

**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:

Freysinger, V. & Kelly, J. (2004). *21st Century leisure: Current issues* (2nd edition). State College: Venture Publishing. ISBN: 1-892132-53-2

D. Kleiber & F. McGuire (Eds) (2016). *Leisure and human development*. Urbana, IL: Sagamore Publishing. ISBN: 978-157167-8058

I. Schneider and D Kivel (Eds) (2016). *Diversity and inclusion in the recreation profession: Organizational perspectives*. Urbana, IL: Sagamore Publishers. ISBN: 978-1-57167-728-0

Walker, G., Scott, D., & Stodolska, M. (Eds.). *Leisure Matters: The state and future of leisure studies*. State College, PA: Venture Publishing. ISBN: 13 9781939476067

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?

Kelly, J. (1996). Leisure, play, and recreation. In J. Kelly, *Leisure*, pp. 16-32. Needham Heights, MA: Allyn & Bacon.

B2 – September 14: Understanding the social-cultural context of leisure: Leisure in Europe.

Stebbins (2007). The sociology of leisure and recreation (pp. 2-15). In C. Bryant & D. Peck (Eds) *21st Century Sociology: Sage Reference*, Thousand Oaks, CA: Sage.
<http://dx.doi.org/10.4135/9781412939645.n80>

Barcelona and Valencia, Spain – September 15-18

B3 – September 20: Historical perspectives on leisure: the legacy of Greece and Rome. Reflections on European perspectives of leisure vs. US leisure

Sylvester, C., The western idea of work and leisure: Traditions, transformations, and the future (pp. 17-33). In Jackson, E. & Burton, T. (1999). *Leisure Studies: Prospects for the twenty-first century*. State College, PA: Venture Publishing.

American Time Use Survey 2015. Bureau of Labor Statistics.

B4 – September 22: Debate #1: Work is still central to identity for most adults. Leisure is secondary¹.

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.**

Naidoo, M. (2015). Leisure in Africa (pp. 93-100). In Walker, G., Scott, D., & Stodolska, M. (Eds.). *Leisure Matters: The state and future of leisure studies*. State College, PA: Venture Publishing. ISBN: 13 9781939476067

Tema and Takoradi, Ghana – September 27-30

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

Henderson, K. (2016). “Just Recreation” Gender issues and recreation, leisure and sport management. (pp. 75-100). In I. Schneider and D Kivel (Eds.). *Diversity and inclusion in the recreation profession: Organizational perspectives*. Urbana, IL: Sagamore Publishers.

Women and Time: What makes her tick: Executive Summary 2012 – Real Simple.

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

Shinew, K., Stodolska, M., Floyd, M., Hibbler, D., Allison, M., Johnson, C., & Santos, C. (2006). Race and ethnicity in leisure behavior: Where have we been and where do we need to go? *Leisure Sciences*, 28, 403-408.

Shrestha, L. & Heisler, E. (2011). *The changing demographic profile of the US*. Congressional Research Service.

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.**

van der Merwe, J. (2007). Political analysis of South Africa’s hosting of the Rugby and Cricket World Cups: lessons for the 2010 Football World Cup and beyond? *Politikon*, 34, 67-81.

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

Lewis, S., Johnson, C. & Kivel, D. (2016) (De)constructing the “Other”: Working Beyond Heteronormative Assumptions of Leisure Identities . In I. Schneider and D Kivel (Eds.). *Diversity and inclusion in the recreation profession: Organizational perspectives*. Urbana, IL: Sagamore Publishers.

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.**

Dionigi, R. & Horton, S. (2012). The influence of leisure on discourses of aging. (pp. 27-39). In H. Gibson & J. Singleton (Eds.). *Leisure and Aging: Theory and Practice*. Champaign, IL: Human Kinetics.

Cochin, India – October 25-30

No Class – October 31

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

Anderson, D., Caldwell, L. & Walters, K. (2016). The Power of Leisure as a Developmental Context for Adolescents (pp. 81-106). In D. Kleiber & F. McGuire (Eds.). *Leisure and human development*. Urbana, IL: Sagamore Publishing.

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

Glover, T., & Hemingway, J. (2005). Locating leisure in the social capital literature. *Journal of Leisure Research*, 37, 387-401.

Yangon, Myanmar – November 4-8

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

Nimrod, G. (2016). The roles technology plays in twenty-first century leisure pp. 259-267). In Walker, G., Scott, D., & Stodolska, M. (Eds.). *Leisure Matters: The state and future of leisure studies*. State College, PA: Venture Publishing.

No Class – November 11

B16 – November 13: Societal Trends: Consumerism, the media and commodified leisure

Freysinger, V. & Kelly, J. (2004). Popular culture and mass media (pp. 241-257). In Freysinger, V. & Kelly, J. *21st Century leisure: Current issues* (2nd edition). State College: Venture Publishing.

Ho Chi Minh City, Vietnam – November 14-18

B17—November 20: Societal Trends: Issues of time and work –life balance. The US – the No Vacation Nation vs. Asia

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

Hui-fen, Z., Zhen shan, L., Dong qian, X., & Yang, L. (2012). Time Use Patterns Between Maintenance, Subsistence and Leisure Activities: A Case Study in China. *Social Indicators*, 105, 121-136.

De Graaf, J. (2013). *Excerpt: Take back your time: Fighting overwork and time poverty in America*, <http://www.fastcompany.com>

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

B19 – December 1: Societal Trends: A Growing global homogeneity in leisure: The case of sport. Field trip preparation.

Satoshi, S. (2006). *Japanese soccer fans: Following the local and the national team* (pp. 133-146).. In J. Horne and W. Manzenreiter (Eds.). *Japan, Korea and the 2002 World Cup*. Abingdon, UK: Routledge.

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

Reisinger, Y. (2009). Globalization, tourism and culture (pp. 3-29). In Y. Reisinger, *International tourism: Cultures and behavior*. London, UK: Routledge.

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

Field trip Paper due today

Argyle, M. (1999). Causes and correlates of happiness (pp. 353-373). In D. Kahneman, E. Diener, & N. Swartz, (Eds.). *Wellbeing: Foundations of hedonic psychology*. New York: Russell Sage Foundation.

B22 – December 12: Will leisure in the 2020's be quite different?

Freysinger, V. & Kelly, J. (2004). The future: Issues (pp. 369-385). In Freysinger, V. & Kelly, J. (2004). *21st Century leisure: Current issues* (2nd edition). State College: Venture Publishing.

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

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:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%:
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

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

2. 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

Freysinger, V. & Kelly, J. (2004). *21st Century leisure: Current issues* (2nd edition). State College: Venture Publishing. ISBN: 1-892132-53-2

D. Kleiber & F. McGuire (Eds) (2016). *Leisure and human development*. Urbana, IL: Sagamore Publishing. ISBN: 978-157167-8058

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Walker, G., Scott, D., & Stodolska, M. (Eds.). *Leisure Matters: The state and future of leisure studies*. State College, PA: Venture Publishing. ISBN: 13 9781939476067

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