

COMM 3500: RHETORIC OF SPORT



Spring Semester 2018 | Monday & Wednesday, 7.30 – 8.45 PM | 208 Kuhlin C.

Instructor: Yannick Kluch
Office Location: Kuhlin Center 405
Office Hours: M & W, 6.00 – 7.15 PM (& by appointment)

Department of Communication | School of Media and Communication



COURSE DESCRIPTION

Nelson Mandela once famously said: "Sport has the power to change the world." Indeed, cultural scholars have argued that sport is the most universal form of popular culture. As the center of public attention, sport can be a microcosm of the concerns and issues facing society. It influences our identity positions, consumption choices, interpersonal relationships, and media options. As such, no profile of contemporary culture is complete without the inclusion of sport, as sport both reflects and shapes culture. This course examines sport as a prominent site of communication as well as a symbolic means of creating communities and identities at the individual, community, national, and global levels in both American and global culture. The course is grounded in a rhetorical approach to sport that views it as an institution through which culture is produced, maintained, and contested. We will examine the language of sport itself (terminology, slang, phrases), mythology and nostalgia, nationalism, sporting metaphors, commercialization, media representations, images and narratives, rhetorical critiques of sport as cultural and political issue, as well as broader issues of sport as it pertains to performances of gender, sexuality, race, and class identities.

SERVICE LEARNING COMPONENT

Because rhetoricians are often concerned with the improvement of public life, we will conclude this course by moving beyond the theoretical material in order to develop concrete projects that utilize sport as a platform to facilitate social change. As your final project for this class, you will thus be required to develop a project that will be presented to the Executive Leadership Board of the *We Are One Team* (WA1T) initiative on campus. For more information on WA1T and the service learning component, please go to the next page.

SERVICE-LEARNING COMPONENT: WE ARE ONE TEAM (WATT)

What is a service-learning course?

A service-learning course combines teaching and community involvement within an academic setting. A service-learning course provides an opportunity for students, faculty members, and community partners to engage in organized service activities that address community-identified needs. The experience allows participants a chance to reflect on the service activity to gain a further understanding of curricular content, as well as enhance their sense of personal values and civic responsibility.

How do students benefit from service-learning?

Students in service-learning classes can benefit academically, professionally, and personally:

- ✓ Gain hands-on experience and practical knowledge
- ✓ Develop critical thinking and problem-solving skills
- ✓ Build an understanding of diverse cultures and communities
- ✓ Integrate curricular and co-curricular learning
- ✓ Engage in active learning that connects academic work to life experiences and career choices



Our Partner: The *We Are One Team* Initiative (WA1T) at BGSU

WE ARE ONE TEAM is an umbrella initiative for multiple minor projects that promote social justice through sport at BGSU, including but not limited to projects addressing ...

- ... Gender Equality.
- ... Sexism and Sexist Assumptions.
- ... Disability & Body.
- ... LGBTQ Issues.
- ... Racism and Racist Assumptions.
- ... Stereotypes and Bullying.

WE ARE ONE TEAM uses sport as a forum to create a dialogue and to promote friendship between stereotyped groups on campus, including but not limited to BGSU Athletics, minority groups, faculty and administration, and the general student body. Through the power of sport, **WE ARE ONE TEAM** aims to strengthen the sense of community at BGSU by creating awareness of social injustice and by facilitating an environment that values inclusion, diversity, and tolerance. As a university-wide movement, **WE ARE ONE TEAM** represents a strong group of advocates for positive social change who are united by their mutual love and passion for sports.



COURSE OBJECTIVES

- ✓ Train students to explore the connection between sport and culture through a rhetorical lens
- ✓ Improve students' communication skills as well as analytical skills by reading about, writing about, and discussing sport incidents and phenomena
- ✓ Help students understand their multiple social identities as well as how these identities are influenced by the sporting world
- ✓ Empower students to critique how sport perpetuates dominant cultural norms and enable students to dismantle such norms
- ✓ Help students understand the role of sport in the creation of social inequality
- ✓ Enable students to apply their knowledge to real-world examples and to utilize their skills by developing a social justice advocacy project for *We Are One Team*

LEARNING OUTCOMES

After taking this course, students will have achieved the following knowledge and skills:

- ✓ To have a comprehensive understanding of the connection between sport and social as well as cultural values and between sport and identity construction
- ✓ To be able to explain various ways in which sport provides a means of communication as well as the various ways in which sport is produced and consumed as a significant site of meaning
- ✓ To describe and apply major theories, concepts, and findings from the study of the rhetoric of sport
- ✓ To reflect more critically on their own beliefs, practices, and identities involving sports
- ✓ To use this knowledge to analyze and critique the rhetoric in the every-day sports world and to be active advocates for social justice
- ✓ To develop activist projects that make use of sport as a forum to address social justice issues and promote social equality and inclusion

MY RESPONSIBILITIES:

INSTRUCTOR AS COACH

Since this is a service-learning course, do not think of me as a lecturer, but rather as a **coach** who ensures you are learning valuable lessons in this class. It is my utmost goal to facilitate a learning environment that allows you to grow academically, intellectually, and personally over the course of the semester. That is why you can expect me to:

- ✓ Come to each class period prepared and organized to cover the topic assigned for that day with efficiency, thoroughness, and enthusiasm
- ✓ Provide feedback (e.g. grades) in a timely fashion
- ✓ Stimulate your curiosity for the study of rhetoric and sport by pushing you to your intellectual limits and by encouraging you to think beyond the physical and mental boundaries of the classroom
- ✓ Act as a bridge between students and *We Are One Team* to ensure a rewarding learning experience for all parties involved

YOUR RESPONSIBILITIES:

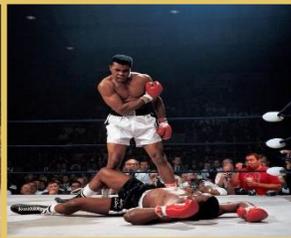
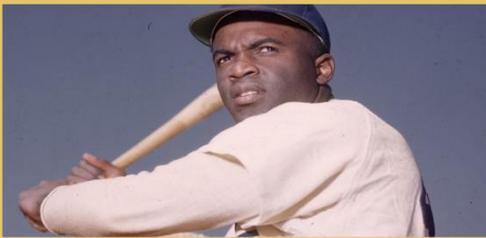
STUDENT AS INTELLECTUAL ATHLETE

The success of a coach depends on the team he or she is in charge of. Over the next 16 weeks, I thus view each student in the class as an **intellectual athlete**. The metaphor of an athlete seems appropriate in this context, as I will expect the following of you:

- ✓ Come to each class session prepared to discuss the readings assigned for each day & be mentally (and physically) present for the duration of each class
- ✓ Complete each assignment in the class to the best of your ability (and ask for help if needed)
- ✓ Be eager to build knowledge and to apply that knowledge in order to contribute effectively to the various teams you are a part of (e.g. your COMM 3500 class, WAIT, the BGSU community, society as a whole)
- ✓ Be a reliable, helpful, and enthusiastic partner of *We Are One Team* (i.e. being on time to meetings, delivering assigned duties/tasks by the deadline, etc.)

WOW! A CLASS ABOUT SPORTS? WHAT WILL THE CLASS SESSIONS LOOK LIKE?

This course is not simply “about sports,” and you do not need to be obsessed with sports in order to enjoy the class. Rather, we will discuss the communicative and rhetorical role sport as an institution plays in both American and global cultural contexts. For example, while we will not debate which player or team is the best, we will discuss why people identify with certain players or teams. As such, we will regularly examine and engage questions about the impact of sport on our culture, identities, politics, and social lives. Each class covers a topic within the field of the rhetoric of sport, and class sessions will include of a combination of short lectures, activities, and discussion. Finally, starting with our identity section of our class, we will dedicate time in class for guest speakers (e.g. members of *We Are One Team* (WA1T), athletes, etc.).



REQUIRED READINGS

There is no textbook required for this class. Instead, various articles will be made available through the Canvas site for this course.

GRADING SCALE

There is a total of 1000 points for this course:
A = 900-1000 pts; B = 800-899 pts; C = 700-799 pts;
D = 600-699 pts; F = 0-599 pts

COURSE ASSIGNMENTS

ATTENDANCE & PARTICIPATION

Your participation and attendance is essential to your success in this class. Attendance is mandatory in this class. I highly value your insights into the topics discussed in class, and I expect you to participate in class discussions and activities. Because your participation and attendance are crucial for your success in this class, both will be graded for the duration of the semester. The points are distributed as follows:

Attendance

25 pts.

Participation

100 pts.

Please be aware that attendance does not equal participation; both will be graded separately. Instead, you will be graded for your active participation during class each day. In order to receive high credit for participation, you therefore need to participate at least once every class session, although you are certainly welcome to participate more.

TEAM BRIEFINGS

50 pts.

At one point in the semester, you will work with a partner to do a team briefing (i.e. a brief presentation) on one of the readings assigned for the class session. Your team briefing will include a summary of the article, a media example, and three critical discussion questions.

YOUR TRACK RECORD: REFLECTION PAPERS

5 for 20 pts. each

100 pts.

During weeks 1 through 15, you are required to submit five reflection papers to keep track of your progress in the class. Each reflection should include the following components:

- ✓ Brief **summary of overarching themes** of each phase of the course
- ✓ **Application of concepts** in readings to at least one real-world example
- ✓ **Reflection** of how concepts relate to **your own experience** with sport
- ✓ **Reflection** on how each topic relates to your work with ***We Are One Team***

Each paper should be 2 pages in length (standard formatting) and will be due at the beginning of class on the stated deadline.

SHORT ESSAY QUIZZES

100 pts.

A total of 12 quizzes will be given throughout the semester. Each quiz is worth 10 points and will consist of two short essay questions that test your knowledge about the reading(s) assigned for the day the quiz is given. The quizzes are given during the class session; make up quizzes will not be allowed. Out of the 12 quizzes, only your top ten scores count toward your grade – so you can miss two quizzes without jeopardizing your grade.

ESSAY ASSIGNMENTS

Each paper should be at least 4-5 full pages in length and should be formatted in 12-point font, Times New Roman, double-spaced, and 1" margins. Put your name, course title, and instructor in the top left corner of your first page (single-spaced; everything else should be double-spaced). Include a title of your paper centered at the top of your essay; your title should be creative and should reflect the points you are making in the essay. Detailed instructions for each essay, including a rubric, will be distributed closer to the stated deadline. For each essay, you are required to cite at least three research articles (up to two of which can be class readings).

SUPER BOWL LII ESSAY

100 pts.

Your first essay assignment builds on the knowledge you have acquired in the first phase of the course. This assignment requires you to analyze a rhetorical artifact linked to Super Bowl LII for its deeper cultural meaning (e.g. a commercial, a team, an athlete, or a performance). The main question you will have to answer in this essay is the following: How does the artifact you have chosen reflect American cultural ideals and/or values? There are two parts for this essay:

Part I – Description the Artifact: On the first page of your essay, you are required to describe the artifact you are analyzing in detail.

Part II – Analysis and Deconstruction of Artifact: You will then deconstruct the Super Bowl LII artifact of your choice. Answer the following questions: What does the commercial tell us about American culture at this point in time? How does the commercial reinforce hegemonic norms and/or dominant American cultural ideals/values?

SPORT & BELONGING ESSAY

100 pts.

Your second essay applies the knowledge you have acquired in the second phase of the course ("Sport as a Rhetorical Tool for Belonging"). Indeed, sport commonly facilitates the construction of unique communities and/or cultures (e.g. New Zealand's "All Blacks"). In this essay, you will identify and describe the unique features of a specific sporting community. Your essay should include the following components:

Part I – Introductory Statement: On the first page of your essay, describe your own involvement in the sporting culture of your choice (e.g. as an athlete, fan, student worker, etc.) and how that involvement has informed who you are today.

Part II – Analysis of Community: Describe the unique features of the sporting community you identified in Part I. For instance, if you are an avid Cleveland Cavaliers fan, you will have to describe here what metaphors, cultural beliefs, and rituals make up the Cavs fan community.

WAIT SPEAKER PROPOSAL ESSAY

100 pts.

Your third essay draws from course material covered in the third phase of the course ("Performing Identities in/through Sport"). You will choose a potential speaker from the athletic community (broadly defined; these can be athletes, athletic administrators, officials, etc.) that could be featured as part of the *WAIT: Our Voices* educational series at BGSU. Past speakers of the series include Robbie Rogers (first openly gay male active soccer player in the U.S.) and Jessica Long (second most decorated Paralympic athlete in the U.S.). Your essay should answer the following questions:

- ✓ What makes this speaker a suitable candidate for the *WAIT: Our Voices* speaker series?
- ✓ How has the speaker's involvement in sport impacted their performance of identities?
- ✓ Why is their story worth to be told at BGSU?

GROUP ADVOCACY PROJECT

Because sport does not exist in a vacuum in our society, your final assignment for this course requires you to go beyond the theoretical material we have dealt with in this class. We have practiced our ability to detect biases and hidden assumptions that perpetuate social inequality through sport throughout the semester. This final project will give you the chance to identify and develop projects in collaboration with *We Are One Team* (WA1T) that can contribute to our campus community by addressing social justice issues and promoting diversity and inclusion through the power of sport. This assignment consists of three parts: an ESPN 30 for 30 mock clip, the actual project proposal for WA1T, and a group presentation.

Mock ESPN 30 for 30 Clip 100 pts.

Based on your track record reflection papers and your knowledge of the work of *We Are One Team* (WA1T), each group is required to create a mock ESPN 30 for 30 film that reflects on one of the social issues that we have dealt with in this class. Sample topics are:

- Gender inequality in sport
- Religion in sport
- Disability in sport
- LGBT Issues and sport

In the short clip, each group should reflect on how the class has sensitized them for the issue addressed in the podcast. Each group's clip should be between 2-3 minutes in length and should include the following elements:

- **Detailed Description** of social issue in sport using scholarly support
- **Thorough Analysis** of at least two **examples** that illustrate how severe issue is
- **Reflection** on how group was sensitized for issue (include personal experiences, work with WA1T, class materials)
- **Introduction** to group's project developed to address issue identified

WA1T Project Proposal 200 pts.

One of the goals, if not the most important goal, of this course is to make you more aware of the biases and unspoken assumptions that perpetuate social inequality through sport. For this part of your final project, you are thus required to develop a concrete project addressing how to make sport (and/or our culture in general) more inclusive for individuals who fall outside the hegemonic norms. The project you propose should be able to be realized as part of the *We Are One Team* initiative.

The central question each group's project should attempt to answer is: **How can we use the persuasive power of sport to address social justice issues, promote equality and inclusion, and facilitate social change?**

Be creative here! There are a lot of ways that awareness can be created, and past WA1T projects include panel discussions with members of the BGSU community, invited guest speakers, workshops for selected student groups, art, sporting days, WA1T-5K Team Runs, and social media campaigns. Your group project should be based on your mock ESPN 30 for 30 Clip, and each group needs to get their project approved by me before you start working on it.

Presentation

25 pts.

During Final Exam Week, each group will be presenting its group advocacy project (consisting of the clip and the WA1T project proposal) to the rest of the class as well as selected members of the WA1T Executive Board. Presentations will be 10-15 minutes each, followed by a 5 minute Q&A session. You are required to have a visual aid in your presentation (in addition to the podcast). This can be a poster, booklet, video, PowerPoint presentation, etc.

OUR GAME PLAN: THE COURSE SCHEDULE

- PHASE I -

LEARNING TO READ SPORT CRITICALLY: THE STUDY OF SPORT AS A RHETORICAL SITE OF CULTURE

Week 1: Introduction to the Study of Sport

Monday, Jan. 8 | Introduction to the Course & Sport Communication

Reading(s): "Examining the Purpose of Sport & Why it Matters" (Wolff & Hums) –in class–

Wednesday, Jan. 10 | The Communicative Significance of Sport

Reading(s): "The Duality of Sport" (Eitzen); "Why Sport and Games Matter" (Kraft & Brummett)

Assignment(s) Due: Reflection Paper #1 (by Friday, January 12, 7:30 PM)

Week 2: Sport as a Microcosm of Society & Introducing We Are One Team (WA1T)

Monday, Jan. 15 | MLK Jr. Day – No Class

Wednesday, Jan. 17 | Class will be online (Yannick @ NCAA Convention in Indianapolis)

Reading(s): Selected articles on *We Are One Team (WA1T)*; WA1T website (www.bgsu.edu/WeAreOneTeam-BG)

Readings marked with (*) will be assigned for the team briefing assignment

Week 3: Sport and/as Culture

Monday, Jan. 22 | Hegemony & Cultural Values in Sport

Reading(s): "Sportswriting and American Cultural Values: The 1984 Chicago Cubs" (Trujillo & Ekdom); "American Football, Flags, and 'Fun': The Bell Helicopter Armed Forces Bowl and the Rhetorical Reproduction of Militarism" (Butterworth & Moskal)

Wednesday, Jan. 24 | Metaphors, Myths & Rituals in Sport

Reading(s): "Myth, Sport and the Mediated Reconstruction of the American Hero in the Shadow of the September 11th Terrorist Attacks" (Chidester); "The Sports Metaphor in American Cultural Discourse" (Segrave)

Assignment(s) Due: Reflection Paper #2 (by Friday, January 26, 7:30 PM)

Week 4: Mythology & Mediated Sport Spectacles

Monday, Jan. 29 | Myth & Sport Spectacles

Reading(s): "Super Bowl: Mythic Spectacle" (Real); "The Super Bowl: The Holiest Day of the Season" (Bishop)

Wednesday, Jan. 31 | Myths in Sports Advertising

Reading(s): "The Male Consumer as Loser: Beer and Liquor Ads in Mega Sports Media Events" (Messner & Montez); "'Sexual Ornament' or 'Spiritual Trainer'? Envisioning and Marketing to a Female Audience Through the NHL's 'Inside the Warrior' Advertising Campaign" (Gee)

- PHASE II -

LOOKING AT SPORT TO SEE WHERE WE BELONG: SPORT AS A RHETORICAL TOOL FOR COMMUNITY

Week 5: Belonging in Sport

Monday, Feb. 5 | Sport Heroes & Villains

Reading(s): "Heroes in the Sports Pages: The Troubled Road to Victory for Belgian Cyclist Tom Boonen" (Hoebeke, Deprez & Raeymaeckers); "The Fallen Sports Hero in the Age of Mediated Celebrityhood" (Wenner)

Wednesday, Feb. 7 | Creating Community in/through Sport

Reading(s): "Sport Unites, Sport Divides" (Eitzen); "Emotionality in the Stands and in the Field: Expressing Self through Baseball" (Trujillo & Krizek)

Week 6: Local & Global Perspectives on Belonging in Sport

Monday, Feb. 12 | Sports Organizations & Sporting Spaces

Reading(s): "'Where My Falcons At?': The Stroh Center Rap and Representation of Organizational Identities in College Sports" (Schuck*); "The Talk of the Town: A Rhetorical Analysis of the Browns' Departure from and return to Cleveland" (O'Rourke III)

Wednesday, Feb. 14 | Constructing the Nation in/through Sport

Reading(s): "Media Coverage of International Sport" (Vincent & Hill); "Constructing Patriotism above Reproach: The Rehabilitation of German National Pride in the 2006 World Cup" (Zamboni*)

Assignment(s) Due: Super Bowl LII Essay (by Friday, February 16, 7:30 PM)

Week 7: Exclusion & Marginalization in Sport: First Half

Monday, Feb. 19 | Citizenship, Religion & Sport

Reading(s): "The Athlete as Citizen: Judgement and Rhetorical Invention in Sport" (Butterworth); "Strange, Incompetent and Out-of-Place: Media, Muslim Sportswomen and London 2012" (Farooq Samie & Sehlkoglou*); "Being Muslim in the NBA" (Spears)

Wednesday, Feb. 21 | Marginalization in Sport: From Mental Illness to Sexual Assault

Reading(s): "Split Image" (Fagan); "Why Minnesota's Near Boycott Matters to Fans and Critics of College Football" (Alt)

Week 8: Exclusion & Marginalization in Sport: Second Half

Monday, Feb. 26 | Normative VS. Non-Normative Gender Identities in Sport

Reading(s): "Playing Center: The Triad of Violence in Men's Sports" (Messner); "Female Fandom: Identity, Sexism, and Men's Professional Football in England" (Jones*)

Wednesday, Feb. 28 | LGBTQ Athletes

Reading(s): "Openly Gay Athletes: Contesting Hegemonic Masculinity In A Homophobic Environment" (Anderson*); "It's Complicated: Negotiations and Complexities of Being a Lesbian in Sport" (Waldron*)

Assignment(s) Due: Reflection Paper #3 (by Friday, March 2, 7:30 PM)

- PHASE III -

EXAMINING SPORT TO LEARN WHO WE ARE: (PER-)FORMING IDENTITIES IN AND THROUGH SPORT

Week 9: HALF-TIME – SPRING BREAK

Monday, March 5 | No Class

Wednesday, March 7 | No Class

Week 10: Gender & Sport

Monday, March 12 | Communicating Gender Norms in Sport

Reading(s): "Hegemonic Masculinity on the Mound: Media Representations of Nolan Ryan and American Sports Culture" (Trujillo); "The Babe/Baby Factor: Sport, Women, and Mass Media" (Barnett*)

Wednesday, March 14 | Femininities & Masculinities in Sport

Reading(s): "Recreational bodybuilding as cultural transformation: Communicating cross-cultural masculinities in U.S. college gym culture" (Kluch); "Reading the muscular body: A critical decoding of advertisements in Flex Magazine" (White & Gillett*); "Accepting or Subverting Norms of Femininity? The Case of Female Bodybuilders" (Tajrobehkar)
Assignment(s) Due: Sport & Belonging Essay (by Sunday, March 18, 7:30 PM)

Week 11: Race & Sport

Monday, March 19 | Communicating (about) Race in Sport

Reading(s): "Sports, the Media, and the Construction of Race" (Grainger, Newman & Andrews); "The Disgrace of Commodification and Shameful Convenience: A Critical Race Critique of the NBA" (Griffin*)

Wednesday, March 21 | Race & Intersectionality

Reading(s): "Race, Hegemonic Masculinity, and the "Linpossible!": Media Representations of Jeremy Lin" (Park*); "It's Not About the Game: Don Imus, Race, Class, Gender and Sexuality in Contemporary Media" (Cooky et al.)
Assignment(s) Due: Reflection Paper #4 (by Friday, March 23, 7:30 PM)

Week 12: Bodies & Disability in Sport

Monday, March 26 | Bodies in Sport

Reading(s): "Reading the Catsuit: Serena Williams and the Production of Blackness at the 2002 U.S. Open" (Schultz*); "As Penn State Kicker's Weight Made him into a Meme, it Nearly Drove him to Suicide" (Stubbs)

Wednesday, March 28 | Disability in Sport

Reading(s): "Communicating In and Through 'Murderball': Masculinity and Disability in Wheelchair Rugby" (Lindemann & Cherney); "The Best I Can Be: Framing Disability through the Mascots of the 2012 Summer Olympics and Paralympics" (Butler & Bissell*)

- PHASE IV -

USING OUR KNOWLEDGE TO MAKE A CHANGE: SPORT AS A PLATFORM FOR SOCIAL CHANGE

Week 13: Sport, Resistance & Protest Movements

Monday, April 2 | Consumption Choices & Commodity Activism

Reading(s): "We can't 'Just do it' alone! An Analysis of Nike's (Potential) Contributions to Anti-Racism in Soccer" (Muller, van Zoonen & de Roode*); "Nike Ad Sends Serious Message About Equality, Opportunity and Discrimination" (Boren)

Wednesday, April 4 | Activism in Sport: Native American Imagery & Experiences

Reading(s): "Playing and Protesting: Sport as a Vehicle of Social Change" (Kaufman & Wolff*); "What I Found in Standing Rock" (Koenig)
Assignment(s) Due: WA1T Speaker Proposal Essay (by Friday, April 6, 7:30 PM)

Week 14: Athlete Activism

Monday, April 9 | The Activist Athlete: From Muhammad Ali to Colin Kaepernick and LeBron James

Reading(s): "Athletes and/or Activists: LeBron James and Black Lives Matter" (Coombs & Cassilo*); "The Awakening of Colin Kaepernick" (Branch); "Colin Kaepernick Will Not Be Silenced" (GO)

Wednesday, April 11 | Student-Athlete Activism

Reading(s): "Don't Just Shut Up and Play" (Hayes); "Impact Player: Football Places Vanderbilt's Oren Burks in Position to Tackle Society's Pressing Questions" (Stark); "Where are the Jocks for Justice?" (Candaele & Dreier); "Athletes and Activism" (Arnett)
Assignment(s) Due: Reflection Paper #5 (by Friday, April 13, 7:30 PM)

Week 15: Identity Politics in Athlete Activism

Monday, April 16 | Intersectionality in Athlete Activism

Reading(s): "Disability Sport and Activist Identities: A Qualitative Study of Narratives of Activism Among Elite Athletes' with Impairment" (Smith, Bundon & Best*); "Athletes and the intersectional protest in the age of Trump" (Burns); "#PlayingWhileWhite: The Colin Kaepernick Saga and the (A)political White Athlete" (Leonard)

Wednesday, April 18 | Repercussions of Athlete Activism

Reading(s): "Boos, Bans, and Other Backlash: The Consequences of Being an Activist Athlete" (Kaufman*); "Me Too" (Stewart)
Assignment(s) Due: Group Advocacy Project: Mock ESPN 30 for 30 Clip (by Friday, April 20, 7:30 PM)

Week 16: Creating Change through Sport

Monday, April 23 | Changing Sport Through Action & Allyship

Reading(s): "Activating Change Through Allyship" (Hudson); "The Challenge: Changing Sport" (Eitzen);

Wednesday, April 25 | Conclusions & Course Wrap-Up

Assignment(s) Due: Group Advocacy Project: WA1T Project Proposal (by Friday, April 27, 7:30 PM)

Week 17: FINAL EXAM WEEK

Final Exam Period: Monday, April 30, 8:15 – 10:15 PM

Assignment(s) Due: Group Advocacy Project: Presentations

OUR RULE BOOK - PART I: UNIVERSITY POLICIES

Academic Honesty Policy

Students are expected to be familiar with and to follow the codes of conduct described in the BGSU Student Handbook:

<http://www.bgsu.edu/offices/sa/studentdiscipline/index.html>

The Code of Academic Conduct (Academic Honesty Policy) requires that students do not cheat, fabricate, plagiarize, or facilitate academic dishonesty. I will pursue violations of the student code of conduct to the fullest extent the university allows. Cheating and plagiarism can result in a score of zero on an assignment, outright failure of the course, or in some cases expulsion from the university. All violations of the Code of Academic Conduct will be reported to the Associate Dean of Student Services in the College of Arts and Sciences. The Dean of your home college (if not the College of Arts and Sciences) will also be notified. For details, please refer to:

➤ BGSU Student Handbook

(http://www.bgsu.edu/offices/sa/book/Student_Handbook.pdf)

➤ The Academic Charter, B.II.H (<http://www.bgsu.edu/downloads/file921.pdf>)

Disability Policy

In accordance with university policy, if you have a documented disability and require accommodations to obtain equal access to the course, you should contact me at the beginning of the semester to make this need known. Students with disabilities must verify their eligibility through the Office of Disability Services, 413 South Hall, 419-372-8495.

First Day Attendance Policy

In accordance with the University's First Day Attendance Policy, I will record the names of students who do not attend the first session of this class and request that they be "dropped" so that seats are made available for other students. An exception will be made if a non-attending student has an excusable circumstance and has contacted me prior to the first class meeting.

Religious Holidays Policy

It is the policy of the University to make every reasonable effort allowing students to observe their religious holidays without academic penalty. In such cases, it is your obligation to provide me with reasonable notice of the dates of religious holidays on which you will be absent. Absence from classes or examinations for religious reasons does not relieve you of responsibility for completing required work missed. Following the necessary notification, you should consult with me to determine what appropriate alternative opportunity will be provided, allowing you to fully complete your academic responsibilities. (As stated in The Academic Charter, B-II.G-4.b at: <http://www.bgsu.edu/downloads/bgsu/file919.pdf>).

University Closure Policy

In most cases, the University will not close for winter conditions unless the Wood County Sheriff's Department declares a Level 3 emergency. Information about University wide closures is communicated by the Office of Marketing and Communications, which will notify the University Fact Line, local FM & AM radio stations and the four Toledo television stations (see Weather Policy for lists). For changes in individual class meetings, please refer to the class Canvas site for postings by me.

Student-Athlete Policy

If you are part of an athletic team at BGSU, you are required to hand in a complete schedule of all dates with athletic events within the first week of classes; dates that interfere with the class schedule should be highlighted. If you have to miss a class section based on your schedule as a student athlete, it is your responsibility to contact me at least one week prior to missing class to schedule and complete makeup assignments. Please note that absences of student athletes missed due to athletic events count towards the three allowed absences.

OUR RULE BOOK - PART II: CLASS POLICIES

The following policies are identical for all classes taught by me. You are expected to follow these policies at all times.

Attendance Policy

Attendance will be taken every class, and you are encouraged to attend every class session of the semester. However, because we sometimes need to miss class due to circumstances that are outside our own control, you are allowed to miss up to one full week of class meetings without jeopardizing your grade (equivalent to two class sessions). Each absence after your two "freebies" will result in a reduction of your overall attendance grade by 10 points per class session missed without a legitimate excuse. Students with an excessive number of unexcused absences may have their overall grade reduced, up to a failing grade for the course. "Free passes" are to be used for: oversleeping, work conflicts, interviews, etc. The only absences that are excused are those due to: severe weather, religious holidays, participation in athletic events (with advance notice and documentation), illness (with documentation), or family emergencies (with documentation).

Acceptable Documentation Policy

For absences due to illness, you must provide a doctor's note, dated, and signed by the doctor on official letterhead or prescription pad. Please note that the Student Health Center does not provide such notes and will only confirm that you visited the Health Center, not that you were ill. For university sponsored events, you must have documentation from a coach, faculty advisor, or other staff member responsible for the event you are attending.

Completion of All Assignments Policy

In order to pass this class, you must complete all written assignments as well as the final project. Failure to complete even one of these assignments will result in an automatic grade of F in the class.

Deadline Policy

All assignments or projects submitted later than the due date and time are considered late. Assignments are due at 07:30 PM on the day marked as the deadline for the assignment (for example, your Super Bowl LIII Essay is due on Friday, February 16, at 7:30 PM), unless indicated otherwise. Since you will be bound to deadlines in your careers after College, I encourage you to get used to meeting deadlines now.

Late Assignment Policy

For unexcused absences when assignments are due:

Late assignments will be marked down one letter grade per day late, including Saturdays and Sundays

For excused, brief absences (1-3 classes missed) on days when assignments are due:

Late assignments must be completed within 1 week of returning to class

For excused, extended absences (4+ classes missed) on days when assignments are due:

Late assignments must be completed within 2 weeks of returning to class

It is your responsibility to contact me with ample time to schedule and complete makeup examinations by the deadlines listed above.

Punctuality Policy

Arriving late three (3) times will result in one (1) unexcused absence. If there is a special circumstance that prevents you from making it to class on time, please communicate it to me. Leaving early will result in you being considered "absent." As a courtesy to me and your classmates, please do not engage in this disruptive and disrespectful behavior.

Ethical Communication

Under no circumstance will racist, sexist, homophobic, transphobic, or any other type of oppressive, prejudiced language be tolerated in this class. I am convinced that you have great things to say, but I expect you to take the responsibility to think before you speak and consider your words carefully. I reserve the right to ask you to leave, with no credit for attendance or participation, if your language crosses this boundary.

We all need to respect one another's opinions, even when we disagree with them. This is not to say that debate is unwelcome. Rather, I expect healthy, reasoned, thoughtful debate that in all ways respects and values the individual person. Be prepared to provide evidence and support for your arguments. There is to be no ridiculing, laughing at, or disparaging anyone in this class.

Instructor Contact Policy

You are encouraged to contact me with any questions related to the course. E-mails will be answered within 24 hours of receipt during weekdays or 48 hours during weekends. However, I expect you to be familiar with the syllabus, which is why I will not respond to any e-mails that include questions to which the answer can be found in the course syllabus.

E-mail Etiquette Policy

E-mails are a form of communication and therefore do reflect your ability to communicate effectively. All e-mails should include a subject, salutation followed by my name, text addressing the matter at hand, and your name should be included at the end of all e-mails. Please direct all questions, comments or concerns to my BGSU e-mail address (ykluch@bgsu.edu).



Group Work Policy

As a valuable member of this class, your active participation in and contribution to group work (during the semester as well as for the final project) is greatly appreciated by your instructor and, more importantly, by your classmates and group members. Please make sure to support your group by being a dedicated, enthusiastic group member. If you fail to deliver the work you were assigned to do, you will be graded accordingly. In general, groups will be graded as a whole; however, I reserve the right to adjust grades in case of an unequal distribution of effort during group work.

Reading Policy

Doing the reading for each class is essential for your success in this class. Activities and discussion in class will often be based on the readings assigned for that day. Make sure to do the reading assigned for each day before you come to class.

Writing Policy

For this course, all written assignments must be typed in a 12-point Times New Roman font, double spaced, spellchecked, and grammatically correct. For all assignments requiring the use of sources, proper APA style will be standard. If you need help with writing, please take advantage of the excellent assistance offered by the writing consultants at The Learning Commons (1st floor, Jerome Library, 419-372-2823, tlc@bgsu.edu). You are welcome to submit drafts of your written assignments to me, granted you submit them five days prior to the deadline.

Grading Policy

Please note that I do not give you a grade – you earn it. You have 15 weeks to make sure that you get the grade you want or need in the course, so take that responsibility seriously. If a problem arises and you need help, seek me out immediately. Don't wait until your grade is too far gone to save.

Grade Appeal Policy

Grade appeals should be highly unusual in this class because I provide ample feedback on assignments and expectations of students are clearly explained in the course manual and in the syllabus. However, in the rare case that an appeal is necessary, you should adhere to the following procedure:

You must begin the procedure within seven days of the assignment in question being returned to you. Appeals after that point will not be considered. You will need to provide to me a written statement of why you believe the grade is incorrect. This written appeal should include concrete evidence from the assignment description, readings, syllabus, or other source to support your position. Your written statement should be detailed and specific. I will then take 24-48 hours to consider your appeal. After that point, I will provide a response in writing, approving or denying your appeal. Please keep in mind that grade appeals are for specific assignments, not for your overall, final grade in the course.

The BGSU Academic Charter is extremely specific and limited about what constitutes a legitimate final grade change in a course. I cannot consider grade appeals based on the need to achieve a certain grade to keep a scholarship or place on an athletic team, or because you plan to graduate at a certain time. It's your responsibility to do the work to earn the grade you want or need in the course.

Classroom Food/Drink Policy

Students may eat and drink during class, if they do so quietly. On the day of final project presentations, however, students are not allowed to eat and/or drink during the course of the class period, as it may disturb the speakers. Under no circumstances will the consumption of alcohol or other recreational drugs (as well as behavior that implies the such consumption) be tolerated in my classroom.

Use of Cell Phones, Laptops, Tablet Computers, etc. Policy

You may not use recording devices or other electronic devices (cell phones, laptop computers, etc.) in class without permission. Please be respectful by silencing or turning off your cell phones in class. If you are seen on your phone, laptop, etc. without my prior permission, you may lose all participation and attendance points for that day. Laptops, tablets, smartphones may be used during group time.

Dress Code Policy

Please be aware that the way you dress is also a form of communication, and your choice of clothes can increase or decrease your credibility as a speaker tremendously. That is why you will be required to adhere to a business casual dress code on the day of your final project presentations. Failure of a single group member to meet the dress code will result in a point penalty for the entire group.

Social Media Policy

Almost every semester, students send Facebook/Twitter/Instagram friend requests to me before the class has officially ended. Please be aware that I will not accept any friend requests on social media until after I have submitted your final grades. I appreciate staying in touch with students to see where life is taking them, which is why I will gladly accept your friend request after you have received your final grade for this class.

Please print this page and sign below to show that you have read and understood the rules on which your success in this class is based on.

Student Signature

