

PRT 3310: Leisure Behavior and Human Diversity

Spring 2021

Asynchronous Online Course

3 Credits

Instructor: Joel Agate, PhD MBA, he/him/his

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Office Hours/Location: Remote, online meetings by appointment

Course Description:

This course explores leisure and recreation behavior and the social and psychological impact across a wide variety of dominant and non-dominant populations including: ethnicity, ability, gender, age, religion and nationality. This course fulfills the University diversity requirement.

Pre- or co-requisites: None

Required Materials:

Required: Banaji, M. R., & Greenwald, A. G. (2016). Blindspot: Hidden Biases of Good People. New York, NY: Bantam Books.

All other required course materials and readings are available through the modules. If there is a problem with a link or a video, I would appreciate you informing me so I can review and correct the issue.

*Students are also encouraged to acquire or identify ready access to a copy of the American Psychological Association Publication Manual (7th Edition) for referencing purposes.

Canvas is where course content, grades, and communication will reside for this course.

- <http://utah.instructure.com>
 - Your **username** is your **U#**, and your **password** is your global password (the same one you use for CIS or UMail).
- For [Canvas](#) questions, contact the [Teaching and Learning Technologies](#).
 - 801 581-6112
 - classhelp@utah.edu
- For passwords or any other computer-related technical support contact the [IT Help Desk \(Links to an external site.\)](#).
 - 801 581-4000
 - <http://it.utah.edu> (Links to an external site.)
 - helpdesk@utah.edu

Student Learning Outcomes:

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

- Examine the significance of the human life cycle as it relates to leisure and leisure behavior.
- Recognize the significance of the psychological, sociological, and physiological significance of play, recreation, and leisure for all populations in a variety of settings.
- Appropriately use terminology to discuss concepts of leisure, play, and recreation among diverse populations.
- Explain theories related to non-dominant groups or segments of the population and identify federal legislation that ensures equal access to park, recreation, and tourism services.
- Identify sources for getting information on disabilities, people with disabilities, and social handicapping situations.

Teaching and Learning Methods:

Technology

This is an online course conducted via Canvas. The [U of U Canvas Student Orientation](#) and [Canvas Student Quickstart Guide](#) have been created to help you use Canvas to its fullest potential by providing tutorials and tech support. It is your responsibility to acquire the technological skills necessary to complete the course. If you have any issues, please contact tech support. (Note that Internet Explorer 9 is no longer supported; Canvas will only support the latest two versions of any browser.)

For an online class, students will need to ensure that devices meet minimum technical requirements:

- Access to email and the Internet
- The most recent update of your preferred internet browser (e.g., Internet Explorer, Mozilla Firefox, Safari, Google Chrome).
- Current version of an operating system, a word processing package, a spreadsheet package, presentation software, and the Macromedia Flash Player (www.macromedia.com)
- This course involves sending and receiving large files of information and potentially taking advantage of online proctoring and consulting with the professor. For these purposes, a high speed internet connection and up to date computer to handle high speed internet is advantageous, and may be necessary.

Course Communications

It is very important that you have your notification preferences setup so that you receive all communications in this course. If you prefer an outside email provider (e.g., gmail, hotmail, etc.), please link it to your Umail so as to be sure to receive all communications and Canvas Messages. In order to facilitate communication in this course, I will post

"Announcements," and I will send emails using Canvas Messages. Emails may be sent to individuals or to the class as a group. I will periodically submit assignment comments as well. These are posted to specific assignments, but you can receive them through your email as well if you have your notification settings setup to do so.

If you have a question about course policies or assignments, please review this syllabus or the assignment information to find the answer before you email the professor. You may find that the answer you are looking for is already available to you. If you cannot find the answer, email the professor, with the details of your question. Recognizing that the professor is not always checking email, allow at least 48 hours during the work week, and maybe longer on the weekend, during holidays or if traveling for a response.

Teaching and Learning Methods

This course is taught online via Canvas using a series of structured learning modules, directed activities, and streaming video. Your learning activities will include reading and analyzing online text, video, and audio materials, as well as individual and group asynchronous (i.e., not in realtime) online discussions. For added learning, asynchronous meetings may be held at different points throughout the semester.

To be successful in this online course, you must be willing to allocate sufficient time to access course materials, participate in discussions, and complete all of the assignments. Similar to traditional classroom courses, you will interact with the content, your teacher, and possibly your classmates regularly. You should plan on devoting 8-10 hours per week to this class.

Course Organization

The course has been organized around weekly learning modules. Each module is a "one-stop shop" that includes the week's learning materials and learning activities.

To find the learning modules, simply visit the Canvas homepage (Home) for this course. Each module is labelled according to the course week and calendar dates.

Assignments:

- A variety of assignments are included in this course, including quizzes, discussions, hands-on experiences, and reflection papers. Assignment instructions are provided on the Assignments page within Canvas. **All assignments will be due on Sundays at 11:59 pm.**
 - Complete assigned weekly readings
 - Orientation Assignments
 - Diversity Visitation Experience (DVE)
 - Other assignments in Canvas
 - Three quizzes
 - Final Exam

Grading:

Orientation Related Assignments	30
Diversity Visualization Experience	130
Additional assignments	55
Quizzes	50
Final Exam	100
Total	365

Grading Scale:

Range		Grade	Range		Grade	Range		Grade
93	100	A	80	82.99	B-	67	69.99	D+
90	92.99	A-	77	79.99	C+	63	66.99	D
87	89.99	B+	73	76.99	C	60	62.99	D-
83	86.99	B	70	72.99	C-	0	59.99	E

Course Schedule:

Note: Our schedule is subject to revision based on the needs of our class; any updates will be made available for students through Canvas.

Week	Date	Topics, Readings, Assignments, Due Dates
1	1/19-24	Course preparation and introductions
2	1/25-31	Leisure for health and wellness
3	2/1-7	Leisure across the lifespan
4	2/8-15	Social justice frameworks and regulations
5	2/16-21	Conceptual foundations of prejudice and discrimination (part 1)
6	2/22-28	Conceptual foundations of prejudice and discrimination (part 2)
7	3/1-7	Stereotype threat and implicit bias
8	3/8-14	Cultural competence
9	3/15-21	Populations: People with disabilities (part 1)
10	3/22-28	Populations: People with disabilities (part 2)
11	3/29-4/4	Populations: Sex, gender and sexuality
12	4/5-11	Populations: Race & ethnicity
13	4/12-18	Populations: Social class
14	4/19-25	Tying it together (How prejudice affects life experiences of different populations)
15	4/26-4/27	Wrap Up
16	4/29-5/5	Final Exam

Course Policies:

1. All course materials are provided through the course page in Canvas.
2. All written assignments should be submitted through the appropriate portal provided on Canvas unless otherwise specified. They should be typed in Times New Roman 12-point font, double spaced, and be written using proper grammar, spelling, subheadings for clarity, and APA format as necessary.
3. Some assignments require you to submit a file via Canvas. Acceptable file formats are Word (.doc, .docx), and PDF (.pdf). In some cases, you may also submit the assignment by copying and pasting the text into the assignment box. When you submit assignments, you do not need to post a comment saying that you submitted your assignment. Canvas will automatically notify me of your submission.
4. APA formatting is required for citing any references you use. (Note: not all readings on Canvas are listed in APA format as some are posted by outside parties (e.g., library) when requested by the professor. Students are responsible for ensuring that all references are properly cited in their assignments).
5. Students are expected to actively participate in class. This includes completing all assignments on time and actively engaging in discussion boards as assigned.
6. All online communications will adhere to courteous and respectful content standards. Online messages will be written in complete sentences with meaningful and thoughtful comments. Students will also respect each other's right to express personal opinions freely during discussion posts. For emails, use of a greeting, subject content (including the course number), and signature are required.
7. Drop boxes will close at set times, so work must be submitted before the posted deadlines. Late work will not be accepted. Assignments that are emailed to the professor or submitted in hard copy form will also not be accepted. Assignments not received will receive a grade of zero.
8. Quizzes and exams will NOT be accepted late. Otherwise, late assignments will be penalized 10% per day, up to a maximum of 30%. Assignments will NOT be accepted more than three days after the due date. For example, if an assignment is due on Sunday at 11:59pm, then anything turned in on Monday after the start of class will be deducted 10%; 20% if turned in on Tuesday, and 30% if turned in on Wednesday. All assignments not turned in by 11:59pm the Wednesday after they are due will receive a "0" in gradebook.
9. I will do my best to grade and return assignments in a timely fashion. If you wish to challenge a grade you receive on an assignment, you are free to do so. Challenges must be submitted in writing with an explanation of your specific challenge(s) to the grade. Challenges must be received within 1 week of the date the assignment is

returned, and I will consider your challenge based on the requirements of the assignment and the degree to which they were met.

Other information:

- 1. Covid –19 Information:** Based on CDC guidelines, the University requires everyone to wear face coverings in shared public spaces on campus, including our classroom. As a reminder, when I wear a face covering, I am protecting you. When you wear a face covering, you are protecting me and all of your classmates. If you forget your face covering, I will ask you to leave class to retrieve it. If you repeatedly fail to wear a face covering in class, I will refer you to the Dean of Students for a possible violation of the 2 Student Code. Note that some students may qualify for accommodations through the Americans with Disabilities Act (ADA). If you think you meet these criteria and desire an exception to the face covering policy, contact the Center for Disability and Access (CDA). Accommodations should be obtained prior to the first day of class so that I am notified by CDA of any students who are not required to wear a face covering.
- 2. The Americans with Disabilities Act.** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access (CDA; <http://disability.utah.edu/>; 162 Olpin Union Building; 801-581-5020). CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the CDA.
- 3. Addressing Sexual Misconduct.** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
- 4. The Code of Student Rights and Responsibilities.** The code, which specifies student rights as well as conduct involving cheating, plagiarism, collusion, fraud, theft, etc., is provided at <http://regulations.utah.edu/academics/6-400.php>.
- 5. Wellness Statement.** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's

ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness, <http://wellness.utah.edu/>; 801-581-7776.

6. **University Safety Statement:** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu
7. **Drop/Withdrawal.** The last day to drop (delete) classes is [date]; the last day to withdraw from this class is [date]. Please check the academic calendar for more information pertaining to dropping and withdrawing from a course. Withdrawing from a course and other matters of registration are the student's responsibility.
8. **Veterans Center.** If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 418 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.
9. **LGBT Resource Center.** If you are a member of the LGBTQ community, I want you to know that my classroom is a safe environment. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building; their hours are M-F 8-5 pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.
10. **Learners of English as an Additional/Second Language.** If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.