Semester at Sea Course Syllabus  
Colorado State University, Academic Partner

Voyage: Fall 2017  
Discipline: Sociology  
Course Number and Title: SOC 342 Leisure and Society  
Division: Upper  
Faculty Name: Heather Gibson, PhD  
Semester Credit Hours: 3

Meeting: B Day 1700-1820, Kino  
Prerequisites: One (1) general sociology course

COURSE DESCRIPTION  
Leisure is a core dimension of life, yet it is not fully understood or appreciated. Students will understand the different ways leisure has been defined and is shaped by the socio-cultural and historical context of a society, often in relation to work. The influence of gender, race, class, and life-stage on leisure will be examined before moving onto issues of time (lack of time), technology, commodification and future work patterns. Students will be challenged to contrast their attitudes towards leisure compared to countries they visit. Is leisure a universal dimension of life in all countries? What shapes leisure in these different cultural contexts? Is leisure valued differently in different countries? These questions and more will guide students’ understanding of leisure.

LEARNING OBJECTIVES
1. To understand the meaning of leisure and how it has changed through the ages and across societies.  
2. To understand how leisure is mediated by the intersectionality of gender, race, class and sexual orientation.  
3. To understand how leisure is related to work and family as key dimensions of life that change over the life course.  
4. To understand how leisure is both shaped by culture and is manifested in cultural practices such as sport and travel.  
5. To understand how wider social change such as time, technology, and globalization shape access to and attitudes towards leisure.

All of the aforementioned objectives will require students to compare their own conceptions of leisure to those they encounter in the different countries they will visit on Semester at Sea.

REQUIRED TEXTBOOK  
Individual readings are assigned for each class. The readings can be found in the electronic course folder for this class. Please download and read the appropriate reading before each class.
COURSE RESERVE
There are a number of resource books available for your use in the library:


TOPICAL OUTLINE OF COURSE

Depart Bremerhaven, Germany — September 9

B1 — September 12: Introduction to class: What is leisure? How is leisure linked to wider social processes?


http://dx.doi.org/10.4135/9781412939645.n80

Barcelona and Valencia, Spain — September 15-18


B4 — September 22: Debate #1: Work is still central to identity for most adults. Leisure is secondary.

No Class — September 23
B5 — September 25: Society and leisure – Discussions on leisure in Africa.

DVD: Queen of Katwe. The story of how Phiona Mutesi from the slums community of Katwe in Uganda became a chess champion. View before class. On Film Loop September 24th.


Tema and Takoradi, Ghana — September 27-30

B6 — October 1: Society and leisure: Gender and leisure


B7 — October 4: Society and leisure – focus on race, ethnicity and social class


B8 — October 6: Discussions on race and ethnicity continued. Focus on South Africa

DVD: Invictus – How Nelson Mandela used the 1995 Rugby World Cup to unite the Rainbow Nation. View before class – on film loop October 5th.


Cape Town, South Africa — October 7-12

B9 — October 14: Society and leisure – focus on sexuality. Understanding intersectionality with a focus on gender, race, ethnicity, social class and sexual orientation in relation to leisure and leisure life styles

B11 — October 20: Debate #2: Leisure is best described as a “state of mind” and as such is characterized by freedom of choice i.e. free of social influence.

Port Louis, Mauritius — October 19

No Class — October 22

B12 — October 23: Understanding life stage – middle and late adulthood; challenges of aging

DVD: The Best Exotic Marigold Hotel. Extending the theme of aging and retirement into the context of India as a group of retirees from England emigrate to India. View before class. On film loop October 22nd.


Cochin, India — October 25-30

No Class — October 31

B13 — November 1st: Understanding life stage – youth and adolescence


B14 — November 3: Societal Trends: Loss of community? Role of Leisure in building social capital


Yangon, Myanmar — November 4-8

B15 — November 10th: Societal Trends: Technology: effects on society and leisure


No Class — November 11
B16 — November 13: Societal Trends: Consumerism, the media and commodified leisure


Ho Chi Minh City, Vietnam — November 14-18


DVD: The Great Vacation Squeeze. Exploration attitudes towards taking a vacation compared to other countries. View in class.


No Class — November 21

B18 — November 23: Debate 3: Compared to the rest of the world, the US has the right balance of work and leisure.

Refer back to readings from last class and more.

Shanghai, China — November 24-29


Kobe, Japan — December 2-6

Field Trip Saturday December 2nd

B20 — December 8: Societal Trends: Growing global homogeneity in leisure II: The case of tourism. Discussion about field trip

B21 — December 10: Societal Trends: Growing focus on happiness and wellbeing: the link to leisure?

Field trip Paper due today


B22 — December 12: Will leisure in the 2020’s be quite different?


B23 — December 14: Group Presentations of Field Assignment

Group presentation materials due for all groups (slides and notes) today

Honolulu, Hawaii — December 16

B24 — December 17: Group Presentations of Field Assignment

Study Day — December 19

B25 — December 20: B Day Final – Town hall Meeting

San Diego, California — December 23

FIELD WORK
Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course.

Field Class & Assignment
The Field Class for this course will take place on Saturday, 2 December, in Kobe, Japan.

Class Title: Growing Homogeneity of Leisure: Soccer in Japan

Kobe has a professional soccer team called Vissel Kobe who play at the Noevir Stadium, which was built as part of the preparations for the 2002 World Cup. The sport of soccer (football) has become a global pastime even in Asian countries especially following the 2002 co-hosted World Cup. On December 2nd Vissel Kobe play their last game of the season in
the J-League against Shimizu S-Pulse. We will attend the game and work with Japanese Sport Management professors who will help us understand the growth in the popularity of soccer in Japan and how the sport is both homogenized and different around the world.

**Learning Objectives:**
1. Students will gain an understanding of the role of mega sporting events in the diffusion of sporting activities into countries that have not previously participated in them.
2. Students will gain an understanding of the positive and negative legacies associated with hosting a mega sporting event such as the FIFA World Cup.
3. Students will experience a soccer match in Kobe and be challenged to engage in cross-cultural participant observation of the fans, the style of play on the field and any other activities at the match and contrast them with soccer (or other similar sports) in their own countries.

**Field Class Assignment**

Sport has been called a microcosm of society and sport sociologists consider sport to be a key social institution in modern/postmodern societies. The consumption of sport (physical activity; live or mediated) is an important part of leisure for many people. During your attendance at the game observe what is happening around you. Record your observations with brief notes/voice memos and photos. Take note for example of the fans in the stadium (who are they, how are they dressed? How do they behave? Is the game of soccer played in the same way that it is in the US? What are the key similarities or differences? How is the stadium atmosphere different or similar to what you experience back home?

In a **three page** paper (double spaced) report back on your observations. Suggested topics to focus your analysis on may include (but are not limited to): 1. **A socio-structural analysis of the fans and/or others** (i.e. workers) in the stadium (i.e. gender, race, class; who is there etc?); or 2. **An analysis of fan behaviors and rituals compared to American (US) sport; or 3. The stadium experience and how the game takes place. How similar or different is it compared to the US. Pay attention to the influence of cultural difference and homogenization.**

The paper will comprise **two pages of observational narrative** and **one page** of analysis where observations are discussed and analyzed drawing upon relevant academic materials. **Due in hard copy on December 10th.**

**Format of Paper**
1. Writing style is formal academic;
2. One inch margins, 12 point font size. Double- spaced. Max page length is 3 pages. Relevant photos are counted in addition to the 3 page limit.
3. Submit in hard copy, stapled with your name and a title for the paper on first page.
4. References – include citation of sources used. Not counted as part of 3 pages.
5. Name at top of paper.
6. Printed and stapled.
METHODS OF EVALUATION / GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Letter</th>
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</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>97-100%</td>
<td>A+</td>
</tr>
<tr>
<td>Good</td>
<td>93-96%</td>
<td>A</td>
</tr>
<tr>
<td>Satisfactory/Poor</td>
<td>90-92%</td>
<td>A-</td>
</tr>
<tr>
<td>Failing</td>
<td>87-89%</td>
<td>B+</td>
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<tr>
<td></td>
<td>77-79%</td>
<td>C+</td>
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<td>C</td>
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<td></td>
<td>60-69%</td>
<td>D</td>
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<td></td>
<td>Less than 60%</td>
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</tbody>
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Assignments:

Debates 20%

Students will be divided into debate teams early in the semester. Each team will be assigned either the pro or the con side of the debate. Debate preparation will require written narratives supported by relevant sources to articulate a particular point relevant to the debate. More details will be given in class. Each student will take part in three debates. A formal competitive debate style will be used. Assessment will include: delivery; content (including logic, sources used) and debating skills. Debate topics are adapted from Freysinger, V. & Kelly, J. (2004). 21st Century leisure: Current issues (2nd edition). State College: Venture Publishing. ISBN: 1-892132-53-2

Field Class Assignment 30%

In a three page paper (double spaced) based on your observations in one of the three areas: 1. A socio-structural analysis of the fans and/or others (i.e. workers) in the stadium (i.e. gender, race, class; who is there etc?); or 2. An analysis of fan behaviors and rituals compared to American (US) sport; or 3. The stadium experience and how the game takes place. How similar or different is it compared to the US. Pay attention to the influence of cultural difference and homogenization.

The paper will comprise two pages of observational narrative and one page of analysis where observations are discussed and analyzed drawing upon relevant academic materials. Due on December 10th. Hard copy

Presentation: Field Work Assignment 35%

In groups of three or four, students in consultation with the instructor will identify a leisure related topic that is relevant to one or multiple ports of call. Students will collect relevant
information (e.g., observations; conversations with locals; business owners etc.; reflexive observations) about their issue and deliver a formal 15 minute academic style presentation at the end of the semester. Each group member must speak as part of the presentation. Each group will be required to submit their presentation notes and list of references/sources to the instructor after their presentation. Both the oral presentation and the written materials will be assessed as part of the grade. The presentations are scheduled in class on December 14 and 17th. To achieve parity for each group in terms of preparation time, each group must submit their written materials and PowerPoint slides on December 14th.

Town hall Debate 10%

In a society where more people will be under employed, older or where access to resources continue to be unequal, how will all of these trends affect leisure in the next decade? Does leisure have a role in mitigating the effects of various social trends? The class will be divided into special interest groups and will be asked to present their case in a town hall style meeting. Grades will be assessed on oral contribution and written notes.

Town hall will take place on final exam day December 20th.

Participation 5%

It is not only expected that students will attend class, but that you will come prepared to discuss the topics having read the appropriate materials, watched the DVD when relevant, and thought about the issues. Participation will be assessed on contributions to class discussions and asking and answering questions relevant to class topic and materials, including the two days of student presentations.

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor’s supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A memo from the student’s home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.
STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one’s own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: “I have not given, received, or used any unauthorized assistance on this exam/assignment.”

RESERVE BOOKS AND FILMS FOR THE LIBRARY

Course Reserve Books


DVDS:

Queen of Katwe

Invictus

The Best Exotic Marigold Hotel

The Great Vacation Squeeze

ELECTRONIC COURSE MATERIALS

See assigned readings in course schedule

ADDITIONAL RESOURCES None