Leisure’s Role on Individuals and Society

Illinois State University – KNR 175 – Fall 2024 – Sections XX and XY – 3 semester hours

# Instructor Information

Dr. Reggie Redbird (he/him/his)  
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Zoom Link:

# Course Meetings

* Section XX: Tuesdays and Thursdays  
  11:00 a.m. to 12:30 p.m.  
  In Williams Hall 315
* Section XY: Tuesdays and Thursdays  
  1:00 p.m. to 2:30 p.m.  
  in Williams Hall 314

# Student Hours

Student hours are time that I set aside to be available in my office and via Zoom to answer questions you may have about the course. This time is set aside just for you, so please feel free to stop by, or make an appointment if these times do not work for you.

* Tuesdays and Thursdays  
  3:00 p.m. to 4:00 p.m.
* Wednesdays  
  1:00 p.m. to 2:00 p.m.

# Accommodations

Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 308 Fell Hall, Office Phone [(309) 438-5853](tel:3094385853), Video Phone (309) 319-7682or visit the website at [StudentAccess.IllinoisState.edu](https://studentaccess.illinoisstate.edu/).

# Course Overview

Welcome to KNR 175! I’m excited to get to know you this semester. To encourage a more holistic understanding of leisure, this course explores the various factors that affect the individual’s and society’s leisure expression. By integrating disciplines such as sociology, psychology, economics, political science, and education into the study of the leisure phenomenon as a mechanism of personal development, you will be challenged to develop an understanding of the significance of leisure to life and the impact of the leisure service industry.

# Catalog Description

Introduction of leisure in historical and contemporary perspectives. Exploration of leisure’s influence on individuals, societal institutions, and civic environments. Examination of the leisure phenomenon as a mechanism of personal growth, civic life, and community development. Investigation of leisure service providers. *Not for credit if earned credit in KNR 170.*

# Course Learning Objectives

Upon successful completion of this course, you will be able to:

1. Advocate for the significance of leisure, recreation, and play in society.
2. Examine the relationship between leisure behavior and human and community development.
3. Describe the major theories and concepts related to leisure and how they are studied.
4. Discuss the influential links between leisure and contemporary social institutions.
5. Analyze the relationships among culture, diversity, social justice, and leisure.
6. Distinguish between the types and historical evolution of leisure service delivery systems (public, nonprofit, and commercial).

# Our Responsibilities to One Another

As a community, this class will be spending a lot of time together over the next sixteen weeks. For that community to function well, we need to agree on a set of expectations that we will all follow.

## What We Should All Do

* Treat one another with respect, including using each other’s names and pronouns.
* It’s okay to disagree with one another, but we must always remain civil while disagreeing.
* When we are in our communal space, practice restraint with electronic distractions, to help create a space where everyone can focus and learn.
* Remember that we’re all starting at different places: there is no such thing as a stupid question.

What I Will Do For You

* Respond to your emails within two business days.
* Cultivate an atmosphere of respect by moderating in-class discussions.
* Be a resource for you when you need additional help with the content.
* Invite you to educate yourself further, should there be a moment in class that leads to a difficult dialogue.

# Required Textbook

* *An Introduction to Leisure and Society*, General Charles E. Hovey, Illinois State University Press, 2023.  
  $29.99, available at both Redbird Spirit Shop locations and through online retailers.
* If you are having difficulty acquiring a copy of the textbook, please contact me. You will need it starting the second week.

# Required Technology & Technology Support

* Additional readings, the syllabus, course announcements, and assignment submissions will occur in Canvas, so regular access to the internet and a laptop, tablet, or smartphone outside of class will be necessary for your success in this course.
* In class, we will frequently use [Nearpod](https://nearpod.com/), so you will need a laptop, tablet, or smartphone in class. You can install the app on your phone or tablet, but this isn’t required to participate.
* [Microsoft 365](https://help.illinoisstate.edu/technology/support-topics/communication-and-collaboration-tools/microsoft-365) (Word, Excel, PowerPoint, etc.) is available at no extra charge and can be installed on your personal devices. We will be using Word and PowerPoint in this class.
* Additionally, technology support can be found at <http://Help.IllinoisState.edu/Technology>, which includes hundreds of helpful articles on everything involving ISU technology, online chat, and phone support at [(309) 438-HELP](tel:3094384357) (4357). Walk-up support and computer repair and purchases are available from TechZone, located on the first floor of the Bone Student Center as well as [TechZone.IllinoisState.edu](https://techzone.illinoisstate.edu/).
* If you do not have access to the technology you will need to be successful in this course, please let me know and contact the Technology Support Center at [Help.IllinoisState.edu/Technology](http://Help.IllinoisState.edu/Technology) or (309) 438-HELP (4357) to discuss options.

# General Education Statement & Learning Objectives

This course fulfills the General Education Group 1 Individuals and Civic Life category. For more information on how you can meet your General Education program requirements, please consult the [University Catalog](https://illinoisstate.edu/catalog/undergraduate/general-education/program/) or contact your academic advisor.

In Individuals and Civic Life courses, students learn about functioning responsibly in their civic environment. Students develop an understanding of the complex interrelationships among people, political structures, and other dimensions of society, including the natural, social, business, and legal. Special attention will be given to the civic traditions of diverse cultures in United States society. The course helps students understand how in the past and in the present individual freedoms and social and political environments interact. The course should actively stimulate students to ponder the socially responsible choices that educated citizens who participate in shared governance make.

***Courses in the Individuals and Civic Life category of General Education address the following learning outcomes:***

**I. knowledge of diverse human cultures and the physical and natural world, allowing students to**

b. explain how the combination of the humanities, fine arts, natural and social sciences, and technology contribute to the quality of life for individuals and communities

c. experience and reflect on global issues

**II. intellectual and practical skills, allowing students to**

a. make informed judgments

b. analyze data to examine research questions and test hypotheses

*c. report information effectively and responsibly*

*d. write in a variety of genres, contexts, and disciplines*

*e. deliver purposeful presentations that inform attitudes or behaviors*

**III. personal and social responsibility, allowing students to**

b. interact competently in a variety of cultural contexts

c. demonstrate ethical decision making

d. demonstrate the ability to think reflectively

**IV. integrative and applied learning, allowing students to**

a. identify and solve problems

*b. transfer learning to novel situations*

*c. work effectively in teams*

Primary learning outcomes are indicated in plain text and secondary learning outcomes are indicated in italics.

# Topical Outline

A day-by-day schedule with specific readings and assignments is available on Canvas. Here’s a list of the general topics we will be covering in this course:

1. Foundational concepts of leisure and recreation (weeks 1-2)
   1. Definitions of leisure, recreation, and play
   2. Contemporary and historical expressions of leisure
   3. Leisure as a social and psychological experience
2. Leisure behavior and experience (weeks 3-6)
   1. Theories of leisure, recreation, and play
   2. Leisure through the lifespan
   3. Leisure’s impact on individual and community wellness
3. Leisure and today’s society (weeks 7-11)
   1. Leisure as a commodity (time, money, and activity)
   2. Equity, access, and social justice in relation to leisure
   3. Cultural perspectives on leisure
   4. Environmental impact of leisure choices
   5. Technology’s relationship with leisure behavior
   6. Economic impact and consumption of leisure
   7. Leisure’s relationship to work
   8. Leisure, civic life, and community development
   9. Leisure’s relationship to civic life
4. Leisure service providers (week 12-15)
   1. History of leisure service movements in the United States
   2. Types of leisure service delivery systems in the United States including public, nonprofit, and commercial.

# Readings

We will be reading *An Introduction to Leisure and Society* as indicated under the required textbook section. We will also be reading supplementary items, which will include excerpts of books, peer-reviewed articles, book chapters, and popular press material via both Milner Library and Canvas. These readings provide the most up-to-date literature on specific course topics.

Note: On the course schedule, readings are listed on the days by which they should be completed. For example, the reading listed for our third class meeting should be finished by the start of the third class meeting and is not the homework you would do after that meeting.

# Required Tasks and Assignments

This class consists of a mix of in-class and out-of-class activities that will ask you to demonstrate your learning and help you check your progress throughout the course. To the best of your ability, I’m asking you to do the following:

1. Complete homework assignments based on required readings.
2. Complete in-class participatory activities
3. Complete out-of-class projects to expand students’ understanding of leisure, adapted to the most up-to-date knowledge of leisure and issues in society, such as:
   1. Case study investigations of current topics, issues, and trends related to leisure
   2. Research projects related to the leisure resources available for different populations and communities
   3. Written or video discussion boards to reflect on student learning
   4. Personal reflections on students’ leisure lives
   5. Advocacy pieces describing the value of leisure to individuals and society to others.
4. Midterm exam, on October 10th
5. Final exam, TBA

Note: The final exam schedule will be released partway through the semester. When it’s available, I will add that date to Canvas. All other assignment deadlines are already on Canvas.

# Evaluation

## Grade Categories

In this course, we will be using weighted categories, meaning that certain types of assignments are collectively worth a percentage of the course. We will be using the Canvas gradebook, which will calculate your average automatically. The categories are:

1. Homework assignments (10%)
2. In-class participatory activities (15%)
3. Out-of-class projects (25%)
4. Midterm exam (25%)
5. Final exam (25%)

## **Grading Scale**

* A = 90.00% and greater
* B = 80.00% - 89.99%
* C = 70.00% - 79.99%
* D = 60.00% - 69.99%
* F = less than 60.00%

## Academic Integrity

You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the [Code of Student Conduct](https://deanofstudents.illinoisstate.edu/conduct/code/) and any additional syllabus language. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and/or unacknowledged collaboration on any work, or the presentation of someone else’s work, is plagiarism.

Content generated by an Artificial Intelligence third-party service or site (AI-generated content) without proper attribution or authorization is another form of plagiarism. If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as possible. Any allegation of academic dishonesty may be referred to [Student Conduct and Community Responsibilities](https://deanofstudents.illinoisstate.edu/conduct/), a unit of the Dean of Students

## Late Work and Extensions

I understand that you have other courses and a life to live, so I am more than happy to arrange an extension on a deadline if you email me at least 48 hours before the assignment is due. Late assignments without an arrangement in advance will be accepted with a 10% penalty per day. (Even 5 days late, 50% or 40% on an assignment is better than a zero!)

## Attendance

You are responsible for attending class and completing all assigned academic work. You should familiarize yourself with University policy to understand [which absences are excused and which are not](https://deanofstudents.illinoisstate.edu/contact/absence/). You are responsible for making arrangements with me to complete missed coursework after an excused absence. Follow the instructions in this syllabus about any additional absences I excuse for this class. If you need advice on how to manage an extended absence or want notification of your absence sent to your instructors, contact the [Dean of Students Office.](https://deanofstudents.illinoisstate.edu/contact/absence/) Note: there is no direct penalty for missing class, but participatory in-class assignments cannot be made up without arrangements in advance.

## Artificial Intelligence

In this course, students can use generative AI tools (such as ChatGPT or Adobe Firefly) to complete specific assignments, given instructor guidance and permission, so long as the use of generative AI tools is properly disclosed through in-text citations, quotations, and references. Please refer to the style manual that aligns with your discipline for specific guidelines for attribution. Note that any use of generative AI must be both responsible and ethical. This means that students using generative AI are required to comply with all privacy laws and research requirements to protect data and must have appropriate permissions to enter data into a generative AI tool. Students should clarify any questions on whether data or information may be entered into a generative AI tool with the instructor.

# Other Policies

## Absence for Bereavement, Active Military Duty, Serious Communicable Disease

If you need to miss class due to [the loss of a family member](https://policy.illinoisstate.edu/students/2-1-27/), active military duty, or [required quarantine/isolation for a serious communicable disease](https://policy.illinoisstate.edu/students/2-1-30/), contact the Dean of Students Office to request that a formal excused absence notice be sent to your instructors. The Dean of Students Office can send a courtesy notice to your instructors about other absences, but many other absences (including routine illness for which isolation/quarantine are not indicated) are governed by the absence policy for this course and are not excused under university policy.

### Other Absences

As responsible adults investing in their future, Illinois State University students are encouraged to take control of their own education, especially when life and health challenges interfere with the planned process. When students need to miss class, they must be swift and proactive in working with their instructors to take advantage of learning opportunities, develop mastery of course materials, meet the learning objectives as outlined in the course, and prepare themselves for more advanced learning.

## Title IX Assistance

Illinois State University’s Title IX Coordinator is available to assist students with coordinating specific actions, including reasonable modifications, to ensure equal access due to pregnancy or related conditions. This applies to pregnancy, childbirth, termination of pregnancy (either naturally or through medical means), lactation, and conditions related to or recovery from pregnancy, childbirth, termination, and lactation. The Title IX Coordinator can be reached in the Office of Equal Opportunity and Access at [(309) 438-3383](tel:3094383383), [EqualOpportunity@IllinoisState.edu](mailto:mailto:EqualOpportunity@IllinoisState.edu?subject=Title%20IX%20assistance), or by mail at Campus Box 1280, Normal, IL 61790-1280.

Office, for possible review. If found responsible for academic dishonesty, a grade penalty can also be applied.

## Campus Safety and Security

Illinois State University is committed to maintaining a safe environment for the University community. Please download the [SafeRedbirds app](https://saferedbirds.illinoisstate.edu/" \o "Download App), the official safety application for Illinois State University.  Students should also consult information posted in each classroom about emergency shelters and evacuation assembly areas (both are indicated on stickers inside every classroom).

## Constructive Conversations

Scholarly discourse or exchanges in an instructional setting may include diverse perspectives, and difficult situations sometimes arise in conversations between people with differing opinions. We may choose to turn contentious moments into valuable learning experiences for all and will work to agree on the following ground rules for constructive conversations:

* Constructive conversations should relate to course goals and objectives.
* Ensure everyone has an opportunity to speak and be heard.
* Listen actively without interrupting. Seek to understand before responding.
* Focus on ideas and arguments rather than attacking individuals.
* Respect and maintain privacy regarding personal disclosures made during discussions.
* Be open to considering different viewpoints and willing to consider new information.

## Classroom Behavior

In the classroom and other learning environments, you are expected to conduct yourself in a manner consistent with Illinois State University’s [Code of Student Conduct and you should familiarize yourself with the University Classroom Disruption Policy 4.1.17](https://policy.illinoisstate.edu/academic/4-1-17/).

Disruptive student conduct is behavior in a classroom or other learning environment (including in person and virtual learning environment in both on and off campus locations) that disrupts the educational process. Examples of disruptive behavior include, but are not limited to, the following:

* threatening, intimidating, or other inappropriate behavior toward the instructor or classmates
* persisting in disruptive personal conversations with other class members
* unreasonable interference with class discussion or activities
* repeated interruptions by electronic devices
* refusing to follow the direction of the instructor or other university official
* leaving and entering class frequently without notifying the instructor of illness or other extenuating circumstances

Students who demonstrate disruptive class behavior may be removed from the classroom for the remainder of that class session and/or may be referred to the Dean of Student Office in accordance with the Student Code of Conduct Policy 4-1-17.

## Religious Accommodations

The University provides reasonable accommodations for students’ sincerely held religious beliefs or practices except where such an accommodation would fundamentally alter the curriculum or academic program.  Students seeking religious accommodations should submit a completed request for accommodation form (available on the [SAAS website](https://studentaccess.illinoisstate.edu/students/accommodations/religious/)) to Student Access and Accommodation Services.  10 days’ notice prior to the proposed start date for the requested accommodation is requested.

## Equity, Diversity, Access & Belonging

ISU is committed to creating and maintaining a learning environment that is welcoming, supportive, respectful, inclusive, diverse, and free from discrimination and harassment. University classrooms are perhaps the most diverse learning environment in which you have ever been. We will most often be speaking across differences—sex, gender, sexuality, race, nation, economic class, religion, age, ability, political views, and more. This diversity will be an asset to our discussions and other learning experiences in this course. I encourage you to consider the experiences of your classmates to be equally valuable as your own.   For resources on reporting concerns, please contact the [Dean on Duty](https://deanofstudents.illinoisstate.edu/contact/#dean-on-duty).

## Land Acknowledgement

Illinois State University was built on the land of multiple native nations. These lands were the traditional birthright of Indigenous people who were forcibly removed and have faced centuries of struggle for survival and identity in the wake of dispossession and displacement. We would like to acknowledge that our campus sits on the lands that were once home to the Illini, Peoria and the Myaamia, and later due to colonial encroachment and displacement to the Fox, Potawatomi, Sauk, Shawnee, Winnebago, Ioway, Mascouten, Piankashaw, Wea, and Kickapoo Nations. We also express honor to those Indigenous people who we may have excluded in this acknowledgement due to erasure and historical inaccuracy.

## Mental Health

Life at college can get complicated. If you’re feeling stressed, overwhelmed, lost, anxious, depressed or are struggling with personal issues, do not hesitate to call or visit [Student Counseling Services](https://counseling.illinoisstate.edu/) (SCS) at 320 Student Services Building, [(309) 438-3655)](tel:3094383655). SCS services are free and confidential.

If you are worried about a friend, you can call SCS and ask to speak to a counselor for ideas on how to help. The[Kognito simulation](https://counseling.illinoisstate.edu/outreach/kognito/), available through SCS's webpage, can also help you learn how to assist your friend with connecting to services.

## Student Navigator Program

The Student Navigator program is a student-led, peer-to-peer initiative in the Dean of Students Office designed to assist students facing economic hardships and basic needs crises. Referrals are available to resources for food, textbooks, housing, finances, health, and more.

For more information, please visit the following link: <https://deanofstudents.illinoisstate.edu/services/student-navigator/>

## Video Recording & Photography

Students who wish to use phones or other audio or video devices to record classroom lectures/discussions or take photographs must obtain written permission from the instructor except with an approved accommodation from [Student Access and Accommodations Services](https://studentaccess.illinoisstate.edu/). Approved recordings are to be used solely for the purposes of individual or group study with other students enrolled in the class. They may not be reproduced, shared with those not enrolled in the class, or uploaded to publicly accessible web environments. Violation of this classroom rule may result in referral to the Student Conduct and Community Responsibilities (SCCR) office for disciplinary action.