

**RTM 310-ADVENTURE RECREATION AND HUMAN RELATIONS  
& RTM 310L ADVENTURE REC LAB**

Department of Recreation and Tourism Management  
California State University Northridge

**INSTRUCTOR:**

Class: Mondays 1:00-3:45. Redwood Hall 151

**COURSE DESCRIPTION:**

Prerequisite: Lower Division writing requirement.

Co requisite: Enrollment in RTM 310L. Introduction to personal growth and adventure. Explore issues of identity, racial and ethnic diversity, gender, and self-esteem through readings, written assignments, and recitation. Regular written assignments required.

**COURSE OBJECTIVES:**

At the conclusion of this course the students will:

1. Develop an awareness of the group interactions produced through an adventure recreation experience.
2. Experience a sustained level of meaningful contact with students from diverse backgrounds.
3. Increase interpersonal trust levels with other group members.
4. Increase personal efficacy and self-esteem.
5. Increase awareness of personal cultural heritage.
6. Understand the model of worldview for cross cultural understanding.
5. Increase skills in group communication and decision making.
6. Develop an egalitarian ethic of male and female roles within groups.
7. Develop a positive regard for persons from race and ethnic groups different from their own.
8. Develop an attitude of tolerance toward diversity and understand the role of tolerance in a pluralistic and democratic society.

## C. COURSE CONTENT:

## CLASS SCHEDULE

### I. INTRODUCTION TO ADVENTURE

Adventure  
Risk/Sensation Seeking  
Fear, Stress and Anxiety  
Self-Efficacy Theory  
Competence-Effectance Theory  
Self-Empowerment Theory

Week 1, 2, 3

### II. GROUP IDENTITY AND COHESION

Trust  
Communication  
Decision making  
Group Life Cycle

Week 4, 5

### III. INDIVIDUAL IDENTITY AND DIVERSITY

Self-concept and Identity  
Personality Types  
Cultural Heritage

Week 7, 8, 9, 10

### IV. CULTURAL IDENTITY AND DIVERSITY

Culture and Worldview  
Race Identity  
Ethnic Identity  
Gender Roles  
Religious Orientation  
Other reference groups  
Prejudice Reduction

Week 11, 12, 13

### V. HUMAN VALUES AND SOCIAL SYSTEMS

Tolerance  
Pluralism  
Democracy  
Globalism

Week 14, 15

## D. CLASSROOM COURSE REQUIREMENTS. (On-campus format)

### 1. Personal Values and Cultural Heritage Survey

A series of questions and exercises will be completed and then the student will write a two to three page of their essential personal and cultural values to summarize their personal world view. Grade Value=15%.

## 2. Adventure Recreation Group Experience & Journal Assignment

The major experiential part of the course will be the experiential adventures held primarily on campus during class times. A Journal will be kept by students throughout the semester. Suggestions for the journaling process can be found at the course page: guidelines for journaling. The journal will be submitted three times during the semester. Journals Grade Value = 15%

## 3. BOOK REPORTS:

# 1 Select a biography (preferably autobiography) about a person who represents part of your own tradition (racial/cultural/religious/gender group). You may choose from one of the sources listed on the bibliography or select another resource with instructor approval. How long need the book be? '200-300 pages as a guideline'. Grade value 10%.

### THE WRITTEN REPORT (3-4 Pages) Book 1

Summary of contents: the who & what, the essence of the person and their life struggles and celebrations (1-2 pg. max). Then identify unique features: describe and discuss the unique features of the character's tradition, what values shaped his or her life journey.

# 2. Select a biography (preferably autobiography) about a person from a racial/cultural/religious/gender group different from your own. You may choose from one of the sources listed on the bibliography or select another resource with instructor approval. How long need the book be? 200-300 pages as a guideline. Grade value 10%.

### THE WRITTEN REPORT (3-5 Pages). Book 2 Report

Summary of contents: the who & what, the essence of the person and their life struggles and celebrations (1-2 pg max.). Then identify unique features: describe and discuss the unique features of the character's tradition and how personal and cultural values shaped his or her life journey. Comparison: compare and contrast the traditions represented by the character of Book # 1 with the character of Book # 2. Note especially the difference or contrasts between the two traditions.

4. RESEARCH PAPER: Students will select a human relations or diversity issue. Potential topics are listed at the course webpage. The research paper will represent 30% of the grade. Topics might include: female/male roles, cultural pluralism, ethnic or racial group prejudice, etc. The paper is due week 12. Topics for the research project must be submitted by the fourth week of class.

Students will develop the research paper on the following outline.

Introduction and statement of the Issue (250 words).

Historical Summary (500-750 words)

Current Issue including Review of Research (900-1150 words)

Summary and Recommendations (250 -500 words)

Total (2500 words)

5. On line dialogues and discussion groups:

Participate in a combination of internet chats and face to face small groups about current issues in diversity and multiculturalism. Students must actively participate to receive credit for this essential part of the class. Please reflect on the discussion topics and organize your information and reflections prior to the dialogue sessions. 10% of the grade value. Credit/ No credit.

6. Community research adventure:

This field experience has two distinct parts. Your group is responsible to complete both parts of the assignment as a group and then each group member is responsible to contribute to a group journal reflecting the nature of your learning experience. Details of the parameters for the religious community experience and the homeless interview are available at the course website. (10% grade value. Credit/ No Credit

E. TEXTS

No single text is assigned to the class. A package of selected readings from the attached bibliography will be assembled to generate a broad range of ideas on adventure, risk-taking, interpersonal relationships, gender, ethnic and racial diversity, prejudice, tolerance, and democracy.