



Leisure, Recreation and Health Undergraduate Course Information Guide

Course Number: CCH 367, 4 credits, 10 Weeks

Cross listed Course Number: SW 367, 2 or 4 credits, 10 Weeks

Cross listed Course Number: SNC 216, 4 credits, 10 Weeks

Delivery Formats: Online Async

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Course Description

This course will stimulate your thinking about the meaning of leisure in your life. Leisure today and historically has been central to the human experience. It is an elemental experience, essential to the total well-being of every person; it is a reflection and expression of the cultural values of a society; it is an important vehicle for treatment. Leisure and recreation services are also essential for healthy communities in terms of social climate, environmental quality, and economic stability. Leisure services comprise one of the largest and fastest growing industries in the world, whether measured in dollars spent, persons served, hours of time devoted, or resources used. The study of leisure and recreation is a broad discipline, combining diverse fields of study and professional practice. This course will (1) illustrate the importance of leisure to you and your loved ones, (2) contribute to your ability to become an informed consumer of leisure, (3) question the binary relationship of work and leisure and, (4) teach you how to use leisure to increase emotional and physical health, resulting in a higher quality of life. The course will be interactive and participatory.

Learning Outcomes

After completing this course, you will be able to:

- Understand the importance of leisure to you, your loved ones, and society
- Demonstrate your ability to become an informed consumer of leisure
- Question the binary relationship between work and leisure
- Use leisure to increase emotional and physical health, resulting in a higher quality of life

- Understand social injustice related to leisure behavior and administration
- Discuss theoretical perspectives used to explain leisure behavior.

If in a SCPS competence program, (BAIFA, BAC, BAGB, BAECE), this course addresses the following requirements:

Competence	Competence Statement / Criteria
A3D	Can assess the assumptions and implications of a significant thinker's ideas about work or leisure.
H3F	Can understand the interrelationship among intellectual, psychological, spiritual, and physical health in one's own life.
H4	Can analyze power relations among racial, social, cultural, or economic groups in the United States.
S1X	Can engage directly in scientific investigation, relating experience and observations to scientific concepts, models, principles, and theories.

Learning Outcomes for SNC 216 Liberal Studies Program/Social, Cultural, and Behavioral Inquiry Domain

Students will be able to:

- Analyze and reflect upon arguments about the contemporary world using relevant theory, methods, and/or empirical evidence.
- Analyze interdependent relationships between contemporary society and individuals.
- Analyze central institutions and/or underlying social structures and their impact on the larger society.
- Articulate an argument based on theory and empirical evidence regarding the modern world.
- Analyze critically research and arguments about the modern world.
- Reflect, in writing, upon their role in the modern world, including their relationship to their own and/or other communities.
- Analyze social problems and public policies on the basis of ethics and values.

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Learning Strategies and Resources

Some learning activities, assignments and deadlines will vary depending on the delivery format of the course and may differ slightly from what is presented in this document.

This course intends to provide students opportunities to develop learning outcomes associated with the Social, Cultural and Behavioral Inquiry (SCBI) Liberal Studies requirements (formerly Self, Society, and Modern World, SSMW), SCPS liberal learning competencies, and core skills in communication, inquiry, experiential learning, and decision-making. This course particularly emphasizes development of persuasive writing and critical thinking skills.

Required Readings

Books and learning materials are available at the DePaul bookstore, at <http://depaul-loop.bncollege.com>, or through alternative sources.

Ruth V. Russell, (2012). *Pastimes: The Context of Contemporary Leisure*, 5th Ed. Sagamore Publishing: Champaign, IL.

The book below is available through a course e-reserves link located in Module 7 Required Readings, you do NOT need to purchase this book.

Dan K. Hibbler, (2002). *Unsilencing the Dialogue: Voices of Minority Faculty*. Miami: Florida International University Center for Urban Education & Innovation Press.

Electronic Reserve, at the [DePaul Library](#) is available on the Ares Course Reserves and select the course. Log in using your Campus Connect User ID and password. You will then get a page listing the courses in which you're enrolled that have readings posted in Ares. Click on the title of this course and the list of our electronic reserve readings will be displayed.

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Learning Deliverables

Students will be required to research leisure activities that meet their interest. They will then be asked to participate for a minimum of 10 hours in a leisure pursuit that they have not previously experienced. Students will then write a 3 page reflection paper with emphasis on the learning experience and its contribution to their well-being. Further information on the assignment will be provided.

Each student will prepare a 5 page paper and discussion explaining the research process and results findings of the project. Further information on the project will be provided.

Class exercises, discussions and reaction papers will require ongoing online participation. Most papers and discussions will be related to the content covered during that module including material covered in the readings.

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Assessment of Student Learning

Grading Practices

All written assignments will be evaluated on the basis of their accuracy of representation of course concepts; accuracy of application of course concepts; depth of analysis and application; and breadth of analysis and application; and writing style.

In online discussions, you will clearly and consistently link what you are learning in the course, including course readings, to your real life experiences. These discussions are a place for you to exchange reflections with others in the class.

Distribution of Grade Points

Leisure Activity Reflection Paper	25 points
Final Project & Discussion	50 points
Class Exercises, Reaction Papers and Discussion	25 points

Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

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Course Schedule

Week and Module Title	Readings	Assignments
Week 1, Module 1: Establish Baseline Knowledge for		1.1 Personal 1.1 Discovery

Significance of Leisure		1.2 Discovery
Week 2, Module 2: The Meanings of Leisure & The Value of Having Fun	Read Russell, Ruth V. Pastimes: The Context of Contemporary Leisure, Chapters 1 & 2	2.1 Reflect Society Discussion 2.2 Discuss leisure pleasure
Week 3, Module 3: Leisure Explanations	Read Russell, Ruth V. Pastimes: The Context of Contemporary Leisure, Chapters 3 & 4 Watch the TED talk discussed in Box 4.5 (p. 81 in Pastimes)	3.1 Leisure 3.2 Discussion discussed of Pastimes) 3.3 Leisure Discussion Leisure Begin Assignment
Week 4, Module 4: Leisure as a Cultural Mirror	Read Russell, Ruth V. Pastimes: The Context of Contemporary Leisure, Chapters 5 & 6	4.1 Final 4.2 Leisure's 4.3 Leisure
Week 5, Module 5: Popular Culture and Taboo Recreation	Read Russell, Ruth V. Pastimes: The Context of Contemporary Leisure, Chapters 8 & 9 View The Lost Children of Rockdale County. (Please note: that there are 20 seconds of dead air before the program begins)	5.1 Popular 5.2 Common & Impact 5.3 Leisure
Week 6, Module 6: Leisure as Instrument	Read Russell, Ruth V. Pastimes: The Context of Contemporary Leisure, Chapters 10 & 11 Read Recreation Programming, Chapter 4	6.1 Leisure Discussion 6.2 Multitasking
Week 7, Module 7: Leisure Systems	Read Pastimes: The Context of Contemporary Leisure, Chapter 13 Read Unsilencing the Dialogue: Voices	7.3 Leisure Discussion 7.3 Benefits-Group 1

	of Minority Faculty	<p>7.3 Benefits-Group 2</p> <p>7.3 Benefits-Group 3</p> <p>7.3 Benefits-Group 4</p> <p>7.3 Benefits-Group 5</p> <p>7.3 Benefits-Group 6</p> <p>7.3 Benefits-Entire Class</p>
Week 8, Module 8: Leisure and Equity	Read Pastimes: The Context of Contemporary Leisure, Chapter 12	<p>8.1 Reflection</p> <p>8.2 Leisure</p> <p>8.3 Author</p> <p>8.3 Author T. Allison</p> <p>8.3 Author Ivan Ramos</p> <p>8.3 Author Wilson</p> <p>8.3 Author Colston</p> <p>8.3 Author Fukuhara</p> <p>8.3 Author F. Floyd</p>
Week 9, Module 9		9.1 Peer
Week 10, Module 10: Life Satisfaction and Overall Well-being		<p>10.1 Final</p> <p>10.2 Final</p>

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Course Policies

For access to all SCPS and DePaul University academic policies, refer to the following links:

[SCPS Student Resources Website](#)

[DePaul Student Handbook](#)

The [D2L Course Website](#) for this course.

Course Syllabus

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

Course Registration

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

School of Continuing and Professional Studies

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