

**School for New Learning  
DePaul University**

**Colombia: Cultural Implications of Leisure  
December Term 2009  
Loop Campus and Cartagena, Colombia**

**Faculty**

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**Course Meeting Times**

The class will meet 3 times prior to travel, 2 weeks in Colombia, and 2 times upon return.

**Overview**

This pioneering course will provide SNL students with the first opportunity to travel and study in South America. Cartagena, Colombia is the destination. Cartagena is one of the most visited cities in Colombia and a must see city in South America. Considered by many as one of the world's most beautiful, fascinating and romantic cities, Cartagena offers a rich sense of history, beautiful beaches, excellent food, cultural events, competitive sports, superior natural areas, and a vibrant nightlife. Its heterogeneous ethnic and racial make-up is unmatched in the world making it a perfect environment to study and experience leisure.

Cartagena, Colombia provides the backdrop for this course which will stimulate questions around the meaning of leisure in our personal life and the interrelated nature of leisure in our global society. Leisure today, and historically, has been central to the human experience. It is an elemental experience, essential to the total well-being of every person; it is a reflection and expression of the cultural values of a society; and it is an important vehicle for medical treatment.

Leisure and recreation services are an essential component of healthy communities in terms of fostering a positive social climate, improving environmental quality, and increasing economic stability. Leisure services comprise one of the largest and fastest growing industries in the world, whether measured in dollars spent, persons served, hours of time devoted, or resources used (UCLB, 2004). Studying the history, theory and cultural implications of leisure and recreation in the context of Colombian culture will

foster reflection and dialogue around the role leisure plays in our personal and global communities.

### **Purpose and Focus**

This study abroad course satisfies the following educational and lifelong learning goals:

- To introduce, intellectually and experientially, central themes in Colombian culture, history and leisure.
- To develop an understanding of the salient theoretical, philosophical, and practical concepts related to leisure.
- To develop an appreciation for the importance of leisure in supporting a healthy work-life balance.
- To introduce students to the concept of Responsible Tourism.
- To contribute to students' ability to become informed consumers of leisure.
- To develop skills on how to utilize leisure to increase emotional and physical health, resulting in a higher quality of life.
- To explore issues of power, inequality, and privilege on the personal/interpersonal, national and international levels.
- To realize the potential of leisure and leisure administration as conduits to promoting social justice.
- To involve students in service learning.

### **Course Description**

One of the greatest unifying elements in our global society is our leisure practices and behaviors. Leisure and recreation are essential to a healthy local and global community in terms of fostering a positive social climate, improving environmental quality, and increasing economic stability. This course will immerse you in the culture, history, and leisure practices of Colombia, South America enabling you to develop a greater understanding of the role of leisure in improving and protecting our global community. This course will challenge you to consider the implications of leisure tourism on the traditions, economy, social structure and environment of Cartagena, Colombia. It will demonstrate social injustices related to leisure behavior and tourism in Cartagena. This course will enable you to develop skills on how to use leisure to improve both your own quality of life and the quality of life of others. This course will be interactive, participatory, and perhaps life affirming.

### **About the Instructors**

Dr. Dan K. Hibbler is a member of the SNL resident faculty. He earned his Ph.D. in Leisure Behavior at the University of Illinois Urbana-Champaign. Dr. Hibbler served on the faculty of the University of Illinois and Florida International University in Miami where he published a book, several scholarly journal articles, and participated in a wide range of community service projects. Dr. Hibbler's research and teaching interests focus on leisure behavior and leisure administration in urban environments primarily related to issues of social justice. Dr. Hibbler has traveled extensively, including several trips to Colombia. Dr. Hibbler has also gained over 10 years of professional experience as an administrator in the leisure service industry.

Ms. Shannon Downey is a member of the SNL visiting faculty. She earned her Masters Degree in Recreation Administration at Aurora University. Her writings have been published in several books and journals, including *Camping Magazine*. Ms. Downey's teaching interests focus on leisure practices as they relate to global travel and responsible tourism. Ms. Downey has circumnavigated the globe and visited over 20 countries in the last 8 years. She has worked professionally in both the private and public sectors in various leisure related positions. She has since started her own successful event planning company to inspire and encourage others to take the time to celebrate.

### **Competencies Offered**

A-3-D: Can assess the assumptions and implications of a significant thinker's ideas about work or leisure.

H-5: Can analyze issues and problems from a global perspective

S-1-X: Written by student/faculty.

L-10: Can reflect on the learning process and methods used in an experiential project.

L-11: Can contribute to the education of impoverished children during a service learning project in Colombia, South America.

### **Required Reading**

Ruth V. Russell, (2005). *Pastimes: The Context of Contemporary Leisure, 3<sup>rd</sup> Ed.* Sagamore Publishing: Champaign, IL.

Jane C. Desmond, (1999). *Staging Tourism: Bodies on Display from Waikiki to Sea World.* The University of Chicago Press. (selected excerpts)

Illich, Ivan, (1990). *To Hell with Good Intentions.* In J. Kendall (Ed.), *Combining Service and Learning: A Resource Book for Community and Public Service (Vol. I, pp. 314-320).* Raleigh, NC: National Society for Internships and Experiential Education.

Supplemental readings will be provided by the course instructors.

### **Recommended Reading**

Sarah Woods, (2008). *Colombia: Bradt Travel Guide.*  
Bradt Travel Guides.

Michael Kohn, Robert Landon & Thomas Kohnstamm, (2006). *Lonely Planet: Colombia*. Lonely Planet Publications: Oakland, CA.

Cartagenainfo.net – The Guide to Cartagena, Colombia  
<http://www.cartagenainfo.net/>

### **Learning Experience**

Service Learning Experience: Given that volunteerism is a major form of leisure, students will engage in 36 hours of service-learning while in Colombia at a high-needs school arranged by the course instructors. Under the direction of the course instructors, students will develop and implement an English Immersion Camp for Colombian children.

Leisure Education Assignment: Students are required to research leisure activities offered in Cartagena (e.g. salsa dancing lessons, jet skiing, mud volcano bathes, soccer, swimming, chiva parties, Spanish lessons, historical and cultural tours, religious services, cathedral tours, market shopping, beach activities, Rosario Island, lectures, art exhibits, museums, etc.). Students will participate for a minimum of 20 hours in leisure pursuits not previously experienced and reflect on these experiences in journals with an emphasis on the learning experience and its contribution to their well-being.

Written Journal: Students are required to complete a daily journal describing their perceptions, feelings, and ideas about their experiential learning process. Student will also be expected to give an analysis of the readings related to service learning.

Required Reading: Daily readings are required. Students are expected to complete the assigned readings and be prepared to participate in reflective discussions that integrate their cultural experiences in Colombia. The required readings and discussions will continue in Chicago.

Invited Guest Lecturers: Guest lecturers from the University of Cartagena will present their research on Colombian culture, history, education, and leisure, and then participate in class reflections and discussions. Students are expected to participate in all on-site lectures.

Final Project: Externship students will complete a 7-page critical reflection paper, as well as a 10 minute oral presentation to the class.

Students registered for A-3-D, H-5, and S-1-X will complete a 7-page research paper (APA style), and a 10 minute oral presentation related to their registered competencies. The paper and presentation will be customized by each student in consultation with the instructors. Each student will meet with the instructors to discuss the project and agree upon the topic given the students interest and registered competencies.

Attendance and Participation: Regular attendance is required. Students must inform the instructor of any anticipated or emergency absences. Students who miss more than two classes will be mandated to drop the course. Students should arrive on time and stay the entirety of the class session. Students are expected to engage in small and large group reflective discussions that focus on the students' service learning experience, leisure participation, assigned readings, guest lecturers, and written journal work.

### **Evidence to be Submitted**

- All students will submit a written journal that reflects on their experiential learning process, leisure participation, and course readings.
- Externship students will submit a 7-page critical reflection paper due at the end of the course. The paper will demonstrate the student's experiential learning derived from the service learning project, readings, class discussions, research, and journal work.
- Students registered for A-3-D, H-5, or S-1-X will complete a 7-page research paper (APA style).
- All students will complete a 10 minute presentation based on their registered competencies.
- All submitted written assignments should follow the accepted practices of standard English grammar and usage. The final paper and written journals should be typed and double spaced.
- All students will uphold the University's guidelines concerning academic integrity. These may be found in the Student Handbook or on the DePaul Web Site ( [www.depaul.edu](http://www.depaul.edu) )

### **Criteria for Assessment**

The assessment will strive to embody the qualities of clarity, integrity, flexibility, and empathy. Students are required to:

- Fulfill the attendance requirement and service learning hours in Colombia, South America.
- Complete a journal entry for each service learning site visit. Student reflective journals must follow the format and guidelines distributed during the second course session (25 points).
- Participate in reflective conversations with the class focused on their service learning experience, leisure participation, assigned readings, guest lecturers, or written journal work.
- Complete a final project consisting of two parts:

- Externship students will complete a 7-page critical reflection paper due at the end of the course. The paper will respond to an assigned question and follow guidelines distributed during class. The paper will be an exercise of critical reflection upon the student's service learning project, readings, class discussions, research, and journal work (50 points).
- Students registered for A-3-D, H-5 or S-1-X will complete a 7-page research paper (APA style) related to their competencies. Details on the paper will be distributed in class (50points).
- All students will complete a 10 minute class presentation. Details will be distributed in class. Creativity is highly encouraged! (25 points)

### **Tentative Course Schedule**

The course will be offered during the December 2009 intersession with the following schedule:

Fall 2009: Pre-travel classes at Loop Campus

November 29<sup>th</sup> : Travel to Cartagena, Colombia

November 29<sup>th</sup> : 2:30 p.m. Settle into apartments, orientation meal, grocery shopping, and walking tour of El Laguito and Bocagrande

November 29<sup>th</sup> : 6pm Conversational Spanish review

November 30<sup>th</sup> thru December 11<sup>th</sup>: SNL Students conduct service learning projects from 9 a.m. to 1 p.m.

November 29<sup>th</sup> thru December 13<sup>th</sup>: Students participate in a variety of Colombia leisure experiences beginning at 3 p.m. weekdays and 9 a.m. weekends.

December 13<sup>th</sup> :2:15 p.m., Students return to Chicago

February 2010: Final class meeting/presentations

February 2010: Final paper due

**Total Budget: \$2700 plus tuition**

### **DePaul University Academic Integrity Policy**

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own

development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

### **DePaul University Incomplete Policy**

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.