

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: SOCE/RECR 150
Course Title: Play Across Cultures

Year: 2019-2020
Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

Play Across Cultures is intended to increase students' awareness of how play, especially young peoples' play, and celebration, are both different and alike around the world. As a result, student interest and appreciation of contrasting cultures, and respect for cultural differences are fostered. The course satisfies the SUNY General Education Other World Civilizations requirement. Prerequisites: RDNG 099 if required by placement testing; prior completion or concurrent enrollment in ENGL 101. 3 Cr. (3 Lec.) Fall and spring semesters.

Course Context/Audience

Play Across Cultures is open to all TC3 students. It fulfills the SUNY General Education Other World Civilizations requirement. Students will be exposed to at least six different world cultures with a focus on young people's play and celebration. Students will be able to examine the differences and similarities in young people's play and celebration around the world and gain an enhanced understanding of the childhood experience in diverse cultures. For each culture studied, students compile what is called a context report, which sets the scene for engaging in some of the traditional and contemporary games, activities and celebrations of the young people of the cultures. Comparisons with American society are made during context reports and are part of each examination.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.

Math: M0 Course requires very little or no math.

Reading: R2 Before taking this course, students must have a C or better in RDNG 099 or assessment indicating that RDNG 099 was not required.

Course Goals

Upon successful completion of this course, the student will have an enhanced understanding/appreciation of:

1. The importance of play and celebration in the lives of people, especially young people, around the world;
2. Differences and similarities in peoples', especially young peoples', play and celebration around the world;
3. Contrasting cultures;
4. The unique contributions of diverse cultural groups and multicultural activities to one's own play and celebration;
5. The childhood experiences of diverse cultures.

Course Objectives/Topics

Revised Spr 14

Objective/Topic	% Course
The student will be able to explain and define play, play theories, culture and celebration. The student will also be able to explain the various categories and types of children's play.	5-15%
The student will be able to explain the importance and symbolism of play for different cultures around the world.	5-15%
The student will demonstrate basic leadership techniques while facilitating activities and games.	5-15%
The student will research, present information on a specific culture and then lead several play-based activities from a selected world region.	20-30%
The student will be able to explain the experience of play and the living conditions for children from both a historical and contemporary perspective in the United States.	5-15%
The student will be able to compare and contrast play in the student's own culture with play in other cultures.	10-20%
The student will research, explain and present cultural demographic information including: location/geography, population, economy, religion, language, and education.	10-20%
The student will research, explain and present information on the living conditions and various social issues that impact children's lives from a global perspective.	5-15%

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>Students will explore the symbolic aspects of play by questioning its relationship to various cultures.</p> <p>Students will complete several assignments that will require the collection, synthesis, analysis and the reporting of information about various cultures' play and celebration.</p> <p>Through reading, researching and participating, students will learn to compare and contrast their own play and celebration with the various experiences of other cultures.</p>
SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. <p>Students will understand that their actions have social, economic and environmental consequences.</p>	<p>Student research and class discussions will offer students a more in-depth perspective regarding differences between their own culture and those of others. By examining the various lifestyles and experiences of other cultures, students will gain a broader perspective on social issues for children.</p>

Instructional Methods

The following learning activities/formats are recommended for this course:

Revised Spr 14

1. Lectures / In-class exercises
2. In-class activities
3. Group and individual presentations
4. Research projects and papers
5. Experiential education model

Methods of Assessment/Evaluation

Method	% Course Grade
Quizzes and exams	10-40%
Portfolio	10-20%
Written assignments (compare and contrast papers)	10-30%
Reports and presentations	0-40%
Attendance and/or participation	0-20%
NOTE: The course instructor, with approval of the program chair, can make changes to evaluation methods.	

Text(s)

Recommended:

Barbarash, L. (1997). *Multicultural games*. Champaign, Illinois: Human Kinetics Publishers.

Required

Kirchner, G. (2000). *Children's games from around the world* (2nd ed.). Boston: Allyn and Bacon.

Bibliography

Barbarash, L. (1997). *Multicultural games*. Champaign, Illinois: Human Kinetics Publishers.

Braman, A.N. (2002). *Kids around the world play!: The best fun and games from many lands*. John Wiley and Sons, Inc. New York.

Corbett, D., Cheffers, J., & Sullivan, E. (Eds.). (2001). *Unique games and sports around the world: A reference guide*. Westport, CT: Greenwood Press.

Cordes, K.A. & Ibrahim, H.M. (2003) *Applications in recreation and leisure: for today and the future*. 3rd ed. New York, NY. McGraw Hill.

Edginton, Jordan, DeGraaf, and Edginton (2005). *Leisure and Life Satisfaction: Foundational Perspectives*, 4th ed., New York, NY. McGraw Hill

Johnson, A. J. (1995) *String Games from around the world*. Klutz, Palo Alto, CA.

Kaminski, R. & Sierra, J. (1995) *Children's Traditional Games: Games from 137 Countries and Cultures*. Phoenix, Arizona: Oryx Press.

Kirchner, G. (2000). *Children's games from around the world* (2nd ed.). Boston: Allyn and Bacon.

Lefevre, D. (2002). *Best new games: 77 games and 7 trust activities for all ages and abilities*. Champaign, Illinois: Human Kinetics Publishers

Mager, R. F. (1997). *Preparing instructional objectives* (3rd edition). Atlanta, GA: Center for Effective Performance.

Orlando, L. (1993). *The Multicultural Game Book: More than 70 traditional games from 30 countries*. Scholastic Professional Books, New York

Powers, P. (1991). *Activity gourmet*. State College, PA: Venture Publishing.

Ripoll, O. (ND). *Play with us: 100 games from around the world*. Chicago Review Press

Other Learning Resources
Audiovisual No resources specified
Electronic Infotrac, Proquest and other databases in the library provide a variety of scholarly material in the field of cross-cultural play. Internet site such as CIA WorldFactbook (https://www.cia.gov/library/publications/the-world-factbook/).
Other The librarians will provide any bibliographic instruction or other services when requested.