

# IDS 2935: Why Sports Matter?

## QUEST 1

### I. Course Information

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Quest 1 Theme: Identities

Fall 2023

Meeting Day/Time: T (11:45-1:40) R 12:50-1:40

Location: MAT 0016

Primary General Education Designation: Humanities

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

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

UF Quest 1 courses extend beyond one discipline. They are not a survey or an introduction to a field. Instead, they are topical and thematic courses that explore essential questions about the human condition that are not easy to answer and hard to ignore. What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? Through UF Quest, students examine why the world is the way it is, what they can do about it, and how they can help solve the problems that are now confronting us.

### Humanities

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.

**A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.**

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**Teaching Assistant:**

### Course Description

In 2016, Colin Kaepernick, former San Francisco 49'ers took a knee to protest police brutality. Kaepernick's protest ended his professional football career, but sparked a debate about the role of professional and amateurs athletes in America. What is the role of profession and amateur athletes in America? As individuals with large platforms are they required to display their political beliefs on the

field, at work, or should they only share their ideas when they are home similar to other citizens. This course examines the long history of professional sports and how athletes, particularly African American athletes used their platform to challenge systemic inequalities./

American professional sports and National Collegiate Athletic Association 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, empathy, perseverance, and resistance. Sports also reflects the nation's contradictions racism, sexism, and class. For example, the lack of minority owners and head coaches in professional sports, disdain for professional women sports, and racism and sexism in sports journalism and media.

American sports reflect the theme 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, weak and emotional and women athletes who are "desiring to be men." In spite of the challenges to systemic inequities and increased minority representation a number of athletes, coaches, and commentators continue to make racist and sexist comments.

African American Studies is interdisciplinary and the course content incorporates readings from a variety of disciplines, history, English, journalism, and sociology. The course combines lectures and student discussions to engage students about the complexity of professional athletes activism in the context of global capitalism. Students are required to write essays, create a podcast, and participate in class discussion as forms of assessment.

#### **Required Course Materials (to purchase/rent)**

Early, Gerald, *A Level Playing Field: African American Athletes and the Republic of Sports* (Cambridge: Harvard University Press, 2011).

Lansbury, Jennifer, *A Spectacular Leap: Black Women Athletes in Twentieth Century America* Fayetteville: University of Arkansas Press, 2014).

Ross, Charles (ed) *Race and Sport: The Struggle for Equality on and off the Field* Jackson, MS: University Press of Mississippi, 2004).

Smith, Earl, *Race, Sport and the American Dream* (Durham: Carolina Academic Press, 2007).

#### **Canvas Readings**

- Boyd, Todd, *Young Black Rich and Famous: The Rise of the NBA, The Hip Hop Invasion and the Transformation of American Culture*
- Branch, Taylor, "The Shame of College Sports" *The Atlantic* 2011
- Lapchick, Richard, *Sport and Society*
- Reiss, Steven A., *Major Problems in American Sport History*

## II. Coursework & Schedule

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## 1. List of Graded Work

Assignment	Description	Requirements	Points
Essay 1	Research based analysis essay that asks student to answer the question? Should college athletes get paid? Students are required to use three outside sources and this assignment satisfies the WR component.	1000 Words	200
	Mid Term Examination/Essay Questions		150
Essay 2	Write a four page essay about the impact of free agency in professional sports. Has free agency ruined professional sports or should professional athletes have the right to maximize their skills and talents.  Write a four page essay on the double impact of race and gender on Black women professional athletes?  Satisfies the WR component.	1000 Words	200
Podcast	Create a 4 minute podcast on sport that incorporates historical and sociological content, creative production and connections to our readings and discussions.	4 Mins	100
Essay 3	Final Essay: Write a three page paper that examines the impact of race, class, and gender in sports. The topic can be on any sport and how those identities inform the audiences and athletes. <b>You must include two outside sources one book and one journal article that are not from the required readings.</b>	750 Words	150
Attendance	Students are required to attend every class.		100
Pop Quizzes	Students are expected to have read the materials and be prepared for a pop quiz.		100
			1000

2. Weekly Course Schedule (add/remove rows as needed)

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Week 1: August 24	Module 1:	Introduction of Course	
	Summary	We will review the syllabus.	
	Readings/Works		
	Assignment	<a href="#">Baseball and American Values</a>	
Week August 29 August 31	Module 2:	What is the sociology of sport? Gender and Sport	
	Summary	<p>An introduction to the historical and social construction of race. An examination of two sociological theories, Critical Theory and Immanuel Wallerstein’s World System Theory. The readings examine the racial and genetic arguments about the notion of “athletic superiority”.</p> <p>This week the class will be introduced to gender inequality and stereotypes in sports. Taking a historical/sociological perspective we will examine the social and historical construct of gender in American society and sport.</p>	
	Readings/Works	Smith, Chapter 1, “A New Sociology of Sports” pgs 3-22	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		Lapchick, "Gender in Sport", pgs 83-100. Roberta Park in Reiss, "Sport, Gender, and Society in Late Nineteenth Century pgs. 267-277	
Week 3: September 5-7	Module 3	The Origin of Modern College Athletics	
	Summary	To understand the development of modern college sports. Big time college sport is a modern invention and the NCAA has made some changes but the debate of amateurism continues. What is the role of college football and why coaches have so much power?	
	Readings/Works	Ronald Smith "Amateurism in Late Nineteenth-Century College Sports" pgs 121-128; Robin D. Lester "The Rise of the Spectator, the Coach, and the Player at the University of Chicago, 1895-1905" in Reiss, pgs 128-138; Smith, Chapter 6, "The Athletic Industrial Complex" pgs 117-142	
Week 4: September 12-14	Module 4	Modern Black Sports Firsts	
	Summary	This segment investigates black trailblazers in American sport. How did racism, sexism, class, and segregation impact their experiences? How did these trailblazers balance racial representation and racial expectations?	
	Readings/Works	Lansbury, "Queen of the Courts: Ora Washington and the Emergence of America's First Black Female Sport Celebrity" pgs, 11-43; John Carroll "Fritz Pollard and Integration in Early Professional Football." in Ross, pgs 3-26.	
Week 5: September 19-21	Module 5	Racism, Assimilation, and Black Athletes	
	Summary	Continued examination of race, class and structural causes of black marginality in sports.  Did black athletic success have an impact on racial segregation? We will discuss the role of class and black assimilation. Most black athletes embraced	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		black respectability politics to prove to whites they were ‘good” African Americans.” We will explore respectability politics and its role in sports.	
	Readings/Works	Early, “American Integration, Black Heroism, and the Meaning of Jackie Robinson; pgs169-185; Patrick Miller “Muscular Assimilation, Sport and the Paradoxes of Racial Reform, pgs 146-182.	
Week 6: September 26-28	Module 6	A New Day 7/1/21 Name, Images, and Likeness (NIL)	
	Summary	Are college athlete’s amateurs or professionals? What are the challenges for college student athletes? Should all college athletes be compensated the same or similar to a corporation the athletes in revenue generating sports should be paid more?	
	Readings	Taylor Branch, “The Shame of College Sports” <i>The Atlantic</i> Jere Longma and Alanis Thames, “ Swapping Friday Night Lightgs for Potential Saturday Riches” <i>The New York Times</i> August 14, 2021 (Canvas) <a href="https://www.fresnobee.com/opinion/opn-columns-blogs/marek-warszawski/article252536443.html">https://www.fresnobee.com/opinion/opn-columns-blogs/marek-warszawski/article252536443.html</a> <a href="https://www.forbes.com/sites/korihale/2021/07/13/hbcu-star-hercy-miller-signs-a-no-limit-2-million-nil-tech-deal/?sh=1952adde5854">https://www.forbes.com/sites/korihale/2021/07/13/hbcu-star-hercy-miller-signs-a-no-limit-2-million-nil-tech-deal/?sh=1952adde5854</a>	
	Assignment	For the last two decades scholars, journalists, professional athletes and journalists have debated over paying college athletes. Write a four page essay that examines this topic. You are not allowed to use our required readings as sources. Your essay must cite three books and two essays.	
Week 7: October 3-5	Module 7	The Paradox Student/Athlete of Athlete Student?	<b>ESSAY 1 Due October 5</b>
	Summary	What are the challenges for college student athletes? How does race, class, and gender impacts student/athlete’s experiences? The readings examine the difficulties of being a college athlete who have to commit time to their sport and to their studies.	
	Readings/Works	Smith, Chapter 5 “The Promise of Education: Truth or Lie” pgs 95-113.	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Week 8: October 10- 12	Module 8	Race and Gender in Sports Media	
	Summary	There is a huge presence of African Americans and women playing sports, but white men are overrepresented in sports media. In addition, most black jobs in sports media are represented by former athletes, but most white announcers were not professional athletes. What does this say about sports journalism and broadcasting? How does race and gender impact sports commentators?	
	Readings/Works	Lapchick, Media and Sports pgs 209-244.	
	Assignment	<b>Mid Term Examination</b>	<b>October 12</b>
Week 9: October 17- 19	Module 9	Curt Flood Free Agency and Black Ballers	
	Summary	Major League baseball used the reserve clause that prohibited baseball players from playing for another team. Curt Floyd, a former professional baseball player, is responsible for free agency in sports. America is a capitalist country, but many fans oppose free agency and do not support athletes outside business ventures. The readings cover the genesis of the black athlete businessman and Curt Flood's challenge of the reserve clause.	
	Readings/Works	Early, Chapter 2 "Curt Flood, Gratitude, and the Image of Baseball; Ross, Chapter 2, pgs. 70-110; Kenneth Shropshire and Scott Brooks "Before Magic and Keyshawn: Sugar Ray Robinson-The Businessman in Ross, pgs. 26-40.	
Week 10: October 24- 26	Module 10	Gender and Race in Sport	
	Summary	The readings examine the marginalization of black women athletes. Black women athletes have a multiple of identities race, class, and gender. They have to challenge racial and gender stereotypes. Black colleges and universities developed a cadre of black women athletes who represented their race and gender.	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Readings/Works	Rosa Liberti “The Rise of Women’s Basketball at Black Colleges and Universities 1900-1950” in Ross, pgs, 40-59; Lansbury, Chapter 5, “The Swiftie From Tennessee State” pgs, 151-191.	
	Assignment	Create a 4 minute sports podcast that incorporates historical and sociological content with creative production and connections to our readings and discussions.	
Week 11: October 31 November 2	Module 11	Black Women Athletes and The Olympics	<b>ESSAY 2 Due November 2</b>
	Summary	This section examines the trials and tribulations of two black women Olympic Track Stars Alice Coachman and Wilma Rudolph. Both attended a historically black college and had to battle racial and gendered stereotypes that resulted in earning less money after their Olympic success.	
	Readings/Works	Lansbury, Chapters 2 “The Tuskegee Flash” pgs, 43-75, and Chapter 3 “A Nationwide Community Project.”pgs 75-115.	
Week 12: November 7- 9	Module 12	African American Athletes and Leadership	
	Summary	During the last decade there has been an increase of the number of starting NFL black quarterbacks. Whites believed African Americans were not smart enough to play quarterback or serve as a general manager. In spite of the financial gains by black athletes many are still not in leadership positions. The readings examine the historical reasons for black underrepresentation in sports leadership	
	Readings/Works	Early, Chapter 3, “Donovan McNabb, Rush Limbaugh, and the Making of the Black Quarterback, pgs, 110-168; and Smith, Chapter 8, “Sports Leadership: Where are the Managers pgs. 175-196.	
Week 13: November 14-16	Module 13	Hip Hop and Young Black Male Athletes: Part I	
	Summary	The readings concentrate on the racist interpretation of black male athletes. What is the relationship between Hip hop, black masculinity, and sports?	



Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		How does the media portray black athletes?	
	Readings/Works	Boyd, Chapter 1, “Young Black, Rich, and Famous” pgs, 1-19.	
	Assignment		
Week 14: November 21	Module 14	Hip Hop and Young Black Male Athletes: Part II	
	Summary	This week is continuation about hip hop and sports. Has hip hop ‘destroyed” American sports culture? Has hip hop bravado hurt the values of sport team work and humility?	
	Readings/Works	Smith, Chapter 4 “Young African American Athletes” pgs, 73-92; and	
Week 15: November 28-30	Module 15	Hip Hop, African American Athletes, and Protest Part III	<b>Podcast Due November 28</b>
	Summary	This week we will listen to brief segments of your podcasts and continue our discussion on race, sports, and culture.  Boyd, Chapter 2 “Don’t’ Get High on Your Own Supply” pgs 19-45.	
Week 16 December 5	Readings/Works	Smith, Chapter 7, “Why the Lack of Civility” pgs. 151-168.	<b>Essay 3 Due 12/8</b>

Summary

### 3. Statement on Attendance and Participation

#### Attendance

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

#### Attendance

Attendance is required and will be taken during every class. If a student misses more than four periods during a semester, the student will fail the entire course. Missing class on a double period count as two absences. Only those absences deemed excused according to UF Policy, including university-sponsored events, such as athletics and band, illness, and religious holidays will be exempted from this policy. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed.

Please note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Tardiness: If students enter class after roll has been called, they are late, which disrupts the entire class. Three instances of tardiness count as one absence.

#### Participation

Consistent informed, thoughtful, and considerate class participation is expected and will be evaluated using the rubric below. The instructor will inform you of your participation grade to date when mid-term exams are returned and schedule a conference if you are earning below 70% of the possible points.

NOTE: If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.

#### Participation Grading Rubric:

	High Quality	Average
Informed: Shows evidence of having done the assigned work.	Mastery of the assigned reading materials. Understands the author's thesis.	Rudimentary understanding of the reading material. Can share facts from the readings.
Thoughtful: Shows evidence of having understood and considered issues raised.	Mastery of interpreting the readings and make connections to other relevant concepts and readings.	Understands the authors premise but unable to connect to larger relevant concepts.
Considerate: Takes the perspective others into account.	Mastery of explicating the author's and peer's perspective.	Pedestrian explanation of the author's and peer's perspective.

### 3a. 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. You **must** turn in all assignments totaling 2,000 words to receive credit for 2,000 words (2 four page 1000 words 12 point font double space 250 words per page). 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.

<b>MECHANICS</b>	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.
- Successful assignments will illustrate a careful regard for spelling, grammar, and formatting and citation guidelines. Do not rely on your instructor for copy-editing, even on first drafts.
- To receive a passing grade in the course, every assignment’s word count minimum must be met. Submitted assignments shot of the minimum word count will receive a 0.

### Writing Style Manual

African American Studies is interdisciplinary, therefore students can use the [The University of Chicago Style](#) or [Modern Language Associatoin](#) style to cite their sources. Go to the links for how to use either style.

### Rubric for Grading Podcast

Podcasts are an opportunity for students to synthesize, analyze, created and make connections with your readings and class discussion. I will divide you into teams of three and two students will be responsible for content and one will serve as the producer and the length of your podcast is 4 minutes. The podcast provides an opportunity to communicate content in an informative and entertaining method. If you have a Mac you can use Garageband and a PC use Audacity.

Please take a look at Dr. Pam Lach’s (Podcasting Tools and Practice) and we will take time to go over her presentation on developing a podcast.

[https://docs.google.com/presentation/d/1z1zTGLYbsGA23YcSGRi\\_rHhbNvIAw-UJzXas5MUc4LM/edit#slide=id.p](https://docs.google.com/presentation/d/1z1zTGLYbsGA23YcSGRi_rHhbNvIAw-UJzXas5MUc4LM/edit#slide=id.p)

The following rubric will be used for grading podcast and creating the podcast will give you an opportunity to self-reflect on the class readings, discussions, and process of creating your podcast..

Podcast Rubric	High Quality	Average	50 Pts
<b>Content</b> Relevant, insightful take on the materials/Evidence	Mastery of evidence and outstanding analysis	Use of evidence and rudimentary analysis	20

<b>Connections</b> Narrative (Storytelling or Argument)	Clear story and very persuasive argument	Story is underdeveloped and the argument is not persuasive.	15
<b>Creativity</b> Additional Sounds (background Music, sound effects)	Mastery and timely use of drops and sound effects.	Limited use of sound effects and background music.	15

#### 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

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##### 5. Details of Experiential Learning Component

For experiential learning opportunities students will create a sports podcast that examines sports, history, and systemic inequities. The podcast 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 podcast provides students an opportunity to incorporate the information from their readings and learn how to communicate effectively to their audience.

##### 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.

**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.

<b>Humanities Objectives →</b>	<b>Quest 1 Objectives →</b>	<b>This Course’s Objectives → (This course will....)</b>	<b>Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)</b>
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.
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, podcast, and class discussions.
	Explore at least one arts or humanities resource outside their		

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...)
	classroom and explain how engagement with it complements classroom work.		
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 are not recognized in American society.	
	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.		

**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...
<b>Content</b>	<b>Identify, describe, and explain</b> the history, underlying theory and methodologies used.	<b>Identify, describe, and explain</b> 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.	<b>Identify, describe, and explain</b> the long history of systemic inequalities in American sports through readings, class discussions, videos, podcast, critical analysis, and reflection.	Class participation, response paper, and final essay.



	<b>Humanities SLOs → Students will be able to...</b>	<b>Quest 1 SLOs → Students will be able to...</b>	<b>This Course's SLOs → Students will be able to...</b>	<b>Assessment Student competencies will be assessed through...</b>
<b>Critical Thinking</b>	<b>Identify and analyze</b> key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.	<b>Analyze and evaluate</b> essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course.	<b>Analyze and Evaluate</b> clear, supported, organized, and effective oral and written responses.	Sports talk paper assignment and response paper.
<b>Communication</b>	Communicate knowledge, thoughts and reasoning clearly and effectively.	<b>Develop and present</b> 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.	Podcast, response paper, and response paper.
<b>Connectio n</b>	N/A	<b>Connect course content</b> 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, podcast, 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.

<b>Diversity Objectives →</b>	<b>This Course's Objectives→ (This course will....)</b>	<b>Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)</b>
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, podcast, and discussion essay.
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.	The course will accomplish the objective in the box through readings, discussions, oral and written assignments and creating a podcast.
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, podcast, 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

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### 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. **UF COUNSELING AND WELLNES 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.

### **OTHER CAMPUS RESOURCES**

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

*Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

*Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

*University Police Department:* [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

*UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

## **14. ACADEMIC RESOURCES**

*E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

*Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

*Library Support:* Various ways to receive assistance with respect to using the libraries or finding resources.

*Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

*Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

*Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).

*On-Line Students Complaints:* [View the Distance Learning Student Complaint Process](#).

## **15. 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.

Successful assignments will illustrate a careful regard for spelling, grammar, and formatting and citation guidelines. Do not rely on your instructor for copy-editing, even on first drafts.

To receive a passing grade in the course, every assignment's word count minimum must be met. Submitted assignments short of the minimum word count will receive a 0.

## 16. Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## 17. Face To Face

"This class will meet face to face, but if conditions such as a quarantine or illness require you to attend remotely, please let me know in advance. With proper documentation from UF, you may attend remotely, but only with advance notice. Contact me as soon as possible with your documentation and I will send you the Zoom link for that day's session. Please stay in contact regarding your status, as this class will default to face to face instruction. I understand that you may attend class remotely for an extended period of time, but there are no permanent HyFlex sections of this course."