

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE**  
**Department of Recreation and Tourism Management**

**RTM 330OL Women & Leisure**



**FALL 2008**

Professor: Robin Sachs, M.A.  
Email: robin.sachs@csun.edu

**COURSE TITLE:**

RTM 330OL Women & Leisure (3 units)

**PREREQUISITE:**

Completion of lower division writing requirement

**COURSE DESCRIPTION:**

The relationship among women, ethnicity, and leisure will be examined, providing opportunities to investigate a variety of factors affecting women in the United States. Written assignments required. Available for General Education, Comparative Cultural Studies.

**COURSE OBJECTIVES:**

At the conclusion of this course, the successful student will:

1. Understand and appreciate the role of leisure as a socializing force in the lives of women.
2. Identify a variety of factors influencing women's leisure behavior.
3. Investigate leisure behavior patterns among women (such as their definition of time, access to preferred leisure activity, etc.).
4. Be familiar with, and be able to access, a wide variety of literature and research on women and leisure.

5. Compare and contrast perspectives on the role and availability of leisure to women in the United States.
6. Compare and contrast women's leisure based on age, "generation," ethnicity, sexuality and socio-economic status.
7. Analyze the impact of lifestyle variables such as marital status, level of employment, parenthood, "sandwich" generation responsibilities, and women's leisure behavior.
8. Analyze the influence of women's leisure behavior in shaping leisure for others, especially family members, children, partner/spouse, significant others, custodial parents, community friends, faith-based organizations, etc.
9. Formulate a theory of women's leisure by synthesizing course experiences, including community service-learning and information.

#### **COURSE CONTENT:**

- Historical overview and context of issues and perspectives on the status of women and the influence on their leisure behavior and development.
- Feminist perspectives (first, second and third wave) and issues influencing leisure attitudes and behavior based on ethnicity, culture, social, political, and psychological etc.
- Cultural traditions as reflected in leisure behavior patterns of women in the United States encompassing concepts such as immigration, acculturation, assimilation; for convenience think of sub-groups such as Persian American, African American, Chicanos, etc. Normally, non-western traditions permit the more vivid comparisons.
- Women's access to, perceptions and use of leisure, including "right" to leisure, economic access to leisure, the role of leisure in women's lives, leisure opportunity, including gender biases in the provision of leisure services.
- American women: facilitating and shaping leisure behavior patterns in others such as roles as partners, wives, significant others, employers and employees, caregivers, volunteers etc.
- Leisure and women of the future; trends in family patterns, lifestyle options, flexible workplace, space and time.

- Recent, relevant research on women’s leisure, within the context of social science research, past and present. Consider the variety of data collection and study design possibilities’ qualitative and quantitative study designs.

**REQUIRED TEXT:**

Henderson, K.A., Bialeschki, M.D., Shaw, S.M., Freysinger, V.J. (1996). *Both gains and gaps: Feminist perspectives on women’s leisure*. State College, PA: Venture Publishing, Inc. ISBN: 0910251797.

**RECOMMENDED TEXT:**

Henderson K.A. (1991) *Dimensions of Choice*. Recreation, Parks and Leisure Research. State College. PA: Venture Publishing  
 Perrin, R. (2007) *Pocket Guide to APA Style*. New York, NY: Houghton Mifflin.

You will also find many of the documents, forms, and course materials at our course website available by logging on through WebCT. The login page for our course website is: <http://webteach.csun.edu>. You will be asked for your CSUN email address and password. Click on “continue”. Our course will be listed on the next page. Click on the title of the course and you will enter the course website.

**STUDENT E-MAIL ADDRESS:**

Each student **must activate and use a CSUN e-mail account for this course**. Some course materials and information will be distributed to students via e-mail during the semester.

<p>If you do not have a CSUN e-mail account: Go to <a href="http://www.csun.edu">www.csun.edu</a> Click “Webmail” Click “<a href="#">How to Obtain a Campus Account</a>” and follow the instructions (For questions, call 677-1400).</p>	<p>To Forward Your Mail to a personal e-mail account: Go to <a href="http://www.csun.edu">www.csun.edu</a> “Webmail” Click “e-mail at CSUN” Click “Forwarding Email” Follow the directions.</p>
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**STUDENT DISCIPLINE:**

Inappropriate conduct by students or by applicants for admission is subject to discipline as provided in Sections 41301 through 41304 of Title 5, California Administrative Code. Some of these sections are as follows:

41301. Expulsion, Suspension and Probation of Students.  
 Following procedures consonant with due process established pursuant to Section 41304, and student of a campus may be expelled, suspended, or placed on probation or given a lesser sanction for one or more of the following causes which must be campus related:
- A. Cheating or plagiarism in connection with an academic program at a campus.
  - B. Forgery, alteration or misuse of campus documents, records, or identification of knowingly furnishing false information to a campus (Appendices, CSUN catalogue).

This course is designed to be taken on-line. Continual communication by email with the professor is encouraged.

### **ETHICAL BEHAVIOR:**

It is understood that all students will demonstrate the highest ethical behavior. This includes respect for other students, the professor, and individuals encountered during field assignments. Appropriate behavior as outlined in the University Catalog is expected on-line. Further, since this class requires the interaction with the public in settings off campus, it is essential that all students conduct themselves with professional behavior.

### **LEARNING EXPERIENCES:**

There is no length requirement for any paper; only depth of thought, creativity, and superior proficiency. Please see "Grading Criteria" listed below. ALL assignments must be submitted through WebCT by the date & time indicated in the Course Readings and Assignments section.

***\*\*No late assignments will be accepted as WebCT will not receive assignments past the due date deadline\*\****

### **1. Genealogy Chart and Paper      100 POINTS**

**DUE DATE: 9/26**

Explore and research your family genealogy

**A)** Construct a family genealogy chart going back to your great-grandparents. The chart is to include: a) name, b) date of birth and c) date of death, if appropriate. List all sister/brothers (their children if appropriate) aunts/uncles (their children if appropriate), grandparents, cousins, spouses/domestic partners etc. Begin with your great-grandparents and go down the chart from there till you get to your name. If you are married, include your spouse and any children.

**B)** Focus on one or two people from your family, men or women who have impacted your leisure behaviors and influenced you. Compare and contrast your leisure experiences with those of your family members. Look at the interests, likes, dislikes, education, what they did or are doing for a living, and leisure and how this person impacted your family. Identify a minimum of three values each of these individual demonstrated and helped to instill in you. Discuss how these values impact the choices you make on a daily basis. Indicate how they are or were a part of your life. Ask how their leisure experiences were similar or different than your experiences. Look at their relationship between work and leisure. Explore how much leisure time they had and how much value they placed on leisure time/activities. What type of leisure activities do you have?

**2. Female Professional Interview 100 POINTS**  
**DUE DATE: 10/17**

Interview a female professional (does not include the instructor of this course). This should be someone you want to know better and can be a personal friend or family member at least 21 years of age.

Seek your interviewee and explain the project and ask if she can give you an hour or so, perhaps over coffee and engage her into a conversation. Find a location that is conducive to a conversation; without inside and outside distractions.

Ask questions to get the person talking about their leisure perspective. How accessible are leisure activities to them? (Accessibility would include constraints that would limit the opportunity for leisure, what things interfere with leisure pursuits). How do social roles and expectations, family roles and demands affect their leisure activities/time? What influences would hinder their ability to explore leisure pursuits? What variables are going on in society that would hinder or allow their leisure choices?

Your paper is to include (but not limited to):

**A)** Name of the female professional being interviewed, use her first initial and last name in your paper, her age and what kind of work she does for a living.

**B)** Discuss their thoughts about being a woman in today's society. Is it better or worse than when she was a child or during her mother's era?

**C)** Discuss family and friends. How do her family and friends feel she is treated as a woman?

**D)** Discuss recreation and leisure. When she has leisure time available, what does she do for recreation?

**E)** Discuss leisure constraints. Does she have any constraints and how does she deal with them?

**F)** When was there leisure time available with her family when she was growing up? What types of recreational activities did she or they engage in?

**G)** Discuss empowerment. How does she empower herself and other women she comes in contact with?

**H)** Discuss the future role of women and leisure. What does she think it will look like?

**I)** Last paragraph: discuss your impressions and what you learned from the experience.

### **3. Plan a Leisure Time Event 100 POINTS**

**PAPER DUE: 11/7**

You will plan an event focusing on leisure time for your family, co-workers, other students or any other group of people you are in contact with. This must be an event that is already not taking place such as a weekend softball league or anything similar. The event should include 5 or more people.

Before you hold the event (i.e. at a park or someplace similar), you will write up the name of the event, the date it will be held, and a description of what you have planned. Once you plan and carry out the event, you will turn that will include the following:

- a) name and brief description of the event
- b) what was involved in planning the event?
- c) describing the people involved in your leisure day (what careers, ages, (etc.)
- d) an interview with each person at the end of the event (what did they learn from your event; how they felt participating in it; will they be involved in similar leisure activities in the future, etc.)

Feel free to discuss with the instructor what you are planning and any questions you may have.

### **4. Multicultural Leisure PowerPoint Presentation 100 POINTS**

**DUE DATE: Wednesday, 12/10**

Create a brief PowerPoint presentation to explain what you have learned about ethnicity and leisure. This is a good opportunity to focus on a culture other than your own. For the presentation, you will include how the culture different from yours views leisure time and how they participate in leisure activities. Based on the readings and discussions in class, you should incorporate the information you have learned regarding women, ethnicity, and leisure into your presentation. You are welcome to include websites, information about the culture you are focusing on, and any other pertinent information you would like to share. The PowerPoint will need to be uploaded to the course website and the other students will get the opportunity to see your presentation as if you were presenting it in a F2F (face- to-face) class.

**\*\*OPTIONAL\*\*** - Each chapter in the textbook ends with chapter questions. You are welcome to answer the questions and submit them to the course website through WebCT by the due date indicated. These chapter questions are optional. I will comment on them and return them to you but they will not be graded. The questions/answers can help you better understand the chapter contents.

**GRADING CRITERIA**  
**Grade Characteristics of Work**

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**A** - Outstanding. Work demonstrates a superior level of proficiency. It must show depth of thought, analysis and integration of knowledge. Uses the texts and other literature and research to support ideas. Maintains a level of excellence throughout demonstrating creative thinking and evidence of engagement in the subject matter. Explores ideas extensively and in-depth.

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**B** - Very Good. Demonstrates a good grasp of subject matter, some evidence of critical thinking and analysis, reasonable understanding of issues, and evidence of familiarity with the texts. Explores ideas in some depth.

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**C** - Satisfactory. Meets the requirements of the assignment and demonstrates overall understanding of the subject matter and competence. Deals with the subject matter in a cursory manner.

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**D** - Barely meets requirements of the assignment. Demonstrates only superficial familiarity with the subject matter with little critical thinking.

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**F** - Does not meet the requirements of the assignment. Lacks evidence of understanding and familiarity with the subject matter.

**Note:** Papers that treat the subject in a cursory manner without depth and detail or contain significant writing and proofreading errors earn the maximum grade of "C".

Plagiarism, falsification of documents, and/or cheating will be cause for failure in the class and possible expulsion from the program.

Plus and minus may be utilized for the final course grade.

**\*\*For students who have become majors starting fall 2008, the department requires a grade of "C" or better in the core classes. A grade of C- or lower will require the student to repeat the class.**

See Grading Scale on Next Page

## GRADING SCALE

Grade		Points
A+		385 – 400
A	Outstanding	375 - 384
A-		360 – 374
B+		347 – 359
B	Very Good	334 – 346
B-		320 – 333
C+		308 – 319
C	Average	294 – 307
C-		280 – 293
D+		267 – 279
D	Barely Passing	254 – 266
D-		240 – 253
F	Failure	239 & Below

**NOTE:** More than five typo or grammatical errors may result in a grade of C.

E-mailed papers are NOT acceptable. Computer crash, theft, printer failure etc. is not an acceptable excuse for a late assignment. Any work not meeting these criteria will be graded as C or less.

## Course Assignments and Readings

<u>WEEK</u>	<u>DATES</u>	<u>READINGS</u>	<u>ASSIGNMENT DUE</u>
1	8/25 – 8/29	Briefly look through required textbook <i>Both Gains and Gaps: Feminist Perspectives on Women's Leisure</i> by Henderson et. al	Describe your beliefs in Leisure and discuss how you incorporate it in your life. <b>Due by Friday, 8/29 at 11:55 pm</b>
2	9/2 – 9/5 Mon. 9/1 – Campus Closed Labor Day Holiday	Henderson – Ch. 1 <i>Women and Leisure: The Journey of 1000 Miles Begins with a Single Step</i>	Discussion Questions – Chapter 1, pg. 25 <b>Due by Friday, 9/5 at 11:55 pm</b>

3	9/8 – 9/12	Ch. 2 <i>Many Voices: Historical Perspectives on Women's Leisure</i>	Discussion Questions – Chapter 2, pg. 69 <b>Due by Friday, 9/12 at 11:55 pm</b>
4	9/15 – 9/19	Ch. 3 <i>Feminisms: Fact and Fiction</i>	Discussion Questions – Chapter 3, pg. 98 <b>Due by Friday, 9/19 at 11:55 pm</b>
5	9/22 – 9/26	Ch. 4 <i>Elusive, Yet Real: The Meanings of Leisure in Women's Everyday Life</i>	<b>LEARNING EXPERIENCE #1 – Genealogy Chart &amp; Paper</b> <b>Due by Friday, 9/26 at 11:55 pm</b>
6	9/29 – 10/3	Ch. 5 <i>The "Gender Journey:" Child and Adolescent Development</i>	Discussion Questions – Chapter 5, pg. 147 <b>Due by Friday, 10/3 at 11:55 pm</b>
7	10/6 – 10/10	Ch. 6 <i>When I Get Old...: Leisure Across the Course of Adulthood</i>	Discussion Questions – Chapter 6, pg. 177 <b>Due by Friday, 10/10 at 11:55 pm</b>
8	10/13 – 10/17	Ch. 7 <i>"Just Do It" Is Not So Easy: Participation, Constraints, and Possibilities</i>	<b>LEARNING EXPERIENCE #2 – Female Professional Interview</b> <b>Due by Friday, 10/17 at 11:55 pm</b>
9	10/20 – 10/24	<b>PLAN SOME LEISURE TIME!!</b>	
10	10/27 – 10/31	Ch. 8 <i>Making Women's Leisure Visible: "Sniffing Around" and Doing Feminist Research</i>	Discussion Questions – Chapter 8, pg. 235 <b>Due by Friday, 10/31 at 11:55 pm</b>
11	11/3 – 11/7		<b>LEARNING EXPERIENCE #3 – Plan a Leisure Time Event Report</b> <b>Due by Friday, 11/7 at 11:55 pm</b>

12	11/10 – 11/14 Tues., 11/11 Campus Closed Veteran's Day Holiday	Ch. 9 <i>"She Who Continues:" Changing/Enhancing Women's Leisure</i>	Discussion Questions – Chapter 9, pg. 259 <b>Due by Friday, 11/14 at 11:55 pm</b>
13	11/17 – 11/21	Ch. 10 <i>Women and Leisure: The Future Journey</i>	Discussion Questions – Chapter 10, pg. 287 <b>Due by Friday, 11/21 at 11:55 pm</b>
14	11/24 – 11/26  11/27 – 11/28 Campus Closed Happy Thanksgiving!	Outside Reading of Your Choice <i>Select outside reading of a topic that interests you and pertains to this course</i>	<b>ENJOY SOME LEISURE TIME!</b>
15	12/1 – 12/5	Outside Reading of Your Choice (cont.) - <u>Suggestion</u> Research the culture you will use for Learning Experience #4 Multicultural Leisure PowerPoint Presentation	
16	12/8 – 12/12	Outside Reading (cont.)	<b>LEARNING EXPERIENCE #4 - Multicultural Leisure PowerPoint Presentation Due by <u>Wednesday,</u> <u>12/10</u> at 11:55 pm</b>
17	12/15 – 12/19	Course Evaluations	<b>Course Evaluations due by Friday, 12/19 at 11:55 pm</b>

**THANK YOU FOR TAKING THIS COURSE AND ALWAYS  
REMEMBER THE IMPORTANCE OF LEISURE IN EVERYBODY'S  
LIVES!!**