

University of North Texas
Department of Kinesiology, Health Promotion, and Recreation

Spring 2019

RESM 3450 – Diversity in Recreation, Event and Sport Services

Wednesday – 3:30 – 4:50PM Wooten Hall 233 and on-line

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Office Location & Hours
PEB – Room 205K
After class; Wednesday – 5-6:30pm
Appointments welcomed

Purpose of the Course:

To examine the impact of social class, ethnicity and race, gender, age, sexual identity, religion, appearances, and abilities on programs and services related to recreation, events, and sport management; to understand the dynamics and intersectionality of individual identities as they relate to engaging in recreation and sport activities and events; and to embrace diversity and inclusion in professional practice.

Student Learning Outcomes:

1. Know the major laws and court decisions protecting diverse populations and their implications for recreation, park, event, and sport delivery.
2. Define leisure and recreation constraints that are experienced by diverse populations.
3. Identify major demographic changes in the United States and understand the implications these changes have for recreation, event, park, and sport delivery.
4. Describe the nature of prejudice and discrimination as it relates to recreation, event, park, and sport, behaviors and service delivery.
5. Develop a multicultural perspective related to recreation, park, sport, and/or event professions.

Text:

Diversity and Inclusion in Sport Organizations (3rd Edition), Cunningham, George B., Holcomb Hathaway, Publishers, 2015, ISBN print: 978-1-62159-040-8; ISBN ebook: 978-1-62159-041-5.

Methods of Instruction:

Lectures, videos, readings, research, discussions, exams, reflections, writing assignments, self-learning with a mentor, on-line, and in-class exercises.

Course Requirements:

- On-line Discussions and Reflections. 4 reflections (Reflection 1 worth 15 points and Reflections 2, 3, and 4 worth 20 points (75 points)
- Two Exams: Exam 1 = 75 points and Exam 2 = 75 points (150 points)
- Diversity Mentor Research and Reflection Paper: (125 points)
 - a. Selection & Description of Mentor – 15 points
 - b. Identification of Activities with Mentor – 10 points
 - c. Diversity Mentor Research and Reflection Paper – 100 points
- Group Current Event Selection and Presentation: (25 points)

RESM 3450 Assignments	Value	Due Dates
Reflection 1	15	01/30
Reflections 2 and Selection of Mentor and Identification of Difference	20 15	 02/13
Exam I	75	02/27
Identification of Activities with Mentor – Dates, Times, Places	10	03/06
Reflection 3	20	03/20
Reflection 4	20	04/03
Diversity Mentor Paper	100	04/17
Group Current Event Discussion and Presentation	25	As Assigned
Exam 2	75	05/09 1:30PM
Total	375	

Course Grading

A = 375 – 338 points

B = 337 – 300 points

C = 299 – 263 points

D = 262 – 225 points

F = Less than 225

Students with Disabilities

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. The student has the responsibility of informing the course instructor of any disabling conditions that will require course modifications. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

Family Educational Rights and Privacy Act (FERPA Information):

Students have the right to expect their grades will be kept confidential. There are a few things, because of the size of the size and/or nature of the class, the instructor must advise you of regarding collection and distribution of test results, quiz scores, assignments, projects, etc. During this class it may be necessary for you to pass your assignments forward to the instructor or it may be necessary for the instructor to call your name and then return your completed assignment to you by passing it across the room. The instructor, under the reasonable assumption guidelines, assumes students are collecting ONLY their own materials. Every attempt will be made to keep your information confidential. Neither your course grades nor grades for any individual assignment will be posted in a way that could result in your being identified by other students or faculty members.

Scholastic Dishonesty

Consistent with the University of North Texas, scholastic dishonesty could result in you failing the course. The course will be governed by all policies described in the ***UNT Code of Student Conduct*** and ***UNT policy on Student Standards for Academic Integrity***. If you are unsure about an academic behavior, please ask.

Classroom Norms and Expectations

As discussed and agreed on in class. We will minimize technology; read and watch assigned materials; come prepared to discuss and share ideas, engage in conversation, and listen to each other; and demonstrate respect for ideas that may be sensitive or different. By preparing and engaging in class, we will accomplish our work effectively and efficiently. We will function as a group, so if one person is not following norms and expectations, it impacts all.

Eagle Mail (e-mail) and Blackboard

Please activate and regularly check your Eagle Mail and RESM 3450 Canvas website for announcements and updates. All course materials will be posted on Canvas.

Syllabus

The instructor may change this course syllabus at any time during the course.

Tentative Course Calendar

Jan. 16	<i>Course Introduction, Setting Course Norms and Expectations, and What is Diversity and Why is It Relevant to You and RESM Professions?</i>
Jan. 23	<i>Diversity and Inclusion – Read Chapters 1 and 2</i>

Jan. 30

On-line Class: Stereotypes, Prejudice, and Discrimination – Read Chapter 3
Identify a Mentor (NO In-Class Session)

Be prepared to discuss the three components of bias - Stereotypes, Prejudice, and Discrimination on February 6

Reflection 1 Due On-line

Reflection 1: Answer the following questions and briefly discuss your responses.
Questions are related to Chapter 2

- 1. What category/class of theories appeared most relevant to you related to diversity and inclusion based on what type of career you want? Identify the category and relate it to your career choice.
- 2. Define intersectionality as it relates to diversity, and give an example that you have experienced or observed?
- 3. What was one thing you had not thought about before reading Chapter 2?

Feb. 6

Race and Ethnicity – Read Chapter 4 and Discussion of Mentor Paper – Group 1: Current Event

Watch: <https://www.youtube.com/watch?v=SElIRufjSMw>

Watch: <http://www.pbs.org/wgbh/frontline/film/class-divided/>

Be prepared to discuss the assigned readings:

- "The Hiring of Black Coaches" and
- "Brain and Brawn: Intercollegiate Athletics Leaders."

Feb. 13

The Effect of Gender – Why Explore Gender and Sex? – Read Chapter 5 - Group 2

- Watch: <https://www.youtube.com/watch?v=QEk9GFh7bPc>
- Watch: https://www.youtube.com/watch?v=u3QT_Cn_c2I

- **Reflection 2. Answer the following questions and briefly discuss your responses.** Questions relate to videos.

1. What is your biggest take away from watching a video about a Chinese, female who is passionate about basketball?
2. What do you think is the greatest challenge someone like Judy MacLeod faces on a daily basis?
3. Does gender matter in the RESM field? Why or Why not?
4. Identify a recreation, sport, or leisure activity that is gender stereotyped? How could you begin to address this stereotype?

Reflection 2 - Due On-line

Selection of Mentor, and Identification of Difference - Due On-line

- Feb. 20 *Aging and Generational Differences - Read Chapter 6 - Group 3*
- Watch: <https://www.youtube.com/watch?v=Dg99LxpLKkU>
<https://www.youtube.com/watch?v=tlj7wmjVb8o>
<https://www.youtube.com/watch?v=xYlrOOmK-V0>
- Think about stereotypes – positive and negative related to aging. Be prepared to discuss your thoughts about aging and older adults and how RESM professionals will service them today and in the future.
- Feb. 27 **Exam 1 (Chapters 1-6, reading materials, videos, on-line resources, and class discussion)**
- Feb. 28 UNT Equity and Diversity Conference: Please register (free) – Extra Credit
- <https://edo.unt.edu/equity-and-diversity-conference>
- March 7 *Abilities - Read Chapter 7 - Group 4*
- Watch: <https://www.youtube.com/watch?v=tjZQwoR2Bkg>
 - Watch: <https://www.youtube.com/watch?v=oQjno3rA8e0>
 - Read: Learn More about the Americans with Disabilities Act
<https://adata.org/learn-about-ada>
- Due: Identification of Activities with Mentor - What, When (date, time). Where, Why, and How?**
- March 13 Happy Spring Break – Enjoy and Be Safe
- March 20 *Appearances - Read Chapter 8 - Group 5*
- Watch: <https://www.youtube.com/watch?v=WlZNrimhXiM>
<https://www.youtube.com/watch?v=FD6pCIMCDNI>
 - Read:
<https://wordpress.philau.edu/thevoice/2015/11/the-naked-truth-appearance-discrimination-in-the-workplace/>
- Please come prepared to discuss how appearances may impact RESM professionals
 On page 170 of your text, answer questions 1-4 - Challenge - Reflection
- Reflection 3 - Due On-line**
- March 27 *Spiritual and Religion – Read Chapter 9 - Group 6*
- Watch: <https://www.youtube.com/watch?v=l3gpkP-Atpc>
- April 3 *Sexual Orientation, Gender Identity, & LGBTQ – Read Chapter 10 - Group 7*
- Read: <https://www.nps.gov/heritageinitiatives/LGBThistory/>
 - Watch: <https://vimeo.com/37144313>
 - Watch: <http://www.nbcdfw.com/news/local/Transgender-8-Year-Old-Walks-in-Dallas-Pride-Parade-393911041.html>
- Reflection 4:** Complete the self-assessment, please answer the 6 questions. Come prepared to discuss in class in small groups.
- Reflection 4 - Due On-line**

April 10 *Social Class – Read Chapter 11 - **Group 8***
- Watch: <https://vimeo.com/122468054>

Diversity Mentor Research and Reflection Paper Due On-line

April 17 *Inclusiveness Organizations & Environments - Read Chapters 12 & 13*
- In-class activities

April 24 *Creating Inclusion – Read Chapter 14*
- In-class case studies

May 1 *Celebrating Diversity - Read Chapter 15*

May 8 **Exam 2 - Time Change - 1:30PM**