

IDS 2935: Why Sports Matter?

QUEST 1

I. Course Information

Quest 1 Theme: Identities

Summer 2023

Meeting Day/Time: Asynchronous

Location: Online

Primary General Education Designation: Humanities

Secondary General Education Designation (if seeking): Diversity (D)

Writing Designation (if seeking): Writing Designation (WR) 2000 words

A minimum grade of C is required for general education credit.

Instructor

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Teaching Assistant: TBA

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Course Description

This course uses history, sociology, sports journalism, popular culture, and talk radio to answer the question Why Sports Matter? American professional sports and NCAA division I men's football and basketball are multi-billion-dollar industries that extenuate the nation's values; hard work, cult of celebrity, free market capitalism, socialism for the wealthy, empathy, perseverance, and resistance.

This course examines the long history of professional sports, and the role athletes play to challenge systemic inequalities. American sports reflect the themes of identities and diversity in American history. The desegregation of professional sports answered the long-term racial stereotype on the intelligence of

black athletes. Professional women athletes demanding equal pay are challenging the gendered stereotype of women, as weak and emotional who are “desiring to be men.” In spite of the challenges to systemic inequities a large number of athletes, coaches, and commentators continue to make racist and sexist comments. The course contends the cult of celebrity, cheating, and commitment to winning are not a recent phenomenon, but is a part of modern American sport culture. Sports is a reflection of society and has never been an escape from reality because sports represent reality and this is why sports matter.

Required Course Materials (to purchase/rent)

Rhoden, William C., *Forty Million Dollar Slaves: The Rise, Fall, and Redemption of the Black Athlete*. Broadway Books, 2010.

Brown, Drew D., *Sports in African American Life: Essays on History and Culture*. Jefferson, NC: McFarland, 2020.

II. Coursework & Schedule

1. List of Graded Work

Assignment	Description	%
Discussion Boards (6)	Students will (1) answer a question on the discussion board and (2) respond to another student’s post. Each post must be more than 75 words.	10
Quizzes (5)	There will be quizzes that evaluate the reading assignments. The lowest quiz will be dropped.	10
Tests (2)	There will be two major tests where students will be assessed on how well they understand the role of sports in different historical periods and how they have contributed to shaping cultural values and norms based on the course material.	30
Short Assignment: Creating an “American” sport	In this short assignment, students will have the opportunity to use their creativity and critical thinking skills to create a new sport and analyze how it reflects American society, whether good, bad, or ugly. This will help students gain a deeper understanding of the ways in which sports can both reflect and shape our society	10
Video Assignment: Taking a Stand	In this video assignment, students will have the opportunity to showcase your creativity and passion for making a difference as an athlete by participating in a mock political demonstration. By doing this, they will learn how to use their platform to address social or political issues that are important to them and inspire positive change in the world.	10
Writing Assignment: Sports Commercials (Part 1):	Students will be asked to write an introduction and literature review for a larger research project around how	10

Introduction and Literature Review	are today's sports commercials confronting/addressing racism.	
Writing Assignment: Sports Commercials (Part 2): Commercial selection and findings	Students will be asked to select 3 commercials, then write a summary and findings of each commercial for a larger research project around how are today's sports commercials confronting/addressing racism.	10
Writing Assignment: Sports Commercials (Part 3): Analysis and Conclusion	Students will be asked to write an analysis and conclusion for a larger research project around how are today's sports commercials confronting/addressing racism. They will also submit the full writing assignment.	10
	Total	100

2. Weekly Course Schedule:

<u>Module 1: Introduction</u>
Readings: <ul style="list-style-type: none">• Coakley: Sociological Study of Sports (PDF)
Short Assignments #1: <ul style="list-style-type: none">• Creating an “American” sport
Discussion Board #1: <ul style="list-style-type: none">• Why Sports Matter to <i>You</i>?
Watch Lecture Series #1: <ul style="list-style-type: none">• The influence of sports

<u>Module 2: Segregation and Integration</u>
Readings: <ul style="list-style-type: none">• Forty Million Dollar Slaves by Rhoden Ch 2-4• Watch: Unforgivable Blackness: The Rise and Fall of Jack Johnson• The Great Migration of College Football by Brown
Video Assignments: <ul style="list-style-type: none">• Taking a Stand
Discussion Board #2: <ul style="list-style-type: none">• Integration of sports - benefit or hindrance to the Black community?
Quiz #1
Watch Lecture Series #2: <ul style="list-style-type: none">• Jockey Syndrome• Papa Jack• Joe Lewis• Negro League• Racial Integration of Sports

Module 3: Nationalism and Politics

Readings:

- Rethinking Sports, Empire and American Exceptionalism by Pope
- Patriotism, competition, nationalism, and respect for the military in US sports by Knoester and Davis (ONLY: Intro, discussion, conclusion)
- Watch: [Black Power Solute at the 1968 Olympics](#)
- Who is the Patriot by Bryant
- Shut up and Dribble by Tenjido

Discussion Board #3:

- Should Black Athletes Stand for the National Anthem?

Quiz #3

Watch Lecture Series #3:

- Black Women Pioneers in Sports
- American Politics and Nationalism in Sports
- Sports and Politics

Test #1

Module 4: Communication and Culture

Readings:

- Watch: [Sports journalists stereotype athletes by race -- and we do too](#) by Ferrucci
- Draymond Green and New Media by Rohrbach
- Read "Be Like Mike" by Dyson
- Forty Million Dollar Slaves Ch 6: Style by Rhoden
- The Takeover by Boyd

Writing Assignments:

- Part 1: Introduction and Literature review

Discussion Board #4:

- Should there be a dress code in professional sports?

Watch Lecture Series #4:

- Black Style
- Marketing Black Culture
- Sports Communication: Bias Voices and New Media

Quiz #4

Module 5: Stereotypes and Identity

Readings:

- "The Segregation of Blacks By Position in Football" by Eitzen and Sanford
- Forty Million Dollar Slaves Ch 9: Ain't I a Woman? by Rhoden
- "Girls Can't Play No Ball:' The Invisibility of Black Woman by Brown
- The making of men in American sports film by Lewis
- Find and watch: *Any Given Sunday*

Writing Assignments:

- Part 2: Commercial Selection and Findings

Discussion Board #5:

- Should there be separate sports categories based on gender and/or trans gender?

Watch Lecture Series #5:

- Race, Sports, Leadership, and Intelligence
- Black Women in Sports Films
- Black Masculinity

Quiz #5

Module 6: Conclusion

Readings:

- Gates "The Delusions of Grandeur"

Writing Assignments:

- Part 3: Analysis and Conclusion (Full Paper Submission)

Discussion Board #6:

- In what ways have your understanding on "why sports matter" changed or grown since you started this class?

Test #2

III. Grading

3. WR Statements and Grading Rubric

For courses that confer WR credit, the course grades now have two components: To receive writing credit a student must receive a grade of “C” or higher. The writing assignment ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

PLEASE NOTE: a grade of “C-” **will not** confer credit for the University Writing Requirement.

The instructor will evaluate and provide feedback on the student’s written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar punctuation, and mechanics. Conferring credit for the University Writing Assignment, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.

MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper’s argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader’s understanding or severely undermine the writer’s credibility.
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- The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- The instructor will evaluate and provide feedback, on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
- WR Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

4. Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100% of possible points		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

IV. Quest Learning Experiences

5. Details of Experiential Learning Component

For experiential learning opportunities students will create a sports “Taking a stand” demonstration video that examines sports, history, and systemic inequities. The “Taking a stand” demonstration video will consist of three students, one will be the producer, and two students will produce content that is derived from the student’s interpretations of the readings. The “Taking a stand” demonstration video provides students an opportunity to incorporate the information from their readings and learn how to communicate effectively to their audience. This is an experiential learning component because students have to develop a sports program that integrates the readings and “Taking a stand” demonstration video requires the students to work in teams.

6. Details of Self-Reflection Component

This course encourages students to become critical thinkers and consumers of sports. A deeper critical appreciation of sports and society will become part of their intellectual and social maturation at the University of Florida. When students are watching or reading about sports, they will have the skills to recognize, analyze, and explain long standing systemic inequalities. Student’s will view sports as a reflection of society and not just an escape from reality.

Writing a Reflection Paper require students to write about the discussion, video, or reading assignment this semester that had an impact on their learning and how this will impact their view of professional sports and athletes.

V. General Education and Quest Objectives & SLOs

7. This Course's Objectives—Gen Ed Primary Area and Quest

Course Credit Policies

Quest 1

Quest 1 courses are multidisciplinary explorations of essential questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? Quest 1 students grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world. They apply approaches from the humanities to mine works for evidence, create arguments, and articulate ideas.

General Education Learning Outcomes

Humanities (H)

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Humanities Objectives →	Quest 1 Objectives →	This Course's Objectives → (This course will...)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general.	Address the history, key themes, principles, terminologies, theories, and methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition.	Identify, describe and explain the methodologies used across humanities to examine essential questions about structural inequities that are present in sports.	Examines, texts, videos, essays, and sports talk radio with representations of the humanities in American sports.

Humanities Objectives →	Quest 1 Objectives →	This Course's Objectives → (This course will....)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
Students will learn to identify and to analyze the key elements, biases and influences that shape thought.	Present different humanities disciplines' distinctive elements, along with their biases and influences on essential questions about the human condition.	Identify, explain, and describe the methodologies used in the humanities to examine the nexus between sports and society.	Essay, "Taking a stand" demonstration video, and class discussions.
These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.	Enable students to analyze and evaluate essential questions about the human condition clearly and effectively in writing and other forms appropriate to the discipline.	This course will expose students to the challenges of black women elite athletes who were not recognized in American society.	Class discussions, analytical essay, and "Taking a stand" demonstration video.
Student will be exposed to the intersectionality or race, class, and gender in sports.	Analyze the role of humanities in the lives of individuals and societies and the role they might play in students' undergraduate degree programs and lives after college.	The course encourages students to understand the complexity of identities for athletes, fans, and sports media.	Writing assignment on sports talk radio;

8. This Course’s Student Learning Outcomes (SLOs)—Gen Ed Primary Area and Quest

	Humanities SLOs → Students will be able to...	Quest 1 SLOs → Students will be able to...	This Course’s SLOs → Students will be able to...	Assessment Student competencies will be assessed through...
Content	Identify, describe, and explain the history, underlying theory and methodologies used.	Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course.	Identify, describe, and explain the long history of systemic inequalities in American sports through readings, class discussions, videos, “Taking a stand” demonstration video, critical analysis, and reflection.	Class participation, response paper, and final essay.
Critical Thinking	Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.	Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course.	Analyze and Evaluate clear, supported, organized, and effective oral and written responses.	Sports talk paper assignment and response paper.
Communication	Communicate knowledge, thoughts and reasoning clearly and effectively.	Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course.	Connect own experiences with others, examine and reflect on the readings, and develop a nuanced understanding of society.	“Taking a stand” demonstration video, response paper, and response paper.

	Humanities SLOs → Students will be able to...	Quest 1 SLOs → Students will be able to...	This Course's SLOs → Students will be able to...	Assessment Student competencies will be assessed through...
Connectio n	Locate, identify, synthesize, and analyze information as it pertains to critical theory and sports.	Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.	They will become critical consumers of American sports and have a better understanding of how race, class and gender are part of sports.	Class discussion, "Taking a stand" demonstration video, and essays.

9. Secondary Objectives and SLOs

Diversity (D)

In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender, identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students reflect on the ways in which cultures and beliefs mediate their own and other people's understanding of themselves and an increasingly diverse U.S. society.

Diversity Objectives →	This Course's Objectives → (This course will....)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities.	Identify, describe, and explain the intersectionality of race, class, and gender in American sports	Class discussion, "Taking a stand" demonstration video, and discussion essay.

Diversity Objectives →	This Course's Objectives → (This course will...)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities.	Recognize how institutionalized inequities are part of the social structure of American sports.	This will be accomplished with our class discussions, reflection paper, and our writing assignments. Diversity and identity are at the center of the course.
Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population.	Investigate the social and historical genesis of inequities and how they are institutionalized in professional and amateur sports.	Readings, essays, "Taking a stand" demonstration video, and short response papers.
Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.	Explain the historical/sociological genesis of racism and sexism in American sports.	Readings, discussions, and videos.

VI. Required Policies

10. Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

11. UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

12. University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

13. Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

14. The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.