**KIN 212: Sports and American Society Block 5, 2019**

**Course Syllabus**

**Instructor:** Christi Johnson, PhD

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**Regular Class Meetings:** 12-3pm (9:30-10:30 additional first day)

Special sessions as assigned

MLK, Thomas Commons

303 College

**Office Hours:** 10:30-11:30 MWF; and open door; and by appointment; and most days right before or after class

**Required Text:** Jamieson, K.M. & Smith, M.M. (2016). Fundamentals of Sociology of Sport and Physical Activity. Champaign, IL: Human Kinetics.

Other readings posted on Moodle

**Prerequisites**: None

***Course Description***

**KIN 212: Sports in American Society:** This course is an introduction to the academic discipline of sport sociology, focusing primarily on the role that sport and physical activity play in contemporary American society. Topics relevant to organized competitive and recreational sport contexts have been selected to introduce students to the nature and scope of this interdisciplinary area of sport and exercise studies.

We will explore issues related to cultural relationships that exist between sport and other social institutions in American society, including the economy, education, mass media, political entities, and religious organizations. Special attention will be paid to the intersections of sport with diversity, difference, and power, with the goal of envisioning sport as just, ethical, and humane.

Learning activities will include reading from a variety of texts, in-class discussions, and group and individual projects.

***Course Objectives***

Cornell College maintains the following Educational Priorities & Outcomes (http://www.cornellcollege.edu/about-cornell/mission/):

* Knowledge
* Inquiry
* Reasoning
* Communication
* Intercultural Literacy
* Ethical Behavior
* Citizenship
* Vocation
* Well-being

This course is designed to reflect the College’s priorities. As such, the course objectives fit within the overall Educational Priorities of the College.

***Students will……***

1. Critique sport and exercise structures in the US (Inquiry, Reasoning, Ethical Behavior, Intercultural Literacy)
2. Develop an understanding of theories and methods used to critically examine sports in society (Knowledge, Inquiry, Reasoning)
3. Critically examine current events surrounding sports and social issues (Reasoning, Intercultural Literacy, Ethical Behavior, Citizenship)
4. Find, read, understand, and summarize scholarly writing in sport sociology (Reasoning, Communication)
5. Work collaboratively to develop novel solutions to problems facing current sporting establishments (Communication, Ethical Behavior, Citizenship)

*This course supports the Educational Priorities and Outcomes of Cornell College with emphases on Inquiry, Reasoning, Knowledge, Ethical Behavior, Intercultural Literacy, and Citizenship.*

# **Summary of Course Grading**

|  |  |
| --- | --- |
|  | ***Weighted Percentage***  ***of Final Grade*** |
| Exam 1 | 25% |
| Exam 2 | 25% |
| Labs | 15% |
| Final Project | 25% |
| Class Participation & Prep | 10% |

**Guidelines for Letter Grades:**

A = 93-100% B+= 88-89.9% C+= 78-79.9% D+= 68-69.9%

A-= 90-92.9% B = 83-87.9% C = 73-77.9% D = 63-67.9%

B- = 80-82.9% C- = 70-72.9% D- = 60-62.9%

1. **Handouts, readings:** Handouts, readings, and other course materials will be posted on Moodle or provided in class.
2. **Exams:** There will be two written exams. Each written exam will include multiple choice, short answer, and essay question formats. Prompt attendance is expected on exam day. Students that arrive late for exams will not be allowed extra time to complete the exam. Students that arrive late—after the first student of the class to complete the exam has departed—will not be allowed to take the exam. If you must miss an exam for serious illness, you must contact Dr. Johnson BEFORE the beginning of the exam. If your email is not time-stampted before the beginning of the exam, you will not be allowed to complete a make-up exam. Make up exams will not be given *except under extreme, extenuating circumstances* and must be previously approved and arranged.
3. **Labs—Preparation, group-work, and presentation:** Prompt attendance is expected on lab days (lab preparation, lab work, and lab presentation). If you are absent for any portion of lab work, you will lose credit for that work. If you must miss any portion of lab work for serious illness, you must contact Dr. Johnson BEFORE the missed class. If your email is not time-stamped before the beginning of the class in which the lab work occurs, you will lose credit for that portion of the lab.
4. **Final Project:** Students will complete a combined group and individual final project (group presentation, individual write-up). A detailed description will be posted on Moodle. The final project is designed to support your skills for collaboration, communication, and deepen your knowledge and application of materials from the course.
5. **Daily Preparation & Participation:** A portion of the final grade is dependent upon your daily participation in course activities, the quality of in-class participation and preparation for discussions, and general attendance. Active participation in class discussions will count favorably towards this component of the final grade. You may be assigned small, written activities throughout the course that will count toward your Participation grade.

### **What to do if…**

**…you have to miss class**: Students are expected to attend each class. If you miss class, you will miss notes and discussion and will not receive credit for that class. This will impact your grade negatively. Some of the course material is NOT covered in the textbook. If you miss class it is your responsibility to get notes and announcements from a classmate. Once you have those notes and announcements, feel free to visit my office hours to discuss them and ensure you have all the material.

If an emergency causes you to miss class, please contact Dr. Johnson before the missed class. To make up exams or major assignments, students must provide appropriate documentation of their absences.

**…you need to get a hold of Dr. Johnson RIGHT AWAY**: Talk with me after class! It is often easiest to work through any challenges we may have in person. If you can’t catch up with me after class, please come to office hours! You do not need to make an appointment to come to office hours!

Or, send an email. IMPORTANT NOTE: I generally check email 1-2 times per day. I often am unable to respond to emails after 4:30pm. If a concern emerges for you during the evening, please email me anyway. I’ll be able to address the email the next day.

### **Basic Expectations**

**On attendance:** It is your choice to attend class. There are many good reasons to choose to attend.

1. You will learn more of the course content if you do attend class. If you miss class, you will miss notes and discussion. This will impact your grade negatively. Some of the course material is NOT covered in the textbook. If you miss class it is your responsibility to get notes and announcements from a classmate. Once you have those notes and announcements, feel free to visit my office hours to discuss them and ensure you have all the material.
2. You can think of class attendance as part of your “job” as a student. In my experience, most jobs do not offer bonus pay simply for showing up. (If you do find a job that pays you just to attend, please tell me about it!). In school and in occupation, you must pair showing up with working toward certain outcomes.
3. I notice and will miss you if you are gone.
4. In the event that you may have to consider a 15-day drop, Cornell policy requires that students have shown a dedicated effort toward mastering the course material. Anything more than two absences will impair your ability to demonstrate a “dedicated effort.”

If an emergency causes you to miss the day of an exam or impairs your ability to hand in work on time, please contact me before the missed class or assignment deadline. To make up exams or major assignments, students must provide appropriate documentation of their absences.

**On participation:** Learning occurs in many forms! One powerful way to support learning is to discuss ideas. During class meetings, we will spend extensive time discussing and “playing with” ideas. This allows you to practice articulating complicated ideas and listening to peers as they develop their ideas. Being able to state your ideas clearly and understand others’ ideas are important skills to develop. We will also engage in full-class discussions in which you are invited to share your ideas with the group. Often, a few students voices tend to dominate full-class discussions. If you recognize that you tend toward being a more vocal participant, 1) thank you for your thoughtful engagement, and 2) be aware that you may need to be patient to allow your classmates to develop their ideas. If you tend toward being more quiet during large group discussions, 1) please let me know how I can help you feel more comfortable speaking up, and 2) recognize that small group discussions are a great space to engage in discussion and practice the skills for large-group discussion.

**On workload:** You are a full-time student and you should plan on spending the equivalent of at least a full-time job on your course. I expect the average student will need to spend ~150 hours on this course this block to approach their best potential performance. Since we will spend ~50 hours in class, this leaves ~100 hours outside of class time. So, you need to set aside several hours outside of class each day to keep up with the material. If you are struggling or if you want a deeper mastery of the material, you will benefit from spending more time deeply engaging the material. Look for times during the day in which you have the most energy and are feeling excited about learning. Plan breaks in your study time to keep your energy high (e.g., six 30-minute sessions per day is likely to be more effective than one 3-hour session). The opportunities offered in a liberal arts education at Cornell College will help you compete in the job world, but you will have to work both effectively and efficiently. Here are some suggestions for how to study this material:

* Review the PowerPoint slides thoroughly! Read them again (maybe out loud), and “sync” your notes with the slides. Consider recopying by hand or typing in outline form.
* Read the book and assigned readings. Consider taking notes from the textbook and aligning your reading notes with your class notes and PowerPoints.
* Make vocabulary lists, flashcards, Quizlets, or similar study aids.
* Reorganize your class notes and reading notes into “Cornell” notes.
* Talk through some of the ideas we discuss in class with a friend or family member.
* Teach some of the ideas to someone else.
* Think of novel ways of applying the material and discuss them.
* Read other materials (popular press, news, sport reporting) related to our class material. Tell a friend, a classmate, or me (I love to chat about this stuff after class or during office hours!)

**On reading and understanding:** In the field of kinesiology, particularly in the social science sub-disciplines of kinesiology, many of the concepts may seem familiar. You have developed your own style of talking about your social experiences with movement (sport, exercise) throughout your life. Kinesiology applies very specific languages of various sub-disciplines to understand familiar concepts in new, scientific, and specific ways. Practice using the language of sociology and kinesiology to understand your movement world. I suggest you keep a list of new terms you encounter in the course, and, when talking about the course with your classmates, or even family and friends, try to use these new words. If you can teach these concepts to others, then you will be well on your way to understanding them.

**On finding information and writing:** Although I will provide you with resources to support your library usage and writing,I expect that you are able to use library resources to find information in scholarly, peer-reviewed journals. I also expect that you are able to write fluently in English. This includes using the following structures and tools:

* Using library search engines and databases
* Creating keyword searches
* Using accepted grammar
* Writing full sentences
* Composing coherent paragraphs
* Creating 5-paragraph essays
* Writing annotated bibliographies
* Using APA citation style for both bibliographic references and in-text citation

If you’re worried about any of this, here are some great resources for you:

* [The Writing Studio](http://www.cornellcollege.edu/library/ctl/ws/)
* [The Quantitative Studio](http://www.cornellcollege.edu/library/ctl/qr/index.shtml)
* [Academic Technology](http://www.cornellcollege.edu/library/ctl/ats/index.shtml)
* [Study Tips](http://www.cornellcollege.edu/academic-support-and-advising/study-tips/index.shtml)
* [Academic Support and Tutoring](http://www.cornellcollege.edu/academic-support-and-advising/index.shtml)
* [Amy Gullen, Consulting Librarian](http://www.cornellcollege.edu/academics/our-faculty/faculty-profile/index.php/show/agullen)
* [Online Writing Lab at Purdue](https://owl.english.purdue.edu/owl/resource/560/01/)

**College Policies:**

***Academic Honesty***

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading “Academic Honesty."

***Students with Disabilities***

Cornell College makes reasonable accommodations for persons with disabilities.  Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format.  For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

***Withdrawal from the Course***

According to Cornell College guidelines, students may withdraw from this course on the 15th day of the block assuming that they meet specific criteria as listed in the Course Catalogue. This option is available for the student who has made a *good faith effort* to perform well in class, as demonstrated by consistent attendance and participation in course activities and completion of all assignments.

**Instructor Policies:**

**Class and in-class discussion:** Plan on attending and participating! I want to hear from each of you, and believe each of you has valuable thoughts and ideas to share. Also, always be respectful of one another’s opinions and thoughts and listen! Small, graded assignments may occur during class. These assignments will be related to the topic of the day, but you must be in attendance to complete the assignment!

**Technology in class:** There are times in which having a laptop, tablet, or smartphone will be helpful in class. We may use technology to look up ideas, brainstorm, fact-check, or support debate.Although taking notes by hand yields better learning and retention of course material, you are allowed to use a computer during class for note-taking and for finding information to support in-class assignments. However, if you find you are distracted by materials not related to the course (on your computer or phone), you are encouraged to put away your technology and take notes by hand. Please be aware that inappropriate uses of technology (e.g., social media, email, online shopping, watching pornography, or other web-browsing) during class detracts from your learning experiences and can be disruptive your classmates’ learning environment. If you choose to use technology in class, stay on topic. If technology usage becomes a problem, you will be asked to leave class for the day.

**How to Hand in** **Assignments:** I do not accept assignments via email or Google Drive/Docs/Sheets/Slides!!! Most of our assignments will be submitted in hard-copy. When appropriate, Moodle drop-boxes will be opened for assignments. If you have a good reason to miss class, please let me know ahead of time so we can make arrangements for you to submit your assignment.

**Neatness**: All written work should be typed, unless it is created in class. Multiple pages must be stapled (will not be accepted without a staple). If written work is created in class, spiral-bound notebook “frills” must be removed. All work should include your first and last name, the name or a short description of the assignment, and the due date in the upper right-hand corner.

**Make-Up Policy:** Students are allowed to make up coursework missed due to an excused absence. There are two main criteria for determining whether or not a student may make up missed coursework: 1) the student misses class due to a College-approved excuse (considered an “excused absence”, mandatory attendance at a college-sponsored event or documented medical excuse), 2) the student makes arrangements to make up the missed coursework prior to the absence. It is the student’s responsibility to contact me about making up coursework and to provide documentation for the absence.

**Late Assignments:** Assignments turned in following the due date and time will not be accepted without prior approval. In the event a student has approval to submit late coursework, a 1% per hour grade reduction may be imposed.

**Collaboration (working in groups)**: Our major project is partially collaborative. Each student on a team is expected to complete a similar amount of work and to contribute equally to the project. Each student will complete a self-evaluation and a group evaluation, describing this equality or the lack of it during the group’s work. Students who misrepresent themselves as equal partners in this collaborative project but who are actually letting others do the bulk of the work will be reported to the College for academic dishonesty. If you have questions, it is your responsibility to ask them.

**Moodle**: Check Moodle regularly for ideas, notes, or special announcements. If you would like help using Moodle, let me know, and I’ll help you to navigate our course page.

**Tests:** During test time, personal items like bags, notes, newspapers, jackets, etc. go under your desk. Cell phones and other technology must be shut off or silenced and stowed under your desk, too. Baseball caps should not be worn or must be turned backwards. Exams for this course are not a collaborative and must be completed by the student without help from others. Exams showing strong similarities and/or duplication will be considered the result of academic dishonesty and will be given a grade of zero-points. The students involved will be reported to the College. Do not share your exams with others in the class. If you have questions about this policy, it is your responsibility to ask them.

**Absences for illness:** If you must miss class due to illness, please contact me VIA EMAIL before the missed class. If you choose to visit a doctor, you may provide a doctor’s note to verify your absence. Please recognize that flu-like symptoms are VERY SERIOUS and you should stay away if you feel you might be contagious.

**Student Privacy**: Because of privacy laws, I am unable to email grade information. Office hours are a great time to talk about your grade, your test scores, and strategies for success in this class.

**Classmate Privacy**: It is a violation of your classmates’ rights to privacy to ask them how they scored on an assignment or an exam. While some people are willing to share that information, others may be reluctant. A classmate may experience uncomfortable peer pressure when asked to share a score. So, just do not ask!