

**KINE 3388 ONLINE - CONTEMPORARY ISSUES IN SPORT**  
**Spring 2018**  
**College of Health Sciences**  
**Department of Kinesiology**

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Office Hours: **Tuesdays and Thursdays immediately before and after class in HKC.**  
I am on main campus Monday through Friday. You may stop by my office at any time and if I am available, I will see you. You may also make an appointment through the assistant to the chair, Sharlyn Wagner. I strongly recommend that you make an appointment.

**Text:** Coakley, J. (2014). *Sport in society: Issues and controversies* (11<sup>th</sup> edition). Boston, Mass: McGraw Hill. **[REQUIRED TEXTBOOK]**

There will also be several articles sent to students electronically – students are responsible for reading all material posted on blackboard.

**Class time: 100% ONLINE.** You must check your SHSU email account regularly.

This is a “W” course, which means that at least 50 percent of your course grade will be derived from writing activities designed to help you master course objectives.

**Course Description:**

This course takes a broad analysis of the complex relationship between sport, society, and Identity in the early years of the 21<sup>st</sup> century. We’ll be tackling some tough issues throughout this semester, and although we probably will NOT arrive at one definitive answer, as that would be an impossibility, we will hopefully be in a better position from which to critically assess these issues that involve all of us. Indeed, we will see early on that there are very few “Truths” in Sport Sociology. From questions surrounding things like sport and character development, the use of performance enhancing drugs, race and gender issues, and the influx of new technologies in sport, this course will take us well past the “common sense” discussions we see on Sportcenter and hear at the local bar, and into a deeper level of understanding and analysis. Understand that “reading” sport critically and taking power issues in sport seriously often runs counter to everything we think we know about sport and society. What I ask is for us to work hard to remain open to differences, regardless of whether or not we are in total agreement with them. This is, in my estimation, a big part of what higher education is all about.

**Course Format:**

We will use a combination of readings, PPT notes, films/video, weekly assignments, discussions boards, and a cumulative project to accomplish course objectives. I assume that you and I, students and professor, share the responsibility for making this class a successful learning experience. To contribute to and get the maximum benefit from this class, it is important that you read all required course material, provide thoughtful and engaging comments and responses in the discussion boards and weekly assignments, stay up-to-date with the content, and ask questions when they arise. While

numerous topics are somewhat controversial, this class should remain a safe place for students to respectfully voice their views.

This class is set-up in 11 modules (see calendar). I will open up modules beginning the first week of classes. Do not email me to ask to move ahead. I will open modules as we progress through the semester. To be successful in this course, I recommend the following: read each chapter and any additional readings for the module, review the accompanying PPT that I developed (which includes viewing all of the embedded links and videos), complete the assignments and/or discussion boards, and begin thinking about your final project (e.g., Take a Stand Paper) early in the semester. It is important that you are organized and diligent about staying on top of the course content. In addition, ask me questions...do not allow us to move forward to the next module without understanding what we just completed. I am available to help you should you want/need a face-to-face meeting. **Link for tech support:** <http://distance.shsu.edu/tech-support/>.

A couple important points:

- I developed the PPTs – they are not PPT slides developed by the editor/publisher of your book. What that means is that I think they are very important (and helpful). I have also included notes in the PPTs that consist of comments and questions for you to review as you move through the PPT slides. When I ask questions in the PPTs, think about how you might respond – engage the content in the course as it will help you to understand the material.
- Be sure to watch all of the embedded videos and click on the links...all material is important!

#### Standards Matrix:

Objectives/Learning Outcomes	Activities	Performance Assessment	Standards
The candidate will be able to:			
Describe the complex relationship between sport, culture and society	Discussion board(s), readings, and weekly assignments	Weekly assignments; discussion boards; take a stand paper; examinations	N/A
Explore the ways in which children are socialized into and through sport	Discussion board(s), readings, and weekly assignments	Weekly assignments; discussion boards; take a stand paper; examinations	N/A
Analyze the role of power in sport	Discussion board(s), readings, and weekly assignments	Weekly assignments; discussion boards; take a stand paper; examinations	N/A
Understand and describe how race, ethnicity, gender, class, sexual orientation, and (dis)ability are negotiated within sport	Discussion board(s), readings, and weekly assignments	Weekly assignments; discussion boards; take a stand paper; examinations	N/A
Explore the ways in which sport and education are inexorably intertwined within North American culture, and in particular the ways in which “big-	Discussion board(s), readings, and weekly assignments	Weekly assignments; discussion boards; take a stand paper; examinations	N/A

time” intercollegiate sport programs may compromise the integrity of the educational mission of universities			
Analyze various social problems including violence and deviance (on and off the field)	Discussion board(s), readings, and weekly assignments	Weekly assignments; discussion boards; take a stand paper; examinations	N/A
Identify and understand movements toward equality and social justice in an increasingly multicultural sporting environment	Discussion board(s), readings, and weekly assignments	Weekly assignments; discussion boards; take a stand paper; examinations	N/A
Apply different social theories to sport, and defend their positions on the issues using these theories	Discussion board(s), readings, and weekly assignments	Weekly assignments; discussion boards; take a stand paper; examinations	N/A
Critically analyze the symbiotic relationship between sport and the mass media	Discussion board(s), readings, and weekly assignments	Weekly assignments; discussion boards; take a stand paper; examinations	N/A
Explore current trends and possible future changes in society and discuss how each is likely to be manifested in sport.	Discussion board(s), readings, and weekly assignments	Weekly assignments; discussion boards; take a stand paper; examinations	N/A

**Course Guidelines:**

- All assignments must be typed and submitted via Turnitin (on Blackboard).
- All materials submitted for this course must be original works of the student (see plagiarism). Papers/projects are to be used for this class only. Turnitin will assess the originality of your assignments/paper.
- Assignments are due on the assigned date. Late papers/assignments will not be accepted. Do NOT email the professor your assignments/papers.
- When emailing the professor, students MUST provide their name and the class (KINE 3388). Students should keep this in mind for all courses as professors teach multiple courses/sections each semester. Also, be sure to always professionally address your professor.
- Students should expect to regularly check their SHSU email account as any email announcements sent to the class will be sent through Blackboard.
- This syllabus is a contract between the student and professor – students will receive the syllabus on the first day of class (via BB) and are required to follow the guidelines. A copy of the syllabus will also be available on Blackboard.
- **If a student should have difficulty with blackboard, it is your responsibility to obtain assistance from the SHSU online support desk at <http://distance.shsu.edu/tech-support/>.**

## Course Requirements

**All assignments must be submitted via Turnitin on Blackboard by midnight (CST) of the assigned due date. Late assignments are not accepted. Do not email me your assignments.**

**Reflective Writing Assignments:** Students will complete 10 written assignments. Each assignment will correspond with the module they accompany. The due dates are posted in the course calendar. **Be sure to mark your calendar as I do not accept late assignments.** ALL ASSIGNMENTS MUST BE SUBMITTED THROUGH TURNITIN on Blackboard. Be sure to read and follow all directions of each assignment – the assignments will range in length of time required to complete. It is important that you are reading the chapters and reviewing the PPT slides that correspond with the chapters. Please email any questions to me at ear007@shsu.edu. DO NOT EMAIL ME YOUR ASSIGNMENTS!

**Discussion Boards:** Discussion boards are commonly used in online learning as one way for students to engage others enrolled in the course. I am encouraging all students to critically think about the question(s) being posted in each discussion board and provide a thoughtful and compelling response.

There will be 6 discussion boards throughout the semester. To earn credit for completion of each discussion board, it is the responsibility of each student to:

1. Respond with a well thought out response to the question(s) presented by the professor, AND
2. Respond to at least 2 separate posts (of students)

All six discussion board questions are posted on blackboard. Students may begin to post on a discussion board thread ONE WEEK before its due date. Students have 7 days to respond (provide their own response and respond to 2 other students). If you have any questions about how to participate in a discussion board, please be sure to contact <http://distance.shsu.edu/tech-support/> for assistance. **DO NOT POST IN A DISCUSSION BOARD THREAD BEFORE ONE WEEK PRIOR TO DUE DATE.**

It is important to again stress that this course focuses on topics/issues that many would argue are controversial. I suspect that many of you will have differences in opinion and while I encourage you to share your opinions and experiences, you must think about every word you post very carefully. Using derogatory, discriminatory, or vulgar language will not be tolerated. Any student using such language in a discussion board (or assignment) will receive a zero for the assignment and may fail the course.

**Taking a Stand Position Paper:** For this assignment, students will write about a “current event” that is related to a topic in sport sociology (e.g., race, class, gender, sexuality, ability, violence, deviance, youth sport, college sport, subcultures, etc.). This event will involve sport and most likely have some controversial component. Examples of appropriate events include things like the controversy surrounding the Washington Redskins logo; recent LGBT athletes “coming out” (e.g., Michael Sam, Jason Collins, Britney Griner, Elena Delle Donne); specific cases of performance enhancing drug use; San Antonio Spurs hiring Becky Hammon; collegiate student-athletes being paid; WNBA Pride campaign; domestic abuse in the NFL; New Orleans Saints bounty scandal, media attention surrounding baseball pitcher, Mo’ne Davis; LeBron James leaving Miami Heat to return to Cleveland Cavaliers; Penn State sexual abuse case; *ESPN The*

*Magazine* Body Issue, Ryan Lochte's behavior in Rio, and backlash toward American gymnast, Gabby Douglas. The list is endless! Students are responsible for researching/reading information (e.g., magazine/Internet articles, television programs, research studies) related to their selected topic. I encourage students to read as many differing opinions as possible. Student will write a position paper taking a stand on the event/issue – What is your stand on this “issue” and why? While this is an opinion-based paper, students must support their stance and are required to think/write CRITICALLY. Students must cite all sources following APA guidelines and include a reference list of all articles used for this paper. It is required that students include 10-20 references. Due to the nature of the assignments, the references used for this paper may be from popular media (e.g., *Sports Illustrated*, *ESPNW*, *The New York Times*) as this assignment is asking you to critique popular culture. I also recommend that you do a search using our library databases to determine if there are any scholar writings that would enhance your paper. If you need help in doing such a search, please feel free to email me or a librarian. This paper should be no more than 5 pages in length (double spaced).

Papers will be graded according to the following:

- Did the student follow directions (e.g., appropriate selection of topic, page length, double space, 10-20 references)
- Did the student provide a descriptive and clear account of the event/case?
- Did the student provide a clear description of her/his opinion on the issue/case? Stated another way, did the student clearly “take a side/stand?”
- Did the student thoughtfully and critically support her/his position/stance on the issue/case?
- Did the student follow APA guidelines?
- Did the student carefully write and proofread her/his paper? How well is the paper written (e.g., grammar, spelling).
- NOTE: It is very important that you use technical/academic language when writing this paper. Do NOT write this paper using non-technical language.

Students will begin by gathering a list of potential references to use for the paper. Again, references may include newspaper/magazine articles, scholarly articles, documentaries, and/or any published information surrounding the event. Students will have the opportunity to revise and resubmit their papers. Students will then submit their paper by Nov 30.

**DUE: Nov 30**

**Examinations:** There will be two examinations throughout the semester. Both examinations will be online proctored exams. **Mid-term Thursday October 5; Final during finals week.**

Grading	Points
Weekly assignments	200 points (20 points each)
Discussion boards	120 points (6 x 20 points each)
Take a stand position paper	100 points
Examinations	100 (50 points each)
<b>TOTAL</b>	<b>620 points</b>

To calculate your grade, simply add your total points and divide by 620 (total points in course).

**Grading scale:** A = (90-100%) B = (80-89.9%) C = (70-79.9%) D = (60 – 69.9%) F = (0 – 59.9%)

**Writing:** Students will be graded on their writing ability (organization, flow, grammar, spelling, and creativity). Students are encouraged to visit the SHSU writing center at Farrington 111 (936-294-3680, [wctr@shsu.edu](mailto:wctr@shsu.edu)).

#### **Student Absences on Religious Holy Days (Academic Policy 861001)**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

<http://www.shsu.edu/dotAsset/0953c7d0-7c04-4b29-a3fc-3bf0738e87d8.pdf>

#### **Students with Disabilities (Academic Policy 811006)**

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail [disability@shsu.edu](mailto:disability@shsu.edu)). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. NOTE: No accommodation can be made until a student registers with the Services for Students with Disabilities.

<http://www.shsu.edu/dotAsset/187f9029-a4c6-4fb4-aea9-2d501f2a60f3.pdf>

#### **Procedures in Cases of Academic Dishonesty (Academic Policy 810213)**

Students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

<http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>

**Plagiarism** includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Please refer to the University's Code of Student Conduct for actions that may result from student academic misconduct. The consequences for any infraction will include no credit for the assignment and being reported to academic affairs. If you have any questions about what constitutes plagiarism, please see me.

Self-plagiarism represents a significant problem in academia as it serves to undermine the learning process and outcomes that are a key feature of each course that is offered as a part of a student's curriculum. As a result, the Department of Health and Kinesiology has a strict policy in place to prevent self-plagiarism in the classroom. Self-plagiarism is defined as the submission of any type of assignment that contains content that is recycled from other assignments or a prior publication that one submits for course credit in another course.

Each instructor is provided the discretion to evaluate whether a student has engaged in self-plagiarism on a course assignment. If a student is unsure whether use of prior content would constitute self-plagiarism, they must consult with the instructor of the course within a reasonable period of time prior to the due date of the assignment. In most cases, this consultation should take place a minimum of 10 business days prior to submission. Following submission of the assignment, if the instructor deems that the student has engaged in self-plagiarism, he or she has the right to state that the student has violated Section 5.3 of The Texas State University Rules and Regulations dealing with Academic Honesty and the student is thereafter subject to any and all penalties and punishments present in the policy. This may include failure of the assignment and/or failure of the course. Additionally, the student may be referred to the Department Chair of Health and Kinesiology, the Dean of the College of Health Sciences, the Dean of Students, and/or the Provost and Vice-President for Academic Affairs for further academic review.

#### **Academic Grievance Procedures for Students (AP 900823)**

*Recommended for inclusion on syllabi.* Academic grievances include disputes over course grades, unauthorized class absences/tardiness, suspension for academic deficiency, instructor's alleged unprofessional conduct related to academic matters, graduate comprehensive and oral exams, theses and dissertations, and withdrawal or suspension of privileges related to degree-required clinical rotation, internships, or other clinical service delivery in professional degree programs.

If the dispute is determined to be based upon professional judgment, the aggrieved student is entitled to have, as appropriate and in turn, the department/school chair, College Academic Review Panel, academic dean, Dean of Graduate Studies (for graduate student issues), and Provost and Vice President for Academic Affairs form an opinion about the dispute and so advise the individual(s) involved.

<http://www.shsu.edu/dotAsset/0bb1346f-b8d6-4486-9290-dba24123d0d8.pdf>

All SHSU Policies: <http://www.shsu.edu/intranet/policies/>





MODULE	TOPIC	READINGS	ADDITIONAL RESOURCES/ACTIVITIES ASSOCIATED WITH EACH MODULE
1	Introduction to course and what is sport?	Coakley: Chp 1	PPT (Sport sociology intro1) <a href="#">Assignment 1</a>
2	Youth sport	Coakley: Chp 4	PPT (KINE 3388 youth sport) <a href="#">Assignment 2</a> <a href="#">Discussion Board 1</a>
3	Sport socialization	Coakley: Chp 3	PPT (Sport socialization1) <a href="#">Assignment 3</a> <a href="#">Discussion Board 2</a>
4	Social theories	Coakley: Chp 2	PPT (Social theories to study sport)
5	Gender, sexuality and sport	Coakley: Chp 7; <a href="#">Article</a> : Acosta and Carpenter (2014) executive summary report	PPT (Gender and sport1) <a href="#">Assignment 4</a> <a href="#">Discussion Board 3</a>
6	Race, ethnicity and privilege in sport	Coakley: Chp 8	PPT (Race and ethnicity) <a href="#">Assignment 5</a> <a href="#">Discussion Board 4</a>
7	Deviance in sport	Coakley: Chp 5	PPT (Deviance and violence) <a href="#">Assignment 6</a> <a href="#">Discussion Board 5</a>
8	Violence in sport	Coakley: Chp 6	PPT (Deviance and violence – same as above) <a href="#">Assignment 7</a>
9	Sport subcultures		PPT (Sport_subcultures1) <a href="#">Assignment 8</a>
10	Mass media and sport	Coakley: Chp 12	PPT (Sport and media online) <a href="#">Assignment 9</a> <a href="#">Discussion Board 6</a>
11	Disability sport	Coakley: Chp 10	PPT (Disability sport – 3388) <a href="#">Assignment 10</a>

**NOTE:** The chapters listed above are for the 11<sup>th</sup> edition of Jay Coakley's textbook. There are several earlier editions, but not all editions correspond and include the same content. Be sure to make note of any additional readings (available on blackboard) in the center column. There are also numerous video and audio clips embedded in the PPT slides for each module.

All PPTs are available on blackboard.

**COURSE CALENDAR – Due dates** (be sure to mark your calendars as I do not accept late assignments or technological reasons for tardiness). **All assignments are due by 11:59 p.m.**

**MODULE 1: Intro to Course and What is Sport?**

Thursday, January 25                      Assignment 1

**MODULE 2: Youth Sport**

Tuesday, January 30                      Discussion Board 1

Thursday, February 1                      Assignment 2

**MODULE 3: Sport Socialization**

Tuesday, February 6                      Discussion Board 2

Thursday, Feb 8                              Assignment 3

**MODULE 4: Social Theories – NO ASSIGNMENTS**

**MODULE 5: Gender, Sexuality and Sport**

Tuesday Feb 20                              Discussion Board 3

Thursday Feb 22                              Assignment 4

Thursday, March 1                              Exam 1

**MODULE 6: Race, Ethnicity and Privilege in Sport**

Tuesday, March 6                              Discussion Board 4

Thursday, March 8                              Assignment 5

**MODULE 7: Deviance and Sport**

Tuesday, March 20                              Discussion Board 5

Thursday, March 22                              Assignment 6

**MODULE 8: Violence in Sport**

Thursday, March 29                              Assignment 7

**MODULE 9: Sport Subcultures**

Thursday, April 5                              Assignment 8

**MODULE 10: Mass Media and Sport**

Tuesday, April 10                              Discussion Board 6

Thursday, April 12                              Assignment 9

**MODULE 11: Disability Sport**

Thursday, April 19                              Assignment 10

Tuesday, May 1                              Take a Stand Position Paper  
Finals Week                              Exam 2

