



EDC 373 A The African American in Sport Spring 2019

Instructor: Dr. Louis Harrison, Jr.

T-TH 9:30-11:00 am SZB 104

Office: SZB 428M

Office Hours:

T-TH 11-12 & by appt.

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Teaching Assistant

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Course Overview: The purpose of this course is to critically examine the experiences of African-Americans in sport in the United States. Students will be introduced to the historical, anatomical, physiological, sociological, psychological, social justice and economic aspects of sport that are unique to African American athletes. Also, students will consider the overall impact of sport on the African American community.

Course Goals: The intent of this course is to equip the student to:

- Survey the history of African American sport participation in the U.S.
- Engage in critical thought and discussion regarding racial issues in sport
- Examine the perceived and real physiological, anatomical, and psychological differences between African Americans and European Americans
- Explore the social justice and economic issues of African American student athletes
- Understand the impact of stereotypes and racial identity on sport participation

- Examine the unique issues faced by African American female athletes
- Critically analyze the political implications of African American sport participation
- Investigate the impact of career aspirations of African American athletes

Instructional Format

Class sessions will consist of lectures, whole group and small group activities, discussions, and student presentations. This course also features one-hour small group discussion sessions led by graduate assistants. Because this course seeks to serve as a stimulant to critical thoughts, it is essential that the assigned readings are completed prior to the class meeting and discussion sessions for which they are scheduled.



Examinations: ?%

There are two examinations scheduled for this course. You will be expected to respond to multiple choice and short answer questions in reaction to the readings and discussions from the course. These responses should reflect your acquired knowledge from the readings and class discussions.

ASSIGNMENT ALERT

Assignments (8-10): ?%

Assignments will include (but are not limited to) a brief autobiography, summaries of articles pertaining to the course content, informal observations, evaluations, interviews, data collection for in-class group work, class presentations, and position/reaction papers. All written work must be typed, double spaced, and spell-checked. No assignments may be emailed unless approved by the instructor or TA. Late papers will be reduced by 25% for the first day and 50% the second day late.

attendance MATTERS

Class attendance/participation: ?%

This includes prompt attendance in class, completion of assigned readings, and active engagement in class discussions and activities. Active engagement requires expressing your own thoughts and listening to those of others, engaging in respectful dialogue with classmates and willingness to challenge and to be challenged by the ideas expressed in this course. Students may also be asked to take a leadership role in a class discussions, participate in role-plays or dramatizations, and/or share their expertise in other ways.



Final Project/Presentation: ?%

This will be a group/individual presentation that will focus on a specific aspect of acquired content knowledge in this course. This will be presented to your classmates via YouTube video. Each group should prepare to

submit a **one-page abstract and reference list (APA format)**. You should utilize at least 5 references, 3 of which should be from peer-reviewed professional journals. Include in your abstract a brief discussion of your journey toward your understanding of race and sport, the basis of your personal position regarding the focus of your paper, and what changes you believe should occur. End the presentation with a conclusion addressing what surprised you or what critically important concepts you learned as a result of this course.

Religious Holy Days

Section 51.911 of the *Texas Education Code* states that a student shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. 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 requires students to notify each of their instructors as far in advance of the absence as possible so that arrangements can be made.

Grading criteria:

Examinations (2)	30%
Assignments (8-10)	15%
Final/Group Project	15%
Participation/Attendance	40%

93-100% = A
90-92% = A-

83-86% = B
87-89% = B+
80-82% = B-

77-79% = C+ 60-69% = D
73-76% = C Below 60% = F
70-72% = C-

Tentative Course Schedule

- Jan. 22 **Introduction**
- 24-29 **History of the African-American Athlete**
View video: The Journey of the African American Athlete
<http://www.youtube.com/watch?v=ov9F8qpI0Xo>); African American Athlete Biography Assignment
- 31-5 **Physiological, Biological, Anthropometric, and Psychological Differences**
View videos: Black Athlete Fact and Fiction (http://www.youtube.com/watch?v=ix7NVa-9_H8)
Reflection Paper: Why are African American athletes overrepresented in particular sports?
- Feb. 7-12 **African-American representation in Sport – The Racial Report Card**
(<http://www.tidesport.org/reports.html>); Group Assignment: TBA
- 14-19 **The African American Student Athlete**
Interview Assignment: Interview an African American athlete utilizing the information discussed in class. Conclude with a reflection on the content of the interview.
- 21-26 **Stereotypes and the African American Athlete**
Read article: Harrison, L. Jr. (2001). Understanding the Influence of Stereotypes: Implications for the African American in Sport and Physical Activity, *Quest*, 53, 97-114. Interview Assignment:
- 28-5 **Race and Athletic Identity and Sport**
Read articles: Harrison, L. Jr., Harrison, C. K., & Moore, L. (2002). African American Racial Identity and Sport. *Sport Education and Society*, 7, 121-133.
Bimper, A., Jr., Harrison, L., Jr., & Clark, L. (2013). Diamonds in the rough: Examining a case of successful Black male student athletes in college sport. *The Journal of Black Psychology*, 39, 119-142.
- Mar. 7 **Examination I**
- 12-14 **The African American Female Athlete**
Read: Bruening, Armstrong & Pastore (2005). Listening to the voices: The experiences of African American female student athletes. *Research Quarterly for Exercise and Sport*, 76, 82-100.

Black and White Women Far From Equal Under Title IX
http://www.nytimes.com/2012/06/11/sports/title-ix-has-not-given-black-female-athletes-equal-opportunity.html?_r=0
- 26-28 **Media and Sport Images of African American Athletes**
Assignment: Find a media portrayal of an African American athlete. Considering class discussions, critically analyze the portrayal of the athlete.
- Apr. 2-4 **African American Athletes and Social Activism**
Edwards, H. (1969). The revolt of the Black athlete.
Shabazz Napier: 'There's hungry nights where I'm not able to eat'
<http://www.sbnation.com/college-basketball/2014/4/7/5591774/shabazz-napier-uconn-basketball-hungry-nights>

- 16-18 **Political Influences in Sport**
Video: Not Just a Game: Power, Politics & American Sports.
Reflection assignment
- 23 **Retirement, Transition, Myths and Paradoxes**
View video: ESPN 30 for 30: Broke
- 25-30 **Mental Health**
- May 2 **Panel Discussion**
- 7 **Presentation Discussion and Evaluations**
- 9 **Examination II**



Cultural Diversity Flag

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.



Use of Canvas

This course requires the use of Canvas, a Web-based course management system with password-protected access at <http://canvas.utexas.edu/> to distribute course materials, to communicate and collaborate online, and to post grades. You can find support in using Canvas at <http://guides.instructure.com/>.

Documented Disability Statement

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide

accommodations without an official accommodation letter from SSD.

- Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).
- Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD's website for more disability-related information:
http://www.utexas.edu/diversity/ddce/ssd/for_students.php



Academic Integrity

University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

The following information is required by the College of Education:

Policy on Scholastic Dishonesty:
Students who violate University

rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services web site at <http://www.utexas.edu/depts/dos/sjs/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Please see the following website and view the video for information on plagiarism.
<http://www.lib.utexas.edu/plagiarism>



Course Evaluation will be done through your participation in the Measurement and Evaluation Center Course Instructor Survey.



* Please turn off (or place in silent mode) and put away all cellphones before entering class. Computers

may be used only for note-taking or for class activities. Students who use laptops or other technology for non-class related activities will be marked absent and asked to leave for the remainder of that class.

CARE Counseling

CARE is a program through the UT Counseling and Mental Health Center. It is common to need support when dealing with feelings and problems that seem beyond your control. CARE Counselors are available to help with a variety of issues that may serve as a barrier to your academic success. Your CARE Counselor in the College of Education is Danie White, LPC, LMFT. Her office is in the George I. Sanchez Building, SZB 212E. To schedule an appointment, call 512-232-6862 and ask to schedule a CARE appointment. If you leave a voice mail, please include your name, EID, and contact number. Walk-in hours are also available on Mondays and Wednesdays from 1 - 2 PM in JES A115 and Tuesdays and Fridays from 1 – 2 PM in SZB 216. You will check-in at the Front Desk, and they will let Danie know you're waiting. All services are confidential. None of your information will be shared without your written consent. Come by and see us, we are here to listen.



EVACUATE

Classroom Evacuation for Students

All occupants of university buildings are required to evacuate a building when a fire alarm and/or an official announcement is made indicating a potentially dangerous situation within the building.

Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

If you require assistance in evacuation, inform your instructor in writing during the first week of class.

For evacuation in your classroom or building:

1. Follow the instructions of faculty and teaching staff.
2. Exit in an orderly fashion and assemble outside.
3. Do not re-enter a building unless given instructions by emergency personnel.