

# SYLLABUS – CMS 04375: GLOBAL SPORT AND PHYSICAL CULTURE(S)



**Spring Semester 2020 | Tuesday, 3:30 PM – 6:15 PM | Business 225**

**Instructor:** Dr. Yannick Kluch | ✉ [kluch@rowan.edu](mailto:kluch@rowan.edu)

**Office Location:** Victoria 606

**Student Walk-In Hours:** 📅 M & W, 11:00–12:30 PM (& by appointment)

**Department of Communication | College of Communication & Creative Arts**

# COURSE DESCRIPTION

Like few forces globally, sport has the power to unite people regardless of background or nationality. But is the unity achieved through sport always a positive one? How do global sporting trends affect local physical culture(s)? How does sport differ across different nations and cultural contexts around the world? Guided by these questions, this course will examine sport as a global phenomenon. Students will learn about the various roles sport plays in the major geographical regions across the world (North America, Latin America, Africa, Asia, Oceania, and Europe) by analyzing local sporting culture(s) in these regions. In addition, this course will introduce students to issues related to sport and globalization (e.g., cultural imperialism), global sporting phenomena (e.g., global sport brands), sport diplomacy and sport-for-development, and global sporting events (e.g., Paralympics/Olympics, FIFA World Cup). As such, this course will strengthen students' intercultural competence and understanding by developing a global perspective on sport issues, trends, culture(s), and phenomena.

## COURSE OBJECTIVES

- ✓ Equip students with the knowledge necessary to analyze sport in global and (g)local contexts
- ✓ Provide students with a thorough understanding of intercultural/global communication theories, trends, and phenomena as they apply to and manifest in sport
- ✓ Empower students to scrutinize the role sport and physical culture(s) play in different geographical regions around the world
- ✓ Improve students' intercultural competence, communication, and research skills

## LEARNING OUTCOMES

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

- ✓ A comprehensive understanding of the connection between sport and social as well as cultural values as they manifest in global sport
- ✓ Increased awareness of the various meanings attached to sport in different cultural contexts
- ✓ Ability to analyze, comment on, and critique how global forces shape sport in the U.S. and abroad
- ✓ Global perspective on sport issues, trends, culture(s), and phenomena

# GENERAL EXPECTATIONS

## MY RESPONSIBILITIES:

### INSTRUCTOR AS COACH

Since this is an active 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 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 to cover the topic assigned for that day with efficiency, thoroughness, and enthusiasm
- ✓ Provide feedback in a timely fashion (e.g., grades)
- ✓ Stimulate your curiosity for the study of sport by pushing you to your intellectual limits and by encouraging you to think beyond the physical and mental boundaries of the classroom

## YOUR RESPONSIBILITIES:

### STUDENT AS INTELLECTUAL ATHLETE

The success of a coach depends on their team. I view each student in the class as an intellectual athlete, as I will expect the following of you:

- ✓ Come to each class session prepared to discuss the readings assigned for each day & be physically and mentally present for the duration of each class
- ✓ Complete each assignment in the class to the best of your ability by the stated deadline
- ✓ Keep an open mind and be comfortable being uncomfortable (this class will likely challenge some of your core beliefs!)
- ✓ Be eager to build knowledge and to apply that knowledge in a variety of contexts
- ✓ Ask for help if needed!



## REQUIRED TEXTS/READINGS

There is no textbook in the traditional sense required for this class. All course readings will be comprised of various scholarly and popular press articles that will be made available through the Blackboard site for this course.

Important: Doing the reading assigned for each day is crucial for your success in this class. You will not pass this class if you do not do the reading(s) assigned for each class session. While some of the readings assigned are from popular news sources and fairly easy to read, most of the readings for this class will come from scholarly journal articles and books. Those readings can be complex, and they will likely take you some time to read and understand. Make sure to plan accordingly, take detailed notes and ask any questions you may have during class.

## GRADING SCALE

There is a total of 1000 points for this course. Grades correspond to the following scale:

Grade	Points	Grade	Points
A	> 930	C	730 – 769
A -	900 – 929	C -	700 – 729
B +	870 – 899	D +	670 – 699
B	830 – 869	D	630 – 669
B -	800 – 829	D -	600 – 629
C +	770 – 799	F	< 599

## WOW! A CLASS ABOUT SPORT? 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 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. We will regularly examine questions about the impact of sport on global and local culture, identities, politics, and social lives. Each class covers a topic related to global sport and physical culture(s), and class sessions will include of a combination of lectures, activities, and discussion. We will also dedicate time in class for guest speakers – many of whom grew up outside of the U.S. and, as such, will provide valuable first-hand accounts of sport cultures around the world.

# COURSE ASSIGNMENTS | FOCUS: DIALOGUE

## PARTICIPATION

200 pts.

Your participation and attendance are 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. Important: Simply being present in class will not guarantee participation points; you will be graded on your active participation during class. I will take into account both quantity and quality of your contributions to this class when determining your participation grade. In order to receive high credit for participation, I suggest you participate every class session. Your participation grade will also take into account attendance and class conduct (i.e., your behavior in class). Negative behaviors that will lower your participation grade are tardiness, being on your phone/computer, having side conversations, and other disruptive class behaviors.

## READING CONCEPT MAPS

12 for 12.5 pts. each

150 pts.

Starting in Week 3, you are required to demonstrate your understanding of the readings assigned for each class by preparing a concept map based on that week's reading. A concept map is a "visual organization and representation of knowledge ... [that] shows concepts and ideas and the relationships among them." [Source: BYU Center for Teaching & Learning]

The goal of the weekly reading concept maps is for you to (a) demonstrate that you have done the reading, (b) make connections between the main ideas of the readings, and (c) be prepared for discussion of the readings. Detailed instructions for this assignment will be distributed in Week 2.

## GLOBAL SPORT FILM/TV SERIES REVIEWS

2 for 75 pts. each

150 pts.

One of the goals of this course is to use sport as a tool to strengthen students' intercultural awareness and understanding. One way to do so is by being exposed to materials that portray sport and/or physical culture(s) in different cultural contexts. It is for this reason that you are required to watch two films (\*) focused on sport and physical culture(s) in a cultural context outside of North America over the course of the semester.

### REVIEW #1: SPORT IN THE WESTERN WORLD

(75 pts.)

For your first global sport film/TV series review, you are required to pick a film/TV series focused on sport and/or physical culture(s) in the Western world. Please see example regions/nations that qualify for this assignment in Phase II of the course calendar.

### REVIEW #2: SPORT IN THE GLOBAL SOUTH

(75 pts.)

For your second global sport film/TV series review, you are required to pick a film/TV series focused on sport and/or physical culture(s) in the Global South. Please see example regions/nations that qualify for this assignment in Phase III of the course calendar.

(\*) You have a lot of freedom as to what I will count as a global sport film (e.g., fictional films, non-fiction films, documentaries, or series of TV show episodes).

# COURSE ASSIGNMENTS | FOCUS: RESEARCH & ANALYSIS

## LOCAL SPORT CULTURE TRAVEL GUIDE PRESENTATION 100 pts.

During phases II (Weeks 5-8) and III (Weeks 9-12) of this course will take a closer look at sport in physical culture(s) in different regions across the world. For each of these class sessions, teams of students will work to prepare a local sport culture presentation on a country assigned to them. The goal of these presentations is to give a general overview of the country in general as well as the country's sport culture. Think of yourself as a "local sport culture travel guide" for the country assigned to you; i.e., you are the expert teaching the rest of the class what life, sport, and physical culture(s) are like in the country assigned to you. Each presentation should be approx. 20 minutes in length and needs to include the following components:

### GENERAL OVERVIEW OF COUNTRY (5 min.)

The first part of your presentation should give a brief general overview of the country. This section should include information such as the country's geographical location, capital, major cities, population, leadership, historical significance, fun facts, etc.

### OVERVIEW OF COUNTRY'S CULTURE(S) (5 min.)

This section needs to outline the culture of the country assigned to you. For instance, if Germany were the country assigned to you, your guiding question here would be: What does it mean to be German? What are some unique aspects of German culture?

### SPORT CULTURE OF COUNTRY (8-10 min.) + MEDIA CLIP (2-3 min.)

In this final part of your presentation, you are required to give an overview of the sport culture in the country, including (a) national sport(s), (b) athletes who have become national symbols, (c) national symbols in sport, (d) social issues in sport, and (e) change agents in sport. In addition, you are to include a media clip reflecting the sport culture.

## SPORT STUDY ABROAD PROGRAM PROPOSAL 150 pts.

Faculty members in the Sports Communication and Media (Sports CAM) program at Rowan University are currently exploring study abroad opportunities for Sports CAM students, which is why this assignment will provide you with an opportunity to propose your dream study abroad program! You are to pick a country (e.g., Norway) or geographic region (e.g., Northern Europe) outside of North America and draft a proposal that outlines a study abroad trip to that location. The focus of the trip is to learn about the socio-cultural impact of sport in the destination of your choice. Your Study Abroad Program Proposal must include the following components:

### INTRODUCTORY PARAGRAPH: OVERVIEW

In the first paragraph, provide a summary of your study abroad proposal, giving a brief overview of the trip.

### RATIONALE & OVERVIEW OF COUNTRY/GEOGRAPHIC REGION

In this section, you are to provide a brief overview of the country/region you chose, along with a rationale for why the country/region you chose might be of interest to Rowan students.

### SOCIO-CULTURAL IMPACT OF SPORT IN COUNTRY/REGION

The goal of the study abroad trip is to learn about the impact sport has on the country's/region's society/culture. In this part of your proposal, you are asked to identify a minimum of six stops on your trip (e.g., organizations, museums, historical sites, etc.) and, drawing from credible sources, analyze how each stop will help program participants develop an understanding of the socio-cultural impact of sport in the country/region of your choice.

Detailed instructions for this assignment, including a rubric, will be distributed closer to the deadline.

# COURSE ASSIGNMENTS | FINAL PROJECT

## OLYMPIC & PARALYMPIC BID MOCK COMPETITION

250 pts.

For your final project, you will be split into groups and assigned a city likely to submit a bid to host the 2032 Summer Olympics/Paralympics. We will then host a mock competition in which all groups develop and present a proposal for why their city should receive the 2032 bid. While your bid will take into account a variety of aspects, the focus will be on socio-cultural aspects of hosting the Olympics/Paralympics.

## OLYMPIC BID PROPOSAL (FOCUS: SOCIO-CULTURAL ASPECTS OF BID)

200 pts.

Your proposal should argue why the city assigned to your group should receive the bid to host the 2032 Olympics. Because the focus of this course is on socio-cultural aspects of sport, you are tasked to build your argument on analyzing the following topics as they relate to the host city:

GENDER  
DISABILITY

SEXUAL ORIENTATION  
NATIONAL IDENTITY

RACE  
ENVIRONMENTALISM

While the focus should be on these socio-cultural aspects, your proposal also needs to take into account the host city's availability of facilities, accommodation, tourism, marketing, and general socio-political climate.

## BID PROPOSAL DRAFT

(75 pts.)

Each group will submit a bid proposal draft by the stated deadline. The purpose of this draft is for your instructor to provide feedback on how to strengthen the bid.

## FINAL BID PROPOSAL

(125 pts.)

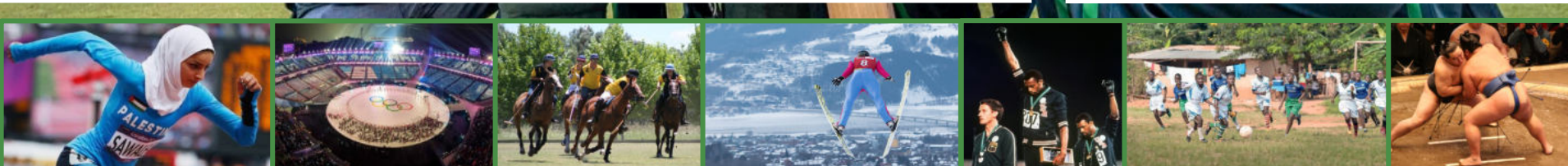
Prior to the final presentations, each group will submit a revised bid proposal based on the feedback provided on the draft proposal.

## PRESENTATION

50 pts.

The final presentation of each group's Olympic/Paralympic bids will take place during our scheduled final exam period. While you will be graded by your instructor for the quality of the bid and presentation, a panel of faculty and athletics experts from across campus will determine the winning group of the competition. The prize for winning this mock competition will be revealed closer to the assignment deadline.

In your final presentation, each group must give an overview of the major assignment components as outlined to the left. Treat this presentation as a professional presentation that will need coordination with all group members as well as multiple practice runs.



# OUR GAME PLAN: THE COURSE SCHEDULE (\*)

## - PHASE I -

### FOUNDATIONAL CONCEPTS FOR THE STUDY OF GLOBAL SPORT & PHYSICAL CULTURE(S)

(\*) **IMPORTANT:** Please note that this schedule is tentative and that I reserve the right to make changes to schedule, topics, and assignments based on progress and culture of the class. For instance, I may decide to add Reading Quizzes should student participation in class discussions be insufficient.

#### Week 1 | Tuesday, January 21

Introduction to the Course and Intercultural/Global Approaches to Sport & Physical Culture(s)

#### Required reading(s):

- #1. Course Syllabus

#### Week 2 | Tuesday, January 28

The Ideals of Global Sport:  
Sport as Global Force & Site of National Identity Construction

#### Required reading(s):

- #1. Giulianotti: "Sport and Globalization: A Sociological Analysis of the Major Issues"
- #2. Markovits & Rensmann: "Introduction: Going Global – Sports, Politics, and Identities"

**PLEASE NOTE:** Starting in Week 3 of the semester, you are required to prepare a "Reading Concept Map" for each class to demonstrate your understanding/mastery of the reading material. This is a weekly assignment that is due at the beginning of class each week (see assignment details).

#### Week 3 | Tuesday, February 4

The Creation of "Global Arenas" in Local Spaces:  
Globalization or Glocalization?

#### Required reading(s):

- #1. Markovits & Rensmann: "The Emergence of Global Arenas: Mapping the Globalization of Sports Cultures Between Cosmopolitanism, Nationalism, and Localism"

#### Week 4 | Tuesday, February 11

Global Hegemony in/through Sport:  
Cultural Imperialism & (De-)Colonization in Sport

#### Required reading(s):

- #1. Allison: "The Curious Role of the USA in World Sport"
- #2. Jung: "Reproducing Colonial Stereotypes of Postcolonial Brazil: Media Representations of the 2014 FIFA World Cup in Brazil"

**Assignment(s) Due:** Global Sport Film Review #1

# OUR GAME PLAN: THE COURSE SCHEDULE

## - PHASE II -

### SPORT AND PHYSICAL CULTURE(S) IN THE WESTERN WORLD: NORTH AMERICA, EUROPE & OCEANIA

**Week 5 | Tuesday, February 18**

Sport in North America & the Caribbean

**Country Focus:** Canada, Jamaica, United States of America

**Guest Speaker:** Dr. Raquel Wright-Mair, Rowan University

**Required reading(s):**

- #1. Cogliano: "Baseball and American Exceptionalism"
- #2. Jackson: "Gretzky, Crisis, and Canadian Identity in 1988: Rearticulating the Americanization of Culture Debate"

**Week 6 | Tuesday, February 25**

Sport in Western Europe

**Country Focus:** Germany, Norway, United Kingdom

**Required reading(s):**

- #1. Kluch: "National Heroes or Disgusting Nazis? Soccer Patriotism, German National Identity, and the 'Gaucho Gate' Incident after the FIFA World Cup 2014"
- #2. Pedersen: "Skiing and Divergent Ethnic Identities in the Multiethnic Northern Norway"

**Week 7 | Tuesday, March 3**

Sport in South Europe & Eastern Europe

**Country Focus:** Russia, Croatia, Italy

**Required reading(s):**

- #1. Hrstic & Mustapic: "Sport and Politics in Croatia: Athletes as National Icons in History Textbooks"
- #2. Gorokhov: "Forward Russia! Sports Mega-Events as a Venue for Building National Identity"

**Assignment(s) Due:** Global Sport Film Review # 2

**Week 8 | Tuesday, March 10**

Sport in Oceania

**Country Focus:** Australia, New Zealand

**Guest Speaker:** James Bingaman, University of Delaware

**Required reading(s):**

- #1. Jackson & Hokowhitu: "Sport, Tribes, & Technology: New Zealand All Blacks *Haka* and the Politics of identity"
- #2. Sturm & Lealand: "Evoking 'New Zealandness': Representations of Nationalism during the (New Zealand) 2011 Rugby World Cup"

# OUR GAME PLAN: THE COURSE SCHEDULE

## - PHASE III -

### SPORT AND PHYSICAL CULTURE(S) IN THE GLOBAL SOUTH: LATIN AMERICA, AFRICA & ASIA



**Week 9 (Mar. 16-20, 2020):  
SPRING BREAK (NO CLASS)**

**Week 10 | Tuesday, March 24  
Sport in Latin America**

**Country Focus:** Argentina, Brazil, Chile, Uruguay  
**Guest Speaker:** Dr. Debbie Sharnak, Rowan University

#### **Required reading(s):**

- #1. Nadel: "La Nuestra and Futbol Arte: National Styles?"
- #2. Wesolowski: "From 'Moral Disease' to 'National Sport': Race, Nation, and Capoeira in Brazil"

**Week 11 | Tuesday, March 31  
Sport in Africa & the Middle East**

**Country Focus:** Ghana, Israel/Palestine, South Africa

#### **Required reading(s):**

- #1. Dart: "A Cause Without a Rebel: In Search of a Palestinian Sporting Hero"
- #2. Keech: "'One Nation, One Soul, One Dream, One Goal?' Sport and National Identity in South Africa"

**Assignment(s) Due:** Study Abroad Program Proposal

**Week 12 | Tuesday, April 7  
Sport in Asia**

**Country Focus:** China, India, Japan

#### **Required reading(s):**

- #1. Ransom: "Bollywood Goes to the Stadium: Gender, National Identity, and Sport Film in Hindi"
- #2. Frost: "Saving Sumo: Re-Presenting the National Sport"

# OUR GAME PLAN: THE COURSE SCHEDULE

## - PHASE IV -

### DEVELOPING A GLOBAL PERSPECTIVES: FROM MEGA EVENTS TO HUMAN RIGHTS

**Week 13 | Tuesday, April 14**

**Global Sporting Mega-Events, Sport Tourism & Governance of International Sport**

#### Required reading(s):

- #1. Boykoff: "Hosting the Olympic Games in Developed Countries: Debating Human Rights Ideals of Sport"**
- #2. Maharaj: "The Turn of the South? Social and Economic Impacts of Mega-Events in India, Brazil and South Africa"**

**Week 14 | Tuesday, April 21**

**Global Sport Crises:  
From Corruption to Human Rights Violations**

#### Required reading(s):

- #1. Harvey et al.: "Rights Movements and Sport"**
- #2. Jennings: "Investigating Corruption in Corporate Sport: The IOC and FIFA"**

**Assignment(s) Due:**  
**Olympic Bid Proposal Draft**

**Week 15 | Tuesday, April 28**

**Sport as a Tool for Intercultural Understanding:  
Sport Diplomacy, Sport-for-Development & Refugees and Sport**

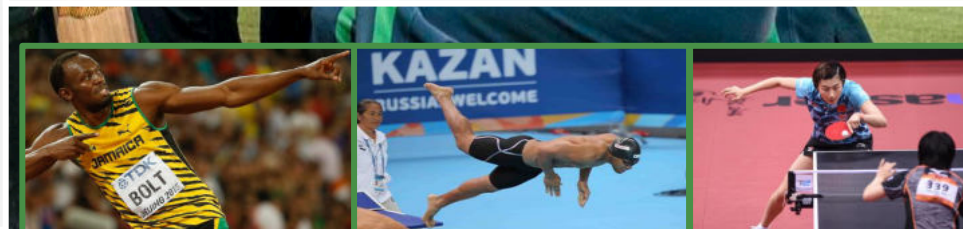
#### Required reading(s):

- #1. Robertson: "Sports Diplomacy in a Conflict Environment: The Case for Continued Efforts in Afghanistan"**
- #2. Waardenburg, Visschers, Deelen & van Liempt: "Sport in Liminal Spaces: The Meaning of Sport Activities in a Reception Centre"**

**FINAL EXAM PERIOD | Thursday, May 7**

**2:45 – 4:45 p.m.**

**Assignment(s) Due:**  
**Olympic Bid Proposal & Presentation**



# OUR RULEBOOK – PART I: UNIVERSITY POLICIES

## Academic Integrity Policy

Plagiarism and other forms of academic dishonesty are a violation of both academic integrity and university policy, resulting in disciplinary action in the classroom and on the part of the University. Students are expected to produce original papers and work independently. You are expected to complete your own work and reference sources when necessary. Cheating and/or plagiarism will result in failure of the course, and a report of an Academic Integrity Violation will be filed with the Provost's office. If you are unsure, please consult your student handbook or visit the following website:

<http://www.rowan.edu/provost/policies/AcademicIntegrity.htm>

## Classroom Behavior Policy

The following policy is taken from Rowan's "Classroom Behavior Policy and Procedures", the full text of which is available online:

<http://www.rowan.edu/provost/policies/documents/ClassroomBehaviorPolicyandProcedures.pdf>. Rowan University recognizes

that students play a major part in creating and supporting the educational environment and believes that students have a right to learn and a responsibility to participate in the learning process.

While Rowan University is committed to the fundamental principles of freedom of speech, including controversial positions taken in the classroom, all types of speech and behavior must be balanced with principles of appropriate classroom behavior.

Furthermore, course instructors have a right to establish clear expectations in this regard, and students share the responsibility for maintaining an appropriate, orderly learning environment. Students who fail to adhere to the behavioral expectations outlined by the instructor (either in the syllabus or at the time the behavior occurs) may be subject to discipline in accordance with the procedures described in this classroom behavior policy.

Students and instructors are expected to follow the procedures described in the link above when a concern about student behavior in the classroom arises.

## Religious Holidays Policy

Rowan respects the diversity of faiths and spiritual practices in the university community. Students planning to observe religious holidays that occur on scheduled class days must inform their instructors at the beginning of the term. Students who make such arrangements will not be required to attend classes or take examinations on the designated days.

## Rowan Success Network

The Rowan Success Network powered by Starfish® is designed to make it easier for you to connect with the resources you need to be successful at Rowan. Throughout the term, you may receive email from the Rowan Success Network team (Starfish®) regarding your academic performance. Please pay attention to these emails and consider taking the recommended actions. In addition, utilize the RSN's scheduling tools to make appointments at your convenience for advising, tutoring and more. Additional information about RSN may be found at <http://www.rowan.edu/rsn>.

## Student Accommodation Policy

Your academic success is important. If you have a documented disability that may have an impact upon your work in this class, please contact me. Students must provide documentation of their disability to the Academic Success Center in order to receive official University services and accommodations. The Academic Success Center can be reached at 856-256-4234. The Center is located on the 3rd floor of Savitz Hall. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations. We look forward to working with you to meet your learning goals.

\*\*\* The policies listed in the following section are identical for all classes taught by me. Similar to university policies, you are expected to follow these policies at all times. \*\*\*

# OUR RULEBOOK – PART II: INSTRUCTOR POLICIES

## Attendance Policy

The attendance policy is as follows: “Be in class!” Attendance impacts your class participation ability and professionalism. Attendance will be taken every class, and you are expected to attend every class session of the semester. Please note there is a maximum number of allowable absences. You cannot pass this class if you miss more than 25% of the scheduled meeting times (including excused and unexcused absences). This translates as seven class meetings! Once 7 absences are reached a student’s grade will be lowered by 40%. At that time, you will be referred to the Vice President for Student Life & Dean of Students to begin withdrawal procedures. 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 participation grade by 10 points per class session missed without a legitimate excuse. “Free passes” are to be used for: oversleeping, work conflicts, interviews, mental health days, etc. The only absences that are excused are those due to: inclement weather (as determined by the university), religious holidays (with advance notice), official university activities (with advance notice and documentation), illness (with documentation), or family emergencies (with documentation).

## Acceptable Documentation Policy

Students who are absent for the reasons listed must inform me of their absence and provide documentation. For absences due to illness, you must provide a doctor’s note, dated, and signed by the doctor on official letterhead or prescription pad. For university sponsored events, you must have documentation from a coach, faculty advisor, or other staff member responsible for the event you are attending. Officially documented absences that meet the qualifications as established by Rowan can be found at:

<https://confluence.rowan.edu/display/POLICY/Attendance+Policy>

## Tardiness/Leaving Early 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.”

## Class Cancellation Policy

If this class is unexpectedly cancelled, a sign so indicating will be placed on the classroom door prior to the class starting time. Unforeseen circumstances may result in a late arrival. In that case, I will attempt to contact someone to notify you that I will be late. You should be aware that the university has no policy regarding the amount of time students should wait for a late instructor. Students are expected to be in the class during the scheduled class time, unless there is an official class cancellation. If I am not here and there is no class cancellation sign posted, you should assume that class will be held as scheduled.

## Deadline Policy

All assignments or projects submitted later than the due date and time are considered late. Assignments are due by the time class begins on the day marked as the deadline for the assignment unless indicated otherwise.

## Late Assignment Policy

For unexcused absences when assignments are due, late assignments will be marked down 10% per day late, including Saturdays and Sundays. For unexpected excused absences (e.g., due to illness or a family emergency) on days when assignments are due, late assignments must be completed within 1 week 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. For expected excused absences (e.g., due to a university activity), you are required to meet the deadline as stated in the syllabus.

# OUR RULEBOOK – PART II: INSTRUCTOR POLICIES

## Laptop Computers and Other Electronic Devices Policy

You may use recording devices or other electronic devices (cell phones, laptop computers, etc.) in class, as long as they do not disrupt class or negatively impact your ability to pay attention. Please be respectful by silencing your cell phones in class. While I am fine with you checking your phone occasionally, please know that continuous use of cell phones, laptops, etc. for reasons unrelated to class may result in a loss of all participation and attendance points for that day. Do not spend the whole class on your phone – I will notice and it will affect your grade!

## Team Player Policy

In this class, we will frequently discuss issues that are controversial and/or make you uncomfortable. However, 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.

## Academic 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 Rowan Writing Center, located in room 131 on the first floor of Campbell Library.

## Group Work Policy

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.

## 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.

## Grade Appeal/Dispute 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 assignment criteria/outlines and in the syllabus. However, in the rare case that an appeal is necessary, you should adhere to the procedure outlined here: <https://confluence.rowan.edu/display/POLICY/Grade+Dispute+Policy>

## Assigning an “Incomplete” Policy

In very rare emergency cases, the interim grade of incomplete (IN) may be assigned by me under certain circumstances. In order to qualify for an IN, you must have attended at least 50% of our scheduled class sessions and must have completed at least 50% of the assignments. Please follow the following procedure to request an IN (see section IV-c): <https://confluence.rowan.edu/display/POLICY/Grading+System>.

## 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. **Do not hesitate to reach out to me if you have any questions – I am happy to help!**