

Texas A&M University
Department of Recreation, Park & Tourism Sciences
RPTS 340 Recreation, Parks & Diverse Populations
Fall 2014 Online

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Course Description

This course will examine the impact of social class, ethnicity and race, gender, age, and a disability on the leisure/tourism patterns of people in the United States, and implications for recreation, park, and tourism delivery.

Class Format: Online

eCampus

This is an online class. Throughout the course, eCampus will be used as a primary venue for lectures, discussions, assignments, quizzes, and communications with your classmates and with me. You will need to participate and submit all assignments, and quizzes via eCampus. Your grades for assignments, and quizzes will be posted on eCampus. All of the readings for the course will be available on eCampus as well. Thus, it is necessary for you to be familiar with eCampus. Please visit <http://ecampus.tamu.edu/student-help.php> for helpful student tutorials. You will also find a link through the Howdy Portal.

Equipment Required

You will need access to a computer with internet connection. Computers are available for you in the computer labs, Learning Centers, and libraries.

Online Learning Community

Even though it is an online learning class and we do not see each other regularly, I would like to build this class as a “virtual” learning community where we can actively learn through interaction. Specifically, interaction between you and me as well as interaction between you and your classmates.

Communication between you and me: Email is an excellent means to contact me. I am easily accessible via the following address:

kkyle@ag.tamu.edu

Please allow a reasonable amount of time, 24-48 hours, to receive a response to your email. I will not respond on weekends. If you have not received a response from me within 48 hours you should consider this unusual, and please attempt to contact me again. . **Please DO NOT use the eCampus email to contact me.**

I also welcome you to make an appointment to meet with me (in person) at my office.

Telephone is also an option to connect with me. My office number is 979-845-2135.

If I should need to contact you regarding any class related schedule information, I will post this in the “**Announcements**” section of eCampus. Again, please check the class site several times per week.

Communication between you and your classmates: I have set up a discussion environment titled “Student Lounge”. The “Student Lounge” can be accessed via the menu tab on our class homepage. This is a place you can discuss any topics and/or questions related to this course with your classmates. I will monitor the discussion. Please be respectful to each other. I expect you to be a professional and responsible user of this online forum.

Netiquette

Be sure to participate in a responsible and respectful way that is consistent with a good academic practice. To learn about polite online behavior, or “netiquette,” you can visit the following link: [Netiquettehttp://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

Violation of netiquette will result in your withdrawal from the class.

Course Texts

There is no textbook for this course. All of the required readings are located on eCampus.

Course Objectives

Upon completion of this course, students should be able to:

1. Develop understanding of the social, political, cultural, and economic significance of recreation, park and tourism among diverse populations.
2. Develop understanding of the major laws and court decisions protecting diverse populations and their implications for recreation, park, and tourism delivery.
3. Develop understanding of unique leisure constraints that are experienced by diverse populations.
4. Develop understanding of leisure preferences among diverse populations.
5. Develop understanding of the nature of prejudice and discrimination as it relates to recreation, park, and tourism behavior and delivery.
6. Develop understanding of major demographic changes that are occurring in the United States and what implications these changes have for recreation, park, and tourism delivery.
7. Develop understanding of how to go about planning and implementing recreation, park, and tourism services for diverse populations.
8. Develop a multicultural perspective of recreation, park and tourism.

University Writing Center

If you feel as though you need assistance with your writing skills the writing center is an excellent resource. Each student at Texas A&M University has access to the services of the **University Writing Center** (<http://writingcenter.tamu.edu>). Not only does the Center’s website have many helpful tips for improving your writing, but the consultants at the University Writing Center are well-trained and would be happy to help you improve your writing skills. You may find all the help that you need on the web site or you may schedule appointments with writing consultants at the two Center locations: 1) on main campus on the second floor of Evans Library and 2) on the 2nd floor of the West Campus Library. You may schedule appointments using their web site or by telephone (979-458-1455).

Course Requirements

1. Reflections (10 Points each)

Throughout the course you will submit 5 reflection assignments (minimum 150 words each).

Find an online article or video that demonstrates or serves as an example of one of the concepts we have covered in the class reading during the previous week. Explain the concept you are referencing and identify the specific class reading(s) to which you are drawing a correlation. Construct a thoughtful 150 word (minimum) explanation of how/why this represents the concept and implications for the field of RPTS.

Your responses should be logical and thorough, thus demonstrating an understanding of the topic.
(*cont.*)

An example of the format for this assignment is posted on eCampus in the “Reading Reflections” folder.

Please be sure to include your name on the submission.

Submit your reflection including the article/video link to the “Reading Reflections” tab located on the class eCampus menu. I strongly recommend that you construct your paper using “Microsoft Word” then submit to eCampus as an attachment.

Assignments must be submitted to eCampus by 11:00pm (Central Standard Time) on the due date.

2. Quizzes (10 Points each)

I will be posting 3 quizzes. Questions will require knowledge of all course materials we have covered including readings, and any instructor-presented notes. Quizzes must be completed on the designated date no later than 11:00pm (Central Standard Time). No make-up quizzes will be given without a university-approved absence.

3. Optional Quiz #4 (10 Points)

You may choose to complete a 4th quiz. Choosing to complete Quiz #4 will result in the replacement of one reflection or quiz score with the grade earned on the final.

4. Final Paper (2-3 pages plus reference page, 40 points)

This assignment requires you to write a 2-3 page paper on the topic of your choosing related to the readings/content we have covered in this class. This is a research paper and it should include at least **3 academic sources (journals, articles, etc.)**. Please do not submit a summary of the readings we have used in class, instead use the readings as a starting point for further exploration of the topic.

The paper must use no more than 12-point font, 1-inch margins, and double spacing. Do not include a cover sheet. At the top of the first page, list the name of the assignment, the class name, your name, and the date.

Reference(s) cited if necessary. Utilize APA format. You can access user guides for citation including APA format through the university library system

<http://guides.library.tamu.edu/CitingSources>

Assignment Policies

The due dates are deadlines NOT guidelines. Late submissions will be deducted 10% for each day they are late up to 72 hours after the due date. After 72 hours you will receive a grade of zero for the assignment.

The eCampus assignment drop box will be locked 72 hours after the deadline and you will not be able to turn in the assignment. A documented university-excused absence can be used to mitigate this penalty. If you are going to be gone for a university class field trip or any other reason known in advance, you must make arrangements to have the assignment finished and turned in on time. If there are legitimate reasons that prevent an assignment from being completed on time, then you and I can negotiate a revised schedule for completing the assignment. Please talk with me before the deadline.

Grading

Reflections:	
10 points each x5	50
Quizzes	
10 points each x3	30
Final Paper	40
<i>Optional Quiz #4 (replaces one quiz or reflection grade)</i>	10
Total Possible Points	120

Grading Scale	Letter
108-120	A
96-107	B
84-95	C
72-83	D
<72	F

Americans with Disabilities Act (ADA) Statement

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building, or call 979-845-1637.

ACADEMIC INTEGRITY AND CONDUCT

"An Aggie does not lie, cheat, or steal or tolerate those who do."

You can learn more about this at the Office of the Aggie Honor System, which has definitions of academic dishonesty as well as the relevant rules and procedures.

<http://aggiehonor.tamu.edu/>

Plagiarism is defined in the Texas A&M University Student Rules as "The appropriation of another person's ideas, processes, results, or words without giving appropriate credit."

If you submit a plagiarized assignment, you can expect an F for the course and Honor Violation Probation. If you feel that you have run out of time or for some other reason feel compelled to submit plagiarized work, DON'T. Come and talk to me and we will work something out.

RPTS 340 – Fall 2014
(Kelly Kyle)
TENTATIVE CLASS SCHEDULE

DATE	TOPIC	READINGS (Located on eCampus)	Assignment
Week #1 9/1-9/5	<ul style="list-style-type: none"> - Overview of course: Review of syllabus and objectives. - What is diversity and why is it relevant to RPTS? 	1. Allison, M.T. (2000). <u>Leisure, diversity and social justice</u> . (pp 2-6). 2. Hayward, P. (2010, May). <u>A wicket grows in Brooklyn</u> . (pp 12-13).	<ul style="list-style-type: none"> - Familiarize yourself with the class eCampus site - Post an Introduction on our “Student Lounge” Discussion Board
Week #2 9/8-9/12	<ul style="list-style-type: none"> - How do we determine people’s recreation/tourism needs? 	Wilkinson, T. (2000). <u>The cultural challenge</u> . (pp 20-23).	
Week #3 9/15-9/19	<ul style="list-style-type: none"> - Leisure Constraints 	1. Scott, D. (2005). <u>The relevance of constraints research to leisure service delivery</u> . (pp. 279-290). 2. Sandler, L. (2013) <u>None is Enough</u> (pp. 38-45)	Reflection #1 Due 9/17, by 11pm (This reflection is based on the readings from weeks 1 & 2)
Week #4 9/22-9/26	<ul style="list-style-type: none"> - Prejudice 	Aronson, E. (1999). <u>Prejudice</u> (pp. 303-363).	Reflection #2 Due 9/24, by 11pm
Week #5 9/29-10/3	<ul style="list-style-type: none"> - Discrimination - Economic Inequality: Public Parks and Recreation Resources 	Scott, D. (2013). <u>Economic inequality, poverty, park and recreation delivery</u> . (pp 79-96).	Quiz #1 Due 10/1, by 11pm
Week #6 10/6-10/10	<ul style="list-style-type: none"> - Race, Ethnicity, and Leisure 	1. McChesney, J., Gerken, M., & McDonald, K. (2005, March). <u>Reaching out to Hispanics</u> (pp74-78). 2. McAvoy, L. (2002). <u>American Indians, place meanings and the old/new West</u> . (pp 383-396).	Reflection #3 Due 10/8, by 11pm

Week #7 10/13-10/17	- Race, Ethnicity, and Leisure	1. Harris, E. L. (1997, December). <u>Solo faces</u> . (pp 106-110, 177, 178). 2. Boston Globe article	
Week #8 10/20-10/24	- Gender and Leisure: An Overview	Parry, D. (in press). <u>The relational politics of gender and leisure</u>	Reflection #4 Due 10/22 by 11pm
Week #9 10/27-10/31	- Gender and Leisure	Larson, R., & Richards, M., H. (1994) <u>Mothers: interweaving work and relationships</u> . (pp. 47-77)	Quiz #2 Due 10/29, by 11pm
Week #10 11/3-11/7	- Gay and Lesbian Youth and Leisure	1. Kivel, B. D. (1994). <u>Lesbian and gay youth and leisure: Implications for practitioners and researchers</u> . (pp 15-28). 2. Supplementary video: <u>The Gay Rights Movement</u>	- Reflection #5 Due 11/5, by 11pm
Week #11 11/10-11/14	- Leisure, Aging and Generational Differences	Crompton, J. L. (2013, December). <u>Are your seniors moving to center stage?</u> (pp. 36-41)	
Week #12 11/17-11/21	- People with Disabilities - American with Disabilities Act (ADA)	Dattilo, J. (2012). <u>Use sensitive terminology</u> . (pp. 345-364).	Quiz #3 Due 11/19, by 11pm
Week #13 11/24-11/26	- People with Disabilities - American with Disabilities Act (ADA)	Schleien, S. J., Stone, C. F., & Rider, C. F. (2005). <u>A paradigm shift in therapeutic recreation: from cure to care</u> . (pp. 295-309)	Final Paper Due 11/26, by 11pm
Week #14 12/1-12/5			
Week #15 12/8-12/9	- Course Wrap Up		-Optional Quiz #4 Due 12/9, by 11pm