

**Eastern Washington University
Wellness and Movement Sciences Department**

RCLS 270-01: Diversity and Social Justice in RCLS

Fall 2021 · 2 Credits
Tuesdays 2:00pm-3:50pm

Masks Required.

COVID-19 Safety Protocols: As of the start of the fall 2021 semester, everyone is required to wear a face mask while attending this course. EWU requires all persons to wear masks while attending in-person activities for this course. Students who fail to abide by this safety protocol will be reminded of the protocol and asked to comply. If a student continues to not comply, the instructor may ask the student to leave the learning environment on an emergency basis due to the threat to others' health and safety. The student will not be allowed back in the learning environment until the student meets the safety protocols. This absence may impact the student's grade and will be counted as an unexcused absence. The student may also be referred to Student Rights & Responsibilities for failure to comply with EWU Policy 602-02 (Immunization) and the Governor's and university directives. If a student is not able to comply with the face mask protocol due to medical or disability-related reasons, they should immediately contact Student Accommodations and Support Services and request an accommodation.

Although this course is being offered in person, the university reserves the right to modify the method of delivering the course for health and safety reasons.

pdf version of Syllabus: [2021 Diversity Syllabus-1.docx](#)

Instructor: Laree Shanda, CTRS/R Lshanda@ewu.edu

Office Hours: Monday 11:30am-1:00pm; Wednesday 1:00pm-2:30pm; Thursday 7:00-8:30am;
or by appointment

Office hours are somewhat flexible. If you have any questions or would like help with ANYTHING, please do not hesitate to ask!

Course Overview

This course is designed to enhance understanding of leisure in a diverse society. Students will examine factors that influence leisure, explore how leisure mirrors broader cultural values, and

learn ways to use leisure to expand their own cultural understandings. In addition, students will learn to think critically, understand and respect different perspectives, and appreciate the cultural and contextual nature of their leisure choices and actions.

Class Culture

As a classroom of engaged learners, we agree that we will...

- Value and respect different opinions as well as the diversity that exists among us;
- Voice our passions, and not censor ourselves. By this we mean that we want to ensure that we can and should be able to share our thoughts and experiences *especially* if our perspectives are different from the class norms, expectations, or experiences of others;
- Stay focused on a scholarly examination of issues rather than judging individuals;
- Encourage questions and clarification;
- What happens in class stays in class. By this, we mean that the classroom is a safe space and that comments made should be held in confidence. The instructor's door is always open if any of us would like to continue conversations from class or voice concern;
- Be active participants and come to class prepared;
- Respect the comfort levels of classmates around us;
- Communicate in a respectful, non-judgmental manner;
- Be passionate problem-solvers through open-minded approaches;
- Keep in mind that we are all RCLS professionals;
- Be empathetic; and,
- Work to become explorers/lifelong learners.

Textbook

Purchased readings:

1. **Schneider, I.E., & Kivel, B.D. (eds), (2016). *Diversity and Inclusion in the Recreation Profession - Organizational Perspectives, 3rd Edition*. Urbana, IL: Sagamore.**
2. A book of your choice for the book review assignment. A list of approved readings will be provided in the first week of class.

Additional readings:

- Additional reading materials will be distributed in class or uploaded to Canvas.
- Additional course materials in the form of podcasts and/or videos may also be assigned. These will also be available on Canvas

It is essential that students **read all assigned material** for class.

Course Goals and Objectives

By the end of this course, you will be able to:

1. Explain why leisure is a significant context for understanding diversity;
2. Explore various theories of identity construction (social construction & developmental theories) and discuss how “differences” in identity are constructed in and through various leisure contexts (e.g., Sports, the arts, Facebook);
3. Articulate an understanding of and demonstrate the ability to use key terms within education for diversity such as “social justice,” “equality vs. equity,” “assimilation & acculturation,” “hegemony,” “structural oppression,” “power,” “ally,” and “intersectionality;”
4. Have participated in at least two experiential learning activities that will specifically address people from non-dominant groups;
5. Discuss the ways that leisure acts to build community, and recognize the psychological, sociological, and physiological significance of this for people who are marginalized in mainstream culture;
6. Discuss the ways that leisure can be a site of conflict, power, and social control;
7. Discuss critical concepts of leisure in the context of a multicultural, pluralistic, society. This includes areas such as race, ethnicity, religion, age, gender, lifestyle, social class, sexual orientation, family structure, and ability;
8. Critically evaluate and identify potential impacts of leisure-related media information in the form of newspaper, magazine, and journal articles, television, radio, blog, and other audio and visual media;
9. Identify and discuss strategies for building alliances and collaborations among and between people within various leisure contexts;
10. Explore a range of possible ways to engage in public activism (no matter how large or small a scale) in order to enact real change toward a more socially just world.

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What a typical week will look like in RCLS 270:

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Complete assigned Readings	Submit Reading Summary on Canvas BEFORE CLASS Class from 2:00pm-3:50pm	If you are facilitating the following week’s discussion, your reading assignment is due today	Following week’s module opens	Complete assigned Readings

Grades

Reading Summary/Reflection	150 Points
Weekly Discussion	100 Points
Presentation/ Facilitated Discussion	50 Points
Otherness Book Review OR	100 Points

Media Analysis Assignment

Total **400 Points**

Reading Summary (150 points)

You will note that there are no quizzes or tests in this class. In order to ensure you've completed the assigned readings; you will submit a summary of the readings each week. This summary will be due on Tuesday BEFORE CLASS STARTS. Late assignments will be deducted 50% after the first day and 10% each day following. This is to ensure you are PREPARED for class and can contribute to the discussion. Reading summaries should include the following: a thorough outline of what is discussed in the assigned readings (what is discussed in the reading? What was the main takeaway?), a brief reflection of that reading (what did you think? Do you agree?).

Weekly Discussions (100 Points)

Participation includes regular, thoughtful contribution to course discussions. A large portion of your grade comes from attendance and participation in class discussion and completion of homework, questions, and activities assigned IN CLASS, during lecture. Assignment make-ups will be accepted ONLY for assignments missed as a result of EXCUSED absences. You must come to me for information on the assignment (with proof for your excused absence). I will NOT come to you. If you do not come to me, I will assume it was an unexcused absence. It will be marked as such and you will not receive credit for work assigned that day.

This is a discussion-based class. It can be difficult to facilitate conversation with several people on Zoom, therefore breakout rooms will be utilized. There will be a short discussion guide for each Zoom break out group to fill out and help facilitate discussion.

Presentation/Facilitated Discussion (50 points)

Students will tie course readings for the week to an article (magazine, newspaper, journal, etc.) that relates to the topic area. That article should be emailed to your instructor by Wednesday at 5pm on the week before you present. Articles should have content that helps the class think critically about the population **and our field**. Each course period will begin with a brief lecture discussing the topic at hand. Students who have provided readings will then take 5-10 minutes to discuss the reading they chose for the week including the main point of that article, how it pertains to RCLS, and why they chose it.

Book Review OR Media Analysis Paper (100 points)

You will only need to complete ONE of these assignments. You may either read a book and review/reflect on that book or complete the media analysis paper. Each assignment is outlined below.

- ***Book Review:***
 - What does it feel like to sense prejudice or experience discrimination as a result of being —different? You will read a book where the main character(s) are seen as other as it relates to current course topics: religion, gender, sexuality, race, ethnicity, ability, socio-economic status. As you read the book, think about how the main character is seen as an outsider. You'll then produce a book review and reflection at least 4 pages in length.
 - The UNC Writing center has provided an excellent guide for writing a book review: <https://writingcenter.unc.edu/tips-and-tools/book-reviews/>
 - Your review should include the following:
 - A summary of the book
 - A description of how the book portrays characters as “other”
 - How that sense of otherness impact the main character? Do they suffer from it? Does it help them build character or strength? Do they overcome any obstacles faced by their otherness?
 - A critical assessment of the book
 - A reflection including your own personal story of either 1) feeling other, or 2) engaging with someone who felt this way. Perhaps you've never felt other and you didn't realize that someone in your life may have felt that way. This is your opportunity to bring your own personal experience and reflection into the assignment.
 - ***Media Analysis Paper***
 - People in the United States watch a lot of T.V. (It is the #1 leisure activity in the U.S.) and they watch a lot of movies. Given that watching all of this media seems so central to our culture, your task will be to examine one media product (noted below) and analyze how issues of race or class or gender or sexual identity or disability are discussed and how these portrayals work to resist or reinforce certain systems of power. Choose one of the three media contexts listed below:
 - Film (Hollywood or independent film) – (e.g., Lord of the Rings, etc.)
 - Sporting event (professional/amateur) – college or professional sports for women/men
 - Television sitcom
 - Write a paper (at least 4 pages) in which you talk about how, for example, gender is conveyed through the film, “Lord of the Rings” – how are women portrayed, how are men portrayed? What systems of power are challenged or upheld with such portrayals? What do sportscasters say

about women when they cover women's sports at the collegiate and professional levels – what do they say about the women relative to their personal lives, what do they say about the men relative to their personal lives? (How are women and men constructed in terms of sports coverage?) What do commentators say about individuals with disabilities as they cover the Paralympics? Use **at least three readings from class** to help shape your paper. Also, if you use other sources/references, please be sure to include the full references in your reference list.

Grading Scale

The course is out of 400 points. Final Grades will be based on the proportion of points you earn (points earned/ points available).

A = 94% - 100%

A- = 90% - 93%

B+ = 86% - 89%

B = 84% - 85%

B- = 80% - 83%

C+ = 76% - 79%

C = 74% - 75%

C- = 70% - 73%

D+ = 66% - 69%

D = 64% - 65%

D- = 60% - 63%

F = 59% and below

Grading

I grade work within 3 days in most cases. I post all grades on Canvas, please check it periodically to see how you are doing in the class. I am happy to review/answer questions about work in progress. I communicate primarily through email, but I have posted hours that are reserved for face-to-face meetings with students. Please take advantage of these times.

Email and Contact

Please check your EWU email address so that you do not miss important information. If you email me, I will usually respond within 24 hours or as soon as I am able.

In an effort to work efficiently and provide equitable attention to each student, please note the following:

- If you email me with a question and the answer to that question can be found in the syllabus or on an assignment description, I will likely not respond to your email.
- If you email me with a question that can definitely wait to be answered in class, I will likely not respond to your email.
- If you ABSOLUTELY need to email me, please address the SUBJECT line in this manner: **RCLS 270**. You will receive a reply quicker and I'll be able to prioritize your email.

Deadlines & Professionalism

All papers, and other written assignments must be online by 5pm on the day they are due. Late assignments may be penalized 10% (or one letter grade) per day. After two days, late assignments will not be accepted unless prior arrangements were made with the instructor.

Academic Integrity

- Violations of academic integrity will not be tolerated. Examples of academic dishonesty include misrepresenting others' work as your own, failure to provide proper citations in written text, stealing or destroying material intended for the use of other students, using notes or cell phones during exams, taking photographs of exams, assisting others during exams, copying someone else's work, letting his or her work be copied. **Any** violation of academic integrity for any assignment in this class may result in an XF grade **for the course as a whole**. An XF grade indicates that you failed the course for violating EWU's policy on academic integrity. For additional information regarding this issue, refer to the following link <http://access.ewu.edu/Undergraduate-Studies/Curriculum-and-Policies/Academic-Integrity.xml>.
- Any form of academic dishonesty will be documented and reported to the Vice Provost for Undergraduate Affairs. A student who cheats on a test, quiz or homework assignment (copying someone else's work, letting his or her work be copied, talking or sharing a calculator during an exam and other forms of cheating) will receive a zero on the assignment or assessment. Another incidence of cheating may result in a grade of XF for the quarter. (XF on a transcript indicates that a student received a 0.0 because he or she cheated.) For additional information regarding this issue, refer to the following link <http://access.ewu.edu/Undergraduate-Studies/Curriculum-and-Policies/Academic-Integrity.xml>.
- EWU expects the highest standards of academic integrity of its students. Academic honesty is the foundation for a fair and supportive learning environment for all students. Personal responsibility for academic performance is essential for equitable assessment of student accomplishments. The university supports the faculty in setting and maintaining standards of academic integrity. Charges of academic dishonesty are reviewed through a

process that allows for student learning and impartial review. EWU's academic integrity policy is available online at: <http://access.ewu.edu/Undergraduate-Studies/Curriculum-and-Policies/Academic-Integrity.xml>

- **Statement on plagiarism and academic fraud:** Broadly speaking, plagiarism occurs when an author uses the words, ideas, and/or phrasing of another author (either directly or in paraphrase) without proper attribution. Cutting and pasting sentences, paragraphs, or entire articles written by someone else into your essay and then submitting it as your own is the obvious example. However, academic fraud is broader than this. For example, if you use the words of another author but fail to put quotation marks around them, that's plagiarism. Or if you put quotation marks around them but fail to provide a citation, that's plagiarism too. Using the notes or class materials of another student in the completion of an exam or other assignment (whether it's an in-class or take-home exam), is cheating. If you *provide* your notes/class materials to another student who then uses them to complete an assignment, that could be defined as cheating too.

In addition, there's a difference between collaboration and collusion. Collaboration involves things like talking, thinking, or brainstorming with your fellow students and is generally encouraged. Collusion occurs when that collaboration results in the submission of identical or substantially similar work by two or more students and is always frowned upon. There is a difference between careless academic practice and the outright intent to deceive, and sanctions for such offenses can be modulated depending on the professor's view of the seriousness of the offense. The point is that you need to be triple-extra sure about what sorts of collaboration are permitted by your instructors and which aren't. Do not assume anything! Just because a certain kind of collaboration has not been expressly prohibited by an instructor does not mean it's permitted. Just because some professors permit collaboration does not mean they all do.

Any student found guilty of plagiarism or other academic fraud in this class will automatically receive a 0.0 grade for the course. I reserve the right to refer especially serious instances of academic fraud (e.g. an obvious intent to deceive) to the appropriate university authorities and request the more serious sanction of an X/F grade for the course. Please consult with me if you're even slightly unsure of what this all means.

EWU's academic integrity policy is available online at: <http://access.ewu.edu/Undergraduate-Studies/Curriculum-and-Policies/Academic-Integrity.xml>

Disability Support and ADA

Eastern Washington University is committed to providing support for students with disabilities. If you are a student with physical, learning, emotional, or psychological disabilities needing an accommodation, you are encouraged to stop by Disability Support Services (DSS), TAW 124 and speak with Kevin Hills, the Manager of DSS, or call 509-359-6871.

Equal Opportunity/Affirmative Action

No person shall, on the basis of age, race, religion, color, gender, sexual orientation, gender identity, national origin or disability, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any program or activity of Eastern Washington University. Eastern Washington University adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

Student Conduct

Students are subject to the University's Student Conduct Code, which has been promulgated as a chapter in the Washington Administrative Code (WAC) at Ch. 172-120. This code protects the interests of the University in providing an atmosphere supportive of student learning. In this class, students are expected to treat other individuals with respect and to engage in the learning activities assigned. Distractive, disruptive, irrelevant or inappropriate behavior will not be tolerated.

Time Commitment

As per the guidelines for Eastern Washington University, for each credit hour spent in a lecture-discussion setting in the classroom, per week, requires 2-hours of outside preparation time. This is a 3 credit-hour class, and you can expect to put in up to 6-hours per week outside of the classroom on the preparation, reading, and project assignments.

Withdrawal/ Incomplete

If it becomes necessary for you to withdraw from the course, it is your responsibility to do so. To receive an incomplete (X), a student must be passing the course when a verifiable documented emergency occurs after the last withdrawal date.

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Syllabus Disclaimer

This syllabus has been created as a guide to the class and is as accurate as possible. However, all information is subject to be modified as class needs change. Any changes will be posted and documented on the Canvas Announcement page.