

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: RECR150

Year: 2024-2025

Course Title: Play Across Diverse Cultures

Credit Hours: 3

I. Course Description: This course is a study of the similarities and differences in young peoples' play and celebration through an examination of world cultures. Through play, culture is both learned and perpetuated. Play Across Diverse Cultures is intended to increase awareness of how play, especially young peoples' play, and celebration, are both different and alike around the world. Students will examine examples of the impact of structure and dynamics of power, privilege, oppression, opportunities, and social justice action on the play and celebration of cultures examined. The course fosters development of interest in, appreciation of, and respect for, contrasting cultures and cultural differences, historic influences and understanding of diversity, equity, inclusion, and social justice. The course satisfies the SUNY General Education Diversity: Equity, Inclusion and Social Justice and the SUNY General Education World History and Global Awareness. Prerequisites: prior completion of, or concurrent enrollment in, ENGL100 if required by placement. 3 Cr. (3 Lec.) Fall and spring semester.

II. Additional Course Information:

1. Play Across Diverse Cultures is open to all students and fulfills the SUNY General Education Diversity: Equity, Inclusion and Social Justice and World History and Global Awareness knowledge and skills areas
2. For each culture studied, students compile a context/research report, which sets the scene for engaging in some of the traditional and contemporary games, activities, celebrations, history and diversity of the people of the cultures. Comparisons with American society are made during context reports and are part of each examination.
3. This course requires students to research, write a report, and present to the class information about countries and people around the world. Students will also be leading their peers and participating in games and activities from the countries studied. Physical participation in games and activities is a required part of this course. Accommodations will be made for students with disabilities that impact their ability to participate.

III. Student Learning Outcomes

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

1. Explain the importance/symbolism of play, recreation, and celebration experiences in the lives of people, especially young people, around the world.
2. Compare and contrast rights, access, equity, and ways of life for a diversity of individuals of different cultures, including their own and provide examples of the structure/dynamics of power, privilege, oppression, opportunities and social justice action for a specific culture.
3. Define recreation, play, play theories, culture, celebration, race, class, and gender and explain how these concepts interact with each other and shape the development of individuals and cultures around the world.
4. Research and communicate information; including location/geography, population, economy, religion, language, education, sustainability, and the historic relationships of a specific culture.
5. Outline the key historic markers of specified region or country and the interrelationships among civilization and cultures.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General

Education Outcomes

Tompkins Cortland ILOs

Complete this section for “service” courses only (e.g. courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

- ☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.
- ☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.
- ☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.
- ☐ Use technology appropriate to their discipline.
- ☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes

Complete this section for program-specific courses (e.g. those that share the same 4 letter designation as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program

Recreation Leadership A.S. and Outdoor Recreation A.S. and Recreation: Exercise Studies A.S.

PLO - effectively communicate with others, both orally and in writing

Course SLO:

Research and communicate information; including location/geography, population, economy, religion, language, education, sustainability, and the historic relationships of a specific culture

PLO – (Recreation Leadership, and Outdoor Recreation) describe/explain the role of the recreation professional as an advocate for leisure, diversity, human rights and services for individuals with illnesses and disabilities

PLO – (Recreation: Exercise Studies) describe/explain the role of the personal fitness professional as an advocate for leisure, diversity, personal health, fitness and services for all individuals.

Course SLO:

Compare and contrast rights, access, equity, and ways of life for a diversity of individuals of different cultures, including their own and provide examples of the structure/dynamics of power, privilege, oppression, opportunities and social justice action for a specific culture.

SUNY General Education Outcomes

If this course **assesses** a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING - Students will:

- a. identify, analyze, and evaluate arguments as they occur in their own or others' work; and
- b. develop well-reasoned arguments.

☐ INFORMATION MANAGEMENT - Students will:

- a. perform the basic operations of personal computer use;
- b. understand and use basic research techniques; and
- c. locate, evaluate and synthesize information from a variety of sources.

☒ GENERAL EDUCATION CATEGORY - **Area(s): Diversity: Equity, Inclusion and Social Justice and Other World Civilizations**

For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category:

I. SUNY Learning Outcomes

Students will

- describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender;
Course SLO:
3. Define recreation, play, play theories, culture, celebration, race, class, and gender and explain how these concepts interact with each other and shape the development of individuals and cultures around the world.
- analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity; and
Course SLO:
2. Compare and contrast rights, access, equity, and ways of life for a diversity of individuals of different cultures, including their own.
- apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.
Course SLO:
1. Explain the importance/symbolism of play, recreation, and celebration experiences in the lives of people, especially young people, around the world

Area(s): World History and Global Awareness

For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category.

II. SUNY Learning Outcomes

Students will

- demonstrate knowledge of a broad outline of world history and/or the development of the distinctive features of at least one civilization or culture in relation to other regions of the world;;

4. Research and communicate information; including location/geography, population, economy, religion, language, education, sustainability, and the historic relationships of a specific culture.

5. Outline the key historic markers of specified region or country and the interrelationships among civilization and cultures.

- demonstrate an understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing and sustainability

Course SLOs:

4. Research and communicate information; including location/geography, population, economy, religion, language, education, sustainability, and the historic relationships of a specific culture.

5. Outline the key historic markers of specified region or country and the interrelationships among civilization and cultures.

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Outcomes.

V. Essential Topics/Themes

1. Concepts of recreation, leisure, play, play theories, and types of play
2. Identity: race, class, gender, sexuality and other core dimensions of diversity
3. Power, privilege, oppression, opportunity, rights, access, equity, autonomous participation and social justice
4. Country, culture, history and diversity research
5. Social and cultural understanding and bias including diversity, multiculturalism, ethnocentrism, values, socio-cultural evolution, high culture, pop culture, sub culture, counter culture, and cultural relativism
6. Play linked to culture and use of play in business, education and life
7. Comparing and contrasting diverse cultures, world views, and perspectives.
8. Outlining the development of world cultures through historic events.
9. Activity leadership presentation basics
10. Country and presentation assignment requirements

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Quizzes and exams	20-35
2. Written assignments (Country and Activity Reports)	15-30%
3. Attendance, participation, and/or evaluation	10-30%
4. Presentations (Country and Activity Presentation)	20-50%
NOTE: The course instructor, with approval of the program chair, can make changes to evaluation methods.	

VII. Texts – None

VIII. Bibliography of Supplemental Materials

1. Allison, M.T. & Schneider, I. <i>Diversity and the Recreation Profession</i> . 2008. Venture Publishing, Inc., State College, PA.
2. Anderson and Kress. <i>Inclusion: Including People with Disabilities in Parks and Recreation Opportunities</i> . Venture Publishing, Inc., State College, PA.
3. Barbarash, L. (1997). <i>Multicultural Games</i> . Champaign, Illinois: Human Kinetics Publishers
4. Kirchner, G. (2000). <i>Children's Games from Around the World</i> . (2nd ed.). Boston: Allyn and Bacon
5. Braman, A.N. (2002). <i>Kids Around the World Play!: The Best Fun and Games from Many Lands</i> . John Wiley and Sons, Inc. New York.
6. Corbett, D., Cheffers, J., & Sullivan, E. (Eds.). (2001). <i>Unique Games and Sports Around the World: A Reference Guide</i> . Westport, CT: Greenwood Press.

7. Johnson, A. J. (1995) <i>String Games from Around the World</i> . Klutz, Palo Alto, CA
8. Kaminski, R. & Sierra, J. (1995) <i>Children's Traditional Games: Games from 137 Countries and Cultures</i> . Phoenix, Arizona: Oryx Press.
9. Lefevre, D. (2002). <i>Best New Games: 77 Games and 7 Trust Activities for All Ages and Abilities</i> . Champaign, Illinois: Human Kinetics Publishers
10. Orlando, L. (1993). <i>The Multicultural Game Book: More Than 70 Traditional Games from 30 Countries</i> . Scholastic Professional Books, New York
11. Powers, P. (1991). <i>Activity Gourmet</i> . State College, PA: Venture Publishing
12. Ripoll, O. (ND). <i>Play With Us: 100 Games from Around the World</i> . Chicago Review Pres

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: None specified

Electronic:

- Internet sites such as CIA WorldFactbook (<https://www.cia.gov/library/publications/the-world-factbook/>)
- Databases containing information about countries and culture, including on-line encyclopedias

Other: None specified

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 academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.