is difficult to read.

Course Grades: A=93%, A-=90%, B+=87%, B=83%, B-=80, C+=77%, C=73%, C-=70%, D+=67%, D=63%, D-=60%, F=below 60%.

Course Structure:
Note: This course is 10 weeks long. It is imperative that you plan accordingly to get your assignments in on time, have read the material, to access this website on a regular basis, AND check your ONID account for messages from the Instructor.

Lectures:
For the WWW version of this course lectures will be available via Canvas under “notes.” By the end of Monday of each week, lecture notes will be posted under the “Assignments” link. It is expected that you read each week’s lecture notes and be prepared to integrate lecture notes along with readings into your subsequent discussions and written assignments.

COURSE OUTLINE

Week 1: Introduction (post personal information to the discussion board ASAP)
   The Social Context of Leisure
Week 2: Survey of leisure values and attitudes – How much leisure?
Week 3: Demographic trends – who is doing what with their free time?
Week 4-5: Leisure & Recreation Activities
Week 6-7: Leisure & Consumption
Week 8: Quality of life, leisure, recreation, and natural environments: Exploring the connection
Week 9-10: A. The impact of technology and resource use on leisure pursuits (e.g. Ecotourism) and Future Trends in Leisure & Culture

GENERAL COURSE INFORMATION

Course Policies, Requirements, and Student Responsibilities:
Simply put – If you have any issue that will prohibit you from completing this course on time, it is your responsibility to inform me in a timely and efficient manner.

This course is offered through Oregon State University Extended Campus. For more information, contact:

Web: ecampus.oregonstate.edu Email: ecampus@oregonstate.edu Telephone: 800-667-1465
Incompletes — I give Incomplete (I) grades only in emergency cases (usually only for a death in the family, major illness (routine cold or flu does not constitute a major illness) or injury, military commitment, or birth of your child). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away.

Statement Regarding Students with Disabilities:
Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 541-737-4098.

Expectations for Student Conduct:
Student conduct is governed by the university’s policies, as explained in the Office of Student Conduct: information and regulations.

In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity and respect. Disruption of teaching, administration, research, and other institutional activities is prohibited by Oregon Administrative Rule 576-015-0015 (1) and (2) and is subject to sanctions under university policies, OSU Office of Student Conduct.

-Mutual Respect: The goal of Oregon State University is to provide students with the knowledge, skill, and wisdom they need to contribute to society. Our rules are formulated to guarantee each student’s freedom to learn and to protect the fundamental rights of others. People must treat each other with dignity and respect in order for scholarship to thrive. Behaviors that are disruptive to teaching and learning will not be tolerated and will be referred to the Student Conduct Program for Disciplinary Action. Any behaviors which create a hostile, intimidating, or offensive environment whether based on gender, race, ethnicity, color, religion, age, disability, marital status, or sexual orientation will be referred to the Affirmative Action Office.

Academic Integrity
Students are expected to comply with all regulations pertaining to academic honesty, defined as: An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. For further information, visit Avoiding Academic Dishonesty, or contact the office of Student Conduct and Mediation at 541-737-3656.

Students are expected to be honest and ethical in their academic work. Academic dishonesty is defined as an intentional act of deception in one of the following areas: cheating, plagiarism, fabrication, assisting, and tampering. All are subject to the disciplinary process as outlined by the University Code. Cheating is the use or attempted use of unauthorized materials, information or study aids. This means unless specified otherwise, work should be done individually. This also means that you will not plagiarize any one else’s work – another student’s, a written work, or a web source. Plagiarism includes: 1. Student work that quotes directly from a source and does not
acknowledge the source by correct use of quotation marks and reference citation in the text and 2. Student work that paraphrases closely from a source and does not acknowledge the source by reference citation in the text. Fabrication is falsification or invention of any information.

Communications:
Ground Rules for Online Communication & Participation:

• Online threaded discussions are public messages, and all writings in this area will be viewable by the entire class or assigned group members. If you need to communicate with the instructor, contact me by email or by calling the Sociology Department, and be sure to identify yourself and the class.

• Online Instructor Response Policy: I will check email frequently and will respond to course-related questions within 24 hours Monday through Friday. I often check my email on the weekend, but I cannot guarantee a 24-hour response as I can during the week.

• Observation of "Netiquette": All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. Do not write as though you are text messaging (i.e., abbreviated words, all caps or all lower case, etc). Those students that do will receive no credit for their submission.

• Please check the Announcements area and the course syllabus before you ask general course "housekeeping" questions (i.e. how do I submit assignments, when is something due?). If you don't see your answer there, then please contact me.

Guidelines for a productive and effective online classroom

• The discussion board is your space to interact with your colleagues related to current topics or responses to your colleague’s statements. It is expected that each student will participate in a mature and respectful manner.

• Participate actively in the discussions, having completed the readings and thought about the issues.

• Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.

• Think through and reread your comments before you post them.

• Assume the best of others in the class and expect the best from them.

• Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class. • Disagree with ideas, but do not make personal
attacks. Do not demean or embarrass others. Do not make sexist, racist, homophobic, or victim-blaming comments at all.

• Be open to be challenged or confronted on your ideas or prejudices.

Technical Assistance — If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

• COURSE DEMO
• GETTING STARTED

COURSE SITE LOGIN INFORMATION
Information on how to login to your course site can be found HERE.

Writing: OSU offers a range of resources to assist you in becoming a better academic writer. Specifically, you are encouraged to utilize the OSU Online Writing Lab and/or the online tutoring service available free through Smarthinking; both of these services are valuable resources to improve your writing and adherence to APA style.

Course evaluation
Ecampus has made the official OSU “Student Evaluation of Teaching” available online through the Student Online Services page. I encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions by Ecampus. You will login to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Your participation in this process is greatly appreciated.

This course is offered through Oregon State University Extended Campus. For more information, contact: Web: ecampus.oregonstate.edu Email: ecampus@oregonstate.edu Tel: 800-667-1465.

REFUND POLICY INFORMATION
Please see the Ecampus website for policy information on refunds and late fees.