Purpose of the Course:

“Leisure consists of time and space in which the compunctions inhibiting voluntary action are relaxed.” Chris Rojek, from The Ethics of Aristotle

Beyond our obligations, such as work or family, what are we as people? How do we define our well-being and express ourselves? What do these actions and behaviors say about our self-identity and society? What role and impact do these actions and behaviors play with our health and quality of life? The manner in which people engage time, free of those obligations can be equally frivolous and serious, however, most people do not realize that these moments are often the foci and agendas of major industries and representatives of public health administrations. For example: Yellowstone and conservation, Facebook and the Internet, Disneyland and travel destinations, Marriott Hotels and hospitality, Indy 500 and events, and Lifetime Fitness and recreation all vie for our time, attention, and money. The purpose of this course, through interactive discussion and project-based learning, is to explore the historical, societal, and cultural role of this unique aspect of human behavior and the relationship with public health. There is a heavy emphasis on examining the social and health impact on society due to the variance in how this human behavior is expressed. Much of this behavior is beneficial to communities and individuals but there are cases of deviance, violence, risky, and the unhealthy that show evidence of a constraint to developing and sustaining communities. Also, a great deal of attention and concern has resulted in large-scale environmental health, conservation, and preservation efforts, but there are cases of environmental harm in terms of sustainability, waste, and pollution from tourism, mega-events, and sport destination that could be analyzed via epidemiological and biostatistical measures. Lastly, a degree of human leisure behavior imparts cultural customs and knowledge in ways that formal education cannot, but there are social and behavioral cases in that it has exploited cultures and the people within them. This course will explore through readings, images, discussions, videos, and projects as to how human leisure behavior is related in positive and negative ways to one’s overall health, psychological, social, and cognitive development over a life-span. Within this course and its examination, an opportunity is provided to question this human behavior and see one’s self as a positive and healthy contributor to developing sustainable communities and healthy societies at-large. The course in its entirety supports the various foci of the College of Arts and Science’s Themester, “Eat, Drink, Think: Food from Art to Science”.

Instructor Information:
Dr. Rasul Mowatt
Office: 812 855-3089; PH 147A; PH 133 (mailbox)
Office Hours: Tuesday & Thursday 12:30pm-3:00pm; Wednesday by appointment throughout the semester
Email: ramowatt@indiana.edu

Course Information:
Class Days and Times: Tuesday & Thursday – 4:00pm-5:15pm (Exams #1 & #2 are scheduled on a Saturday from 9:00am-11:30am in Canvas under Quizzes or in Oncourse under Tests & Surveys only)
Class Location: FA 015 (Fine Arts Building)
Credits: Three (3) credit hours
Course Background and Description:
The human behavior of leisure is an important public health-related, social, cultural, and economic force that has a great influence on the quality of life and well-being of community residents. This course offers an introduction to leisure and public health as a significant force in contemporary life as well as a human behavior that has spanned across history and cultures. Course discussions, activities, and sustainability-related course projects will delve into leisure’s relational importance to the public health of individuals, groups and communities by studying its social, behavioral, psychological, historical, philosophical, economic, anthropological, and geographical foundations. The course fulfills Social and Historical Studies general education requirements in all Indiana University majors and is a pre-requisite course for students choosing majors in the Department of Recreation, Park, and Tourism Studies of the School of Public Health – Bloomington.

Course Method of Content Delivery:
This is a lecture-discussion course with student participation and course activities during and course projects outside class time. Research writing, multi-media, reading, case studies, discussion, unit-based testing, sustainability-related course projects, and public health guest lectures/activities help to achieve the course learning outcomes.

Course Learning Outcomes:
Leisure’s relationship with public health is presented as a human phenomenon and human behavior that is both individualized and collective in nature. In line with the Social and Historical Studies general education requirement, this course emphasizes the knowledge of human cultures through an understanding of history, read and review both quantitative data and qualitative content, encourages intercultural and intracultural expressions of leisure and public health, with a final assessment that develops skills in inquiry and analysis and that challenges students to think critically and creatively. Thus, the three-part exploration is as follows:

A condition of being human, including meanings through the humanities, ancient history, contemporary usage, as well as its qualities, explanations, role in human development, and the definition of public health and the role of behavioral and social science in informing public health.

A cultural mirror, including the significance to cultural identity and change, environment impact and health, media and technology, deviance in society, and the role of epidemiology in understanding health patterns and how statistics are used in measuring those health patterns.

A social instrument, including the history of leisure and public health as a tool for social good, power over the economy, time, and work and the ability to achieve human equality through equitable public health policy and administration.

The course goal is that, students will summarize and clarify societal and personal leisure expressions in relationship to their impact on the quality of life and health of communities. Based on this, R110 learning outcomes and public health core competencies are as follows:

Global Learning Outcomes
• Recognize and differentiate macro-level (societal) and micro-level (personal) leisure expressions and explain how both impact the quality of life and health in societies.
• Develop, assess, and produce examples of an operational understanding of the role of leisure services agencies in contributing to the impacted quality of life and health.

Learning Outcomes
• Recall and recognize each of the three units of the course (condition of being human; cultural mirror; and functional system) and then identify a theme from those units.
• Recognize, compare, and then organize the selected theme with one of four course topics of social critique. Students will then select and explain one of the areas from the last part of the course as a focus for that essay theme: Dilemma of Goodness; Social Movements; Economic Impact; Issues with Time or Work; and Issues of Equity and Inequity.
• Research one of the four framing topics and then, articulate a service-based solution that presents a global and domestic perspective.

Public Health Core Competencies
• Describe the historical and legal foundations of public health in the United States.
• Demonstrate an understanding of the five core knowledge areas of public health, including epidemiology, biostatistics, environmental health sciences, health administration, and the social and behavioral sciences.
• Explain the manner in which the student’s discipline-specific traditions are related to a multidisciplinary approach to achieving public health goals.

All students may be asked to complete the following competency tracker at the beginning of the semester during the first week of class, and the conclusion of the course during the final week of classes: https://www.indiana.edu/~hperweb/mphcompetencies/undergrad.php#r110

Course Readings:
* There will be times that outside readings related to public health and leisure research will be required to complete course work.

Course Requirements:
Class Attendance & Participation – Students have a professional obligation to attend all classes unless prevented from doing so because of an illness or extenuating personal or work-related circumstance. Failure to attend all regularly scheduled classes will compromise students’ mastery of the material, and adversely affect their performance in the course. Should students’ miss class, the instructor should be notified promptly and it should not be assumed that the instructor would cover material presented in class on an individual basis. Students are responsible for all material and announcements made in class. Announcements may include changes in dates and/or content, changes in reading assignments, or other important material. Lack of awareness of an announcement made in class will not be an acceptable excuse for any failure to meet course requirements. Attendance will be noted. However, 2 points will be deducted for each unexcused, unexplained, and undocumented absence in excess of two classes; as well, unexcused tardiness or unexplained early departures will result in a 2 point deduction.

Course Activities – Further, readings and activities are required components of class enrollment. At times, failure to complete a reading or out-of-class activity could result in an inability to attend class for a specific day. Students will be expected to keep-up with the readings as listed in the course schedule while fully engaged in the brief course activities that will be given to engage students with course content. Course activities should not be confused with experience projects listed below, as each experience project will be graded individually while course activities will only count cumulatively for a course readings and activities grade. Further, there will be five public health guest lectures covering the respective areas of: Introduction of Public Health, Epidemiology & Biostatistics, Social Behavioral Sciences, Health Administration, and Environmental Health. There will be specific readings and activities associated with these lectures. At the conclusion of these guest lectures students will be expected to demonstrate an understanding of public health through the use of the following Public Core Competencies: SPH-R110 https://www.indiana.edu/~hperweb/mphcompetencies/undergrad.php#r110
• Describe the historical and legal foundations of public health in the United States.
• Demonstrate an understanding of the five core knowledge areas of public health, including epidemiology, biostatistics, environmental health sciences, health administration, and the social and behavioral sciences.
• Explain the manner in which the student’s discipline-specific traditions are related to a multidisciplinary approach to achieving public health goals.
Course Projects – A series of 6 projects based on project-based learning principles are offered to illustrate and integrate course material based on an under-thread of sustainability. Students will have their choice of working as individuals or as groups. Individual based projects will be available for students wanting to complete course work conducting research interviews, observational field studies, marketing strategies, and papers on social critique. Corresponding with the readings, individuals or learning teams will be assigned to engage in a specific set of projects that incorporates introductory research skills, information literacy, critical thinking, and media literacy. While group based projects will be available for students wanting to work at varying points throughout the semester on scholarly research, media interactions, and the production of a video based on independent investigations. Projects are worth varying points based on difficulty:

- Project #1 – 10 points
- Project #2 – 20 Points
- Project #3 – 30 Points
- Project #4 – 30 Points
- Project #5 – 20 Points
- Project #6 – 10 Points

Students will only be able to complete late or incomplete projects for the first four projects within either track for half points, no late fifth and sixth projects will be accepted. Course Projects should not be confused with Course Activities.

Public Health Lecture & Related Activities – To develop a better understanding of public health and the unique role that leisure service agencies can play in the health of communities, there will be specific lectures devoted to defining and exploring public health. Specifically, lectures and the related activity will focus on Public Health Administration, Social & Behavioral Sciences, Biostatistics, Epidemiology, and Environmental Health. Attendance on public health lecture days will be graded differently than other lecture days in that students will be awarded ten points for their attendance and then participation in corresponding activity related to the area of public health. Thus, absences on these days will result in a 10-point loss and the previously stated 2-point deduction. There are no make-ups for these lectures or related activities.

Exams – Three exams are offered. The first two exams (Exam #1 & Exam #2) are not cumulative and will go over course unit material up to each exam (See the course schedule for exam dates). For the first two exams, the question format could range from multiple-choice to short answer to short essay. The short essay questions come from a pool of questions given during lectures. Exam #1 and Exam #2 will be worth 30 and 40 points respectively. Students completing the course for Honors will have different and additional content that must be integrated into their responses. The first two exams for the course will be administered on a Saturday in Quizzes on Canvas or on Tests & Surveys in Oncourse. The final exam (Exam #3) is a 2500 word essay given in three-stages that will be used to challenge and gauge the students’ level of their cumulative knowledge of course material. Students will be given in three stages: one stage/part of the question four-three weeks before the final exam date; a second stage/part of the question two weeks before the final exam date; and then, on the final exam date noted on the University Calendar. The final exam will be worth 50 points in total (each stage is worth varying points). Students completing the course for Honors will have additional content that must be integrated into their final essay. The final exam is only offered as an online submission under Assignments on Canvas or Oncourse, and all submissions are subject to Turnitin - [http://www.turnitin.com/static/index.php](http://www.turnitin.com/static/index.php)

Make-up Exams: None for unexcused absence, late attendance or late submission.

A useful library guide for the development of research for Course Activities, Course Projects, and Examinations:

- [http://iub.libguides.com/r110](http://iub.libguides.com/r110)

Course Assessment of Learning:
Course Activities 20 points
Course Projects (6 Total) 120 points
Public Health Lecture & Related Activities 40 points
Exam #1 (Part One) 30 points
Exam #2 (Part Two) 40 points
Exam #3 (Essay) 50 points
TOTAL 300 points

Grading Scale
>300 A+ 299-293 A 292-287 A-
286-281 B+ 280-275 B 274-269 B-
268-263 C+ 262-257 C 256-241 C-
240-229 D 228-0 F

Course Policies:
Personal Misconduct – Misconduct in class is defined and dealt with according to the procedures outlined in the Code of Student Rights, Responsibilities, and Conduct available at http://dsa.indiana.edu/Code/index.html


Late Assignments – (Only) Course Projects received late will be downgraded 10% per day unless discussed with and approved by the instructor prior to the date due. After three days, late Course Projects will not be accepted. If you know a course project will be turned in late, please communicate with me prior to the due date. Please bear in mind that your extracurricular activities are your responsibility, and by no means a reason for a Course Project to be handed in late. No late submissions for Course Activities and Exams will be accepted.

Use of APA (American Psychological Association) – All formal submitted assignments requiring citations should follow APA (6th edition) guidelines for writing. On submitted assignments, points will be deducted for excessive grammatical errors so please seek help from the writing center if necessary.

Examples of References –
Website:

Journal Article:

Book:

Examples of Citations –
Tourism policies are generally not geared towards local communities (Krippendorf, 1982).
- Or -
According to Krippendorf (1982), tourism policies are generally not geared towards local communities.
- Or -
In regards to tourism, “policies must favor the local community” (Krippendorf, 1982, p. 137).

Herman B. Wells Library has an APA Style guide that may provide an addition summary on citations and references: [http://www.indiana.edu/~citing/APA.pdf](http://www.indiana.edu/~citing/APA.pdf)

**Punctuality** – Tardiness and early departures are expressions of disrespect to the instructor and student colleagues. *If either is necessary, please inform the instructor prior to class*. If you are found to leaving early or arriving late, points will be deducted from your total.

**Attendance** – Regular attendance in class is expected. Students who regularly attend score higher on course requirements based on knowledge of course content, and attendance is required for Exams and for participation in the Course Projects that includes team meetings. Also, *instructions will only be explained for Course Projects during class time*.

**Accommodations for Religious Observances** – Students needing accommodations for observance of religious holidays not provided in the university calendar should contact the instructor according to instructions at the website: [http://www.indiana.edu/~deanfac/holidays.html](http://www.indiana.edu/~deanfac/holidays.html)

**Accommodations for Disabilities** – Accommodations (extended time for exams, alternative exam administrations, readers, scribes, etc.) are provided on an individual basis however, early notice of the need is required. Contact Disability Services for Students, Franklin Hall 006, 855-7578.

**Environment of Fairness** – Despite differing opinions based on background, religion, etc. this course is taught in such a way to promote fairness and openness to sexual orientation, economic class differences, religious diversity, and racial or ethnic background. Specifically in regards to sexual orientation students are encouraged to access further information on resources at IU: [http://www.indiana.edu/~glbt/friends-resources/](http://www.indiana.edu/~glbt/friends-resources/)

**Course Evaluation** – The course evaluation is conducted at the end of the semester in a manner that maintains the integrity of the process and the anonymity of student evaluators. There may be times during the class that formal and informal feedback on the course will be solicited as well as other forms of assessment for research on teaching and learning.

**Electronic Devices** – Any electronic devices that disturb the learning experience for students or the teaching experience for the instructor are not allowed in class. This includes everything that makes noise or causes you to make noise. In addition any text messaging or any computer use unrelated to the course will be considered a class and infraction and will be handled as prescribed in the personal misconduct procedures of the campus. Laptop computer use is encouraged for in-class activities but this opportunity can be ended at any point if there is a profound abuse. Misuse of this opportunity can also result in point reductions.

**Grade Availability** – Grades for most activities, projects, and exam will be posted a week after their due date. You may review your grades almost 24/7 online via Canvas or Oncourse at: [https://oncourse.iu.edu/portal](https://oncourse.iu.edu/portal)

**Correspondence and Communication** – Please feel free to email me at anytime, however, consideration should be given on response time. There is a preference on emailing directly to email address as opposed to Canvas or Oncourse messages. Please be clear in subject line or file title what the email or attachment is
concerning. In general, office hours are highly encouraged and should be used for content questions, grade concerns, or other inquiries. The Canvas or Oncourse chat room should be used for general peer-to-peer communication. However, any course work that is submitted via email, messages, and office mailbox without permission will count as not submitted. Any form of correspondence and communication can be used in class (anonymously) to illustrate appropriate and professional forms of correspondence and communication.

Revision of Syllabus – Based on an emphasis on student learning there may be times that the syllabus, course requirements, and course schedule could be altered or revised to improve performance of students within the course and foster an atmosphere of competency of course material. These alterations or revisions will be announced both in class and on Canvas or Oncourse, if they arise.

R110: Foundations of Leisure & Public Health in Modern Society

Topic Outline

August
25 Pre-Course Paper on Supplemental Reading Due on Canvas or Oncourse by 10pm on Monday (Announcement via Canvas or Oncourse)
Pre-Test Public Health Competency Survey, SPH-R110
https://www.indiana.edu/~hperweb/mphcompetencies/undergrad.php#r110
from Monday, August 25 to Friday, August 29
Pre-Course Reading: Ch. 1 Contemporary Meanings Section

Part One: Leisure as a Condition of Being Human – Personal Context

26 Lecture #1:
Course Introduction and Overview
- Contemporary Meanings of Leisure & Defining Public Health
Pre-Class Reading, Ch. 1

28 Lecture #2:
Classical Meanings, Part One: Meanings and Influences of Leisure in the Humanities
- Significance of Impressionism in Expanding Social Behavior and the Romantic Affinity Towards the Environment
Classical Meanings, Part Two: Meanings and Implications of Leisure Qualities
- Ancient Greece, The Renaissance, and Contemporary Expressions of Leisure

Course Project #1 Assigned

September
2 Lecture #3:
Situational Explanations: Understanding Contexts and Lifestyles
- Situational Explanations of Leisure and Social Determinants of Public Health
- Demographics, Lifestyles, and Health Disparities
Pre-Class Reading, Ch. 2

4 Public Health Lecture: Introduction to Public Health & Health Disparities
Lecture #4:
Theoretical Explanations: Reviewing Quantitative Data and Qualitative Content
- Research on Leisure Behavior and the use of Epidemiology and Biostatistics in gauging Public Health

Pre-Class Reading, Ch. 3

Lecture #5:
Leisure & Human Development: Studying the Life-Span and Social and Behavioral Health
- In regards to Physical, Cognitive, Emotional, and Social Development

Pre-Class Reading, Ch. 4

Public Health Lecture: Epidemiology & Biostatistics
Course Project #1 Due

Lecture: Exam #1 Part #1 Review
Course Project #2 Assigned

(Saturday) Exam #1 Part #1: 9:00am-11:30am (Test & Surveys on Oncourse)

Part Two: Leisure as a Cultural Mirror – Societal Context

Lecture #6:
Understanding Inter- and Intra- Cultural Interactions, Part One: Anthropology in Leisure
- Anthropology Terms and Cultural Exchange

Course Project #2 Due

Lecture #7:
Understanding Inter- and Intra- Cultural Interactions, Part Two: Cultural Impact of Leisure
- The role of Modernism and Post-Modernism

Pre-Class Reading, Ch. 5

Course Project #3 Assigned

Lecture #8:
Environmental Impact: Geography & Leisure
- Environmental Justice

Pre-Class Reading, Ch. 6

October

2 Public Health Lecture: Environmental Health Sciences

Lecture #9:
Leisure & Technology: Social Capital
- Social Networks
- Expanding an Understanding Epidemiology & Biostatistics

Pre-Class Reading, Ch. 7
9  Lecture #10:
Leisure & Television: Impact of Media
   - Defining Common Culture
   - Role of Public Health Promotion
Pre-Class Reading, Ch. 8
Course Project #3 Due

FALL BREAK October 10-12

14  NO CLASS

16  Public Health Lecture: Social & Behavioral Sciences

21  Lecture #11:
Leisure as Deviance: Deviance and Global Health Concerns
Pre-Class Reading, Ch. 9
Lecture #12:
The Dilemma of Goodness: Amusement as a Cultural Mirror

23  Exam #2 Review
Course Project #4 Assigned

24  NO CLASS

30  (Thursday) Exam #2 Part #2: 3:45pm-6:45pm (Test & Surveys on Oncourse)

November

4  Lecture #13:
Understanding History, Part Three: Social Movements
   - The History of Park, Playground, and Physical Culture Movements as Public Health Solutions
Pre-Class Reading, Ch. 1, pp. 17-20, p. 115; Ch. 13

6  Lecture #14:
Consumption: The Impact of the Industrial Revolution, and the Implication of Veblen’s Theory of the Leisure Class
Course Project #4 Due
Course Project #5 Assigned
Pre-Class Reading, Ch. 10

11  Lecture #15:
Reviewing Quantitative Data and Qualitative Content, Part Two: Economic Impact
   - Conspicuous Consumption of Leisure & Public Health Policy
13  **Lecture #16:**
   Time: The Overspent and Overworked American, Part One

**Lecture #17:**
   Work: The Overspent and Overworked American, Part Two

**Exam #3 Stage One Assigned**

**Course Project #5 Due**

**Course Project #6 Assigned**

Pre-Class Reading, Ch. 10 & 11

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18  **Public Health Lecture: Health Administration**

**Exam #3 Stage One Due**

Pre-Class Reading, Ch. 13

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20  **Lecture #18:**

**Exam #3 Stage Two Assigned**

**Course Project #6 Due**

Pre-Class Reading, Ch. 12

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**THANKSGIVING BREAK November 23-30**

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December
2  One-on-One Meetings for Exam #3

4  One-on-One Meetings for Exam #3

8  **Post-Test Public Health Competency Survey**, [http://www.indiana.edu/~mph/overview/competencies.html](http://www.indiana.edu/~mph/overview/competencies.html) from Monday, December 8 to Friday, December 12

9  **Lecture #19:**
   Social Perspectives, Part Two: Leisure Constraints & Equity/Inequity
   - Part #3 Content Review

**Exam #3 Stage Two Due**

10  **Poster and Video Presentation on Leisure Perspectives at the Public Health & Sustainability Symposium**

11  **Lecture #20:**
   - Exam #3 Stage Three Explained
   - Course Conclusion

16  **Exam #3 Stage Three: 5:00pm-7:00pm (Assignments on Oncourse)**


**NRPA Accreditation Standards**
The following standards for continuing accreditation by the National Recreation and Park Association of the undergraduate curriculum are met by this course:

CONCEPTUAL FOUNDATIONS

8.01 Understanding of the conceptual foundations of play, recreation, and leisure.
   Content to consider: A substantive exploration and understanding of the various concepts of play, recreation, and leisure, and the role that these concepts have in the delivery of recreation and leisure services.

8.02 Understanding of the significance of play, recreation, and leisure in contemporary society.
   Content to consider: An understanding of the relationship between the three concepts and historical, multicultural, technological, economic, political, social/psychological, international, physical, philosophical, and environmental perspectives.

8.03 Understanding of the significance of play, recreation, and leisure throughout the life span.
   Content to consider: An understanding of how the importance and influence of play, recreation, and leisure change across various life stages. This understanding may include the developmental, preventive and therapeutic role of these concepts.

8.04 Understanding of the interrelationship between leisure behavior and the natural environment.
   Content to consider: An understanding of how the natural environment will influence one’s leisure behavior, as well as how the natural environment facilitates the achievement of a state of leisure.

8.05 Understanding of environmental ethics and its relationship to leisure behavior.
   Content to consider: An understanding of environmental protection and preservation in park or recreation facility development and program provision.

PROFESSION

8.06 Understanding of the following as they relate to recreation, park resources, and leisure services:

8.06:01 History and development of the profession
   Content to consider: Events and milestones in the development of the profession.

8.06:02 Professional organizations
   Content to consider: Evolution of the current professional organizations that relate to the field of recreation, park resources, and leisure services, as well as the accredited options.

8.06:03 Current issues and trends in the profession
   Content to consider: Issues currently affecting the profession may include, but are not limited to, certification and accreditation, tourism, violence, substance abuse, video games, computers, aging, leisure-based businesses, use of open space, environmental impact, gender, sexuality, and private vs. public enterprises.

8.07 Understanding of ethical principles and professionalism.
   Content to consider: Presentation of information discussing philosophy and the relationship of values, morals, and judgment to professional practice. The importance of following a professional code of ethics and standards of conduct, and how these two areas are critical in defining leisure services as a profession may be addressed.

DELIVERY SYSTEMS

8.09 Understanding of the roles, interrelationships, and use of diverse delivery systems addressing recreation, park resources, and leisure.
   Content to consider: An understanding of the public, private, profit, and not-for-profit delivery systems that address the leisure needs of the public, how they work together, and their importance.

8.10 Understanding of the importance of leisure service delivery systems for diverse populations.
   Content to consider: The impact of leisure service delivery systems on a wide diversity of populations, (i.e., mental, physical, aged, youth, multicultural etc.).

8.11 Understanding of inclusive practices as they apply to:
8.11.01 Operating programs and services
Content to consider: How agencies are addressing inclusiveness within the operation of programs and services; including the policies, practices, philosophies, and benefits.

8.11.02 Design of areas and facilities
Content to consider: Location, environmental issues, populations to be served, programs to be housed, and fiscal and political implications of specific sites and settings.

8.12 Understanding of the roles, interrelationships, and use of diverse leisure delivery systems in promoting:

8.12.01 Community development
Content to consider: The impact that program/plans will have on the immediate and surrounding communities, duplication of services, growth, and population(s) to be served.

8.12.02 Economic development
Content to consider: The impact that leisure service delivery systems have on the economic development of a community, including the costs and benefits of program provision.

** As an accredited academic program with one of the oldest association within the leisure studies, the department of Recreation, Park, and Tourism Studies list the accreditation points on the syllabus and the course must fulfill some dimension of those accredited guidelines. These are the points that HPER R160 most closely fulfills.