

COMM 387: Sports and Social Change

Fall 2018
Section #20592

Instructor: Julianna Kirschner

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I usually respond to emails quickly. However, responses can take up to 48 hours from the time of receipt.

Class Meeting Time: Monday and Wednesday 2:00 – 3:20pm

Class Location: Wallis Annenberg Hall, ANN 406

Office Hours: Unless stated otherwise, I can be found in my office every Monday and Wednesday from 9:15 – 9:45am and 3:30 – 4:00pm. I am also available by appointment.

Office: ASCJ G21B

4 units

Course Description

Welcome to COMS 387, Sports and Social Change. Athletes and sports have played an important role in challenging cultural and social assumptions about gender, race, class, and sexuality. Through rhetorical theory and critical inquiry, this course provides students with the opportunity to explore the impact of sports on social justice causes and movements. Students will measure the impact of sports on contemporary issues and explore the historical resonance of sport as public oratory.

Learning Objectives and Outcomes

This course is designed with these objectives in mind:

- Become conversant in the language of diversity and social change in the sports world
- Become conversant in the theories of social change developed in the fields of communication and sociology
- Demonstrate proficiency in critically examining issues of social change in sports.

Required Texts and Supplementary Materials

Karen, D. & Washington, R. E. (2009). *The Sport and Society Reader*. Oxon: Routledge.

ISBN: 9780415772495

Zirin, D. (2005). *What's My Name, Fool? Sports and Resistance in the United States*. Chicago: Haymarket.

ISBN: 9781931859202

All supplementary materials, including assignment prompts, will be posted on Blackboard (<https://blackboard.usc.edu>) and/or emailed to you.

Course Requirements

Response Papers (25 points each, a total of 150 points): You will compose a total of six (6) response papers that share your thoughts about the content of the assigned reading. In each paper, you will answer at least three of the following questions. In each answer, offer a detailed argument and explanation using specific examples and citations from the assigned reading and outside source (see italicized note below).

- Do you agree with the author(s)? Do you disagree?
- What new insight(s) did this reading generate for you about sports?
- What intervention and/or insight does this reading offer for today's current issues?
- How might you use the content from this reading in your future career? In your relationships? In other words, how might you apply these ideas in the "real world"?
- What theory or theories are discussed and/or applied in the reading?
- How has this assigned reading and outside source contributed to the assignments you will complete for this class?
- What new questions has the assigned content sparked for you?

In addition to answering three of the above questions, find at least one credible outside source addressing the topic at hand, and use it to support your claim regarding the assigned reading.

Each response paper requires the following:

- Back up your claims with strong reasoning and source material. *As mentioned earlier, you are required to cite at least one scholarly source outside of what is assigned in class, and you must cite it using a proper MLA or APA style.* Choose one citation style and stick to it.
- The paper itself should be at least three full pages, double-spaced (not counting the Works Cited page), and you should use 12-point, Times New Roman font. Be sure to reach the bottom of page three; 2.5 pages of writing is not enough.
- *The papers should be turned in on Blackboard by 2:00pm on the date listed on the syllabus calendar.*

Use this as an opportunity to actively engage with the course material, and share your thoughts about the issues raised in class. You are welcome to be creative in your response, but the assignment length should be equivalent to a three-page, double-spaced paper.

Social Change Project (200 points): This project will be prepared and developed by a group of 3-4. Your group will complete this project in a series of steps:

- Choose an attempt by some individual or group of individuals to create social change in the last ten years; nothing that is older than ten years will be considered. The activists seeking change must have used sports, athletes, or sports organizations to facilitate that change. After getting the input of all group members, your group will share a list of ranked topics with me. By the next class meeting, I will have a brief meeting with your group to discuss the approved topic.
- Research Prospectus: After your topic has been approved, your group will begin researching. The 5-page prospectus will have a preliminary literature review and an overview of your research agenda. You are to identify the rhetorical actions they used (speeches, commercials, promotional events at sports venues or at sporting events, etc.). As a group, you will assess the success or failure of these actions in gaining public notice and creating change. The prospectus will be turned in on the day noted on the course calendar. More details will be discussed in class.
- Presentation: Your group will deliver a 12-minute presentation, which will focus on your topic and what your group has learned. You are welcome to use technology as part of the presentation, but you are required to email the files and/or links to me no later than 24 hours in advance.
- Q & A: After the presentation is over, your group must be prepared to answer questions from the audience.
- Outline: In addition to the presentation, your group will turn in a general outline (One outline for the whole group). This outline will be submitted electronically, and it will be dispersed to the rest of the class. There will be questions on the final exam that pertain to each group's outline and presentation.

We will be framing the Social Change Project Presentations in a professional environment, so you will gain practice in a skill that you will use in the future. You should plan to dress accordingly on your scheduled presentation day. How might you dress for a job interview? Basically, dress to impress! Presentations are graded on substance, organization, language, and delivery.

Analysis Paper (200 points): For decades, rhetorical strategies have been employed by an individual or group who sought and/or seek social change through the mediated communication of sports. Activists draw on the narrative power of sports and the cultural power of celebrity, among other rhetorical tools, to seek social change. In this paper, you will have the opportunity to examine the narrative strategies employed by your subject, the symbolic acts they employ, the reconstruction of a sports narrative (or narratives) they create, the use of celebrity as social symbol, to achieve change. You will have the opportunity to develop your work in stages:

- You will share a list of ranked topics with me. *The topic for this paper should be different than the one selected for the Social Change Project.* By the next class meeting, I will announce the confirmed topics.
- Once your topic is approved, you should begin research right away. Before you start writing, you should have a minimum of 5 scholarly sources on your topic
- Next, you will begin writing the first content section of your paper. Avoid writing the introduction and conclusion this early; jump right into the content for this first draft. Spend your time introducing and building the beginning of your argument, so it is evident to me and others who will read it. You will turn in this draft of no less than 4 pages by the date on syllabus calendar.
- While you wait for feedback on your draft, you will read the drafts of at 3-4 classmates. You will write at least 1 paragraph (a minimum of five developed sentences) per draft with suggestions for improvement and other critiques. These comments should be turned in on Blackboard by the date noted on the syllabus calendar and shared directly with those whose work you read.
- When you receive the feedback from your classmates, you will revise the draft, and continue writing until you reach the required length of 12-15 pages. The final source count should be a minimum of ten (10) sources, and you will use either MLA or APA (Choose one citation style, and keep it consistent). *By the date noted on the syllabus, you will print out the paper, and turn it in during class.*

Exams (100 points for the Midterm Exam; 150 points for the Final Exam): The exams are based on the course readings, lecture material, and discussions in class. The midterm covers the first half of class, and the final covers the second half. Although the final is not cumulative, general knowledge of earlier material is expected. The questions are a mix of multiple choice and short answer. Further details will be provided in class.

Participation (200 points): Participation in building block assignments that we complete in class is integral to your success and understanding of sports and social change. In-class participation assignments include but are not limited to the following:

- Feedback to classmates
- Group and/or pair exercises
- Written responses to lecture content
- Impromptu speeches

Lectures, presentations, and class discussions are not possible without you! Please be punctual. If you are late, please do not walk in while another student is speaking. Furthermore, you should be willing to offer constructive feedback and receive it. Respect everyone in the room, and be willing to listen to a side of an argument with which you might not agree. See the class policies for more information on in-class conduct.

Grading

Pts. Possible	Assignment	My Grade
150 points	Response Papers (6 papers at 25 points each)	
200 points	Social Change Project	
200 points	Analysis Paper	
100 points	Midterm Exam	
150 points	Final Exam	
200 points	Participation	
1000 points	Total Possible Points	<u> </u> /1000

We will use the +/- system, and course grades will be determined using the following scale:

Earned Points	Percentage (%)	Grade
940-1000	94-100%	A
900-939.99	90-93.99%	A-
870-899.99	87-89.99%	B+
840-869.99	84-86.99%	B
800-839.99	80-83.99%	B-
770-799.99	77-79.99%	C+

Earned Points	Percentage (%)	Grade
740-769.99	74-76.99%	C
700-739.99	70-73.99%	C-
670-699.99	67-69.99%	D+
640-669.99	64-66.99%	D
600-639.99	60-63.99%	D-
0-599.99	0-59.99%	F

Course Policies

Before I share what is expected of you, let me first share how I see my role. I consider it my responsibility, indeed higher education's responsibility, to guide you to mastery of the professionalism you need to get, keep, and excel in the jobs you seek. In my work within and outside of academia, I have seen many talented people passed up for promotions, and others who have lost their positions because they did not know what was needed to succeed. I don't want that to be you. My policies are consistent with workplace standards, and they are meant to help you avoid ending up like those who did not know how to work with rigor, adhere to standards, and/or comply with job requirements. I want you to succeed, so please contact me if you need further clarification on course concepts, assignments, and/or policies.

Read the following policies carefully. Enrollment in the class constitutes agreement with and understanding of these policies. Ignorance of these policies does not excuse their violation.

Due Dates

It is important that you keep up with the due dates, because we work together best when everyone is on the same page. Assignments are due on assigned days. Documented illnesses or emergencies are the only exception to this policy, and you will need to contact me *before* class begins whenever possible. Please bring documentation when applicable.

Social Change Project Presentation Due Dates: When announced in class, you will have the opportunity to sign up for the dates your team will deliver presentations based on the syllabus schedule. As a class, we will try to accommodate everyone's request, but it is not guaranteed. The schedule will be provided after the sign-up process is complete. If a presentation is not delivered when scheduled due to an extenuating circumstance (see the absences policy below), the highest percentage one can earn is 50% (e.g., if a student misses the Social Change Presentation, which is normally worth 200 points, a maximum of 100 points can be earned for late delivery. Also, this example assumes we will have time in class for make-ups, which is not always possible).

Late Written Assignments: Assigned papers not turned in on the day due will be given one grade lower than the one deserved for each day the paper is late (for example, a “B” for an “A” quality paper if the paper is one day late, a “C” for an “A” quality paper if it is two days late). If you are missing class, you may email it to me only to document the time at which it came in. You should print your own hard copy after that to submit to me, because I will write comments on them that will help you in the future.

Missing an Exam: The midterm and final exams need to be completed when scheduled, and they cannot be made up.

Attendance and Participation

Although I recognize that we all have other obligations outside of class, we will all benefit from everyone attending regularly. Changes in work schedule, personal celebrations (e.g., birthdays), transportation problems, etc. are *not* considered legitimate reasons to excuse an absence. *If you do miss a class, it is important for your success to catch up on anything you might miss. Your success is partly due to having knowledge of all material covered in class, whether an absence is excused or not.* Make friends with classmates, and get in contact with them should you miss a class for any reason to gain a copy of notes.

Regular attendance is essential to success in this course, and you must make an effort to be on time for class. We only meet twice a week, so your presence is important. Attendance will be taken at the beginning of each class via sign-in sheets. If a student is present during class but does not sign the attendance sheet, the student will be marked absent for that day. Signing in for another student not present is not allowed, and it will result in an automatic zero for the participation grade for the person falsifying the attendance sheets.

Acceptable excused absences are the following and must be corroborated in writing by the proper authority:

- Personal illness that requires a doctor’s visit
- Death of a close family member
- Natural disaster such as fire, earthquake, or civic unrest
- Military deployment
- Court related obligation such as jury duty, appearance, deposition, or subpoena
- Traveling on university related business as part of a university program or organization.

If religious observances will prevent you from completing assigned work on a scheduled date, you are responsible for discussing this matter with me, your instructor, as soon as possible, and no later than the second week of classes. For the University Office of Religious Life policy regarding religious observations, see: <https://orl.usc.edu/life/calendar/absences/>. Accommodations will be made for such circumstances in accordance with University policies and guidelines. If you have a health condition or disability that may interfere with your attendance or your ability to complete course requirements, you should take the following steps as soon as possible:

- First, contact the Academic Counseling Services (ACS) and Disability Services and Programs (DSP) and arrange to meet with an ACS and DSP counselor, who will help you determine whether your condition qualifies you for accommodations and to complete a form describing the approved accommodations.
- Second, you should inform your instructor of your need for accommodation and provide the instructor with a copy of the completed accommodation form.

You are expected to complete these steps within the first two weeks of class or as soon as possible after learning of the need for accommodation, unless legitimate circumstances prevent you from doing so. Please contact an ACS and DSP counselor as soon as possible with any questions. For university policies regarding students with accommodations, please see: <https://undergrad.usc.edu/services/counseling/> and <https://dsp.usc.edu>.

Much of the learning in a communication class comes from observing presentations and participating in class discussions, so it is very important that you attend class. The University of Southern California prohibits the awarding of points solely on a student's physical presence in a class. However, they allow the use of unexcused absences and excessive tardiness to count against a grade. This includes leaving class early.

Tardies and Reverse Tardies: Being late is easily preventable, so plan ahead! Arriving late to class is known as a tardy. Reverse tardies refer to instances when a student leaves class early. It is not enough to sign the attendance sheet; you have to be here for the whole class in order for it to count! Bear in mind that **3 tardies and/or reverse tardies = 1 absence.**

The figures below assume that the student has participated regularly while in attendance; a lack of participation can further impact the scores listed below.

Absences	Applicable Deductions
0-2 absences	No Deduction
3 absences	-30 points
4 absences	-40 points
5+ absences	-50 points (increases by increments of 10 per additional absence, up to -100 points)

Courtesy to Others

Promptness is expected as a general rule, but especially on presentation days. If you should happen to be late on a presentation day, wait in the hall until you hear applause and then enter. I cannot stress this enough—DO NOT walk in during another group's presentation. If we are having a lecture or discussion, come in only when appropriate. Public speaking in general can create a lot of anxiety for people, and the classroom must remain a safe place for everyone.

Courteous Technology Use: For this class we will use what might be called the Harvard Business School Rule: during the class, students will *not* be allowed to use laptops, mobile phones, or wireless connections. Unless permitted by the instructor, cell phones must always be turned off or silent during class.

Cell Phone/Computer/Electronic Device Policy: If ALL cell phones, computers, and electronic devices are stowed away and do not audibly disrupt the entire time we meet as a class, everyone will be awarded 5 extra credit points. If a phone/computer/device is disruptive, or otherwise disturbs class, extra credit points for *everyone* will be reflected by the following:

- 5 points = No cell phone interruptions
- 4 points = 1 cell phone interruption
- 3 points = 2 cell phone interruptions
- 2 points = 3 cell phone interruptions
- 1 points = 4 cell phone interruptions
- 0 points = 5+ cell phone interruptions

Basically, for every interruption, the extra credit points for *everyone in the class* will go down by 1. The only exception to this is an electronic aid approved by DSP. If this is the case, please contact me as soon as possible.

To understand the reasons for this policy, you may want to read the following: a study called "Why you should take notes by hand – not on a laptop"; a *New Yorker* piece called "The Case for Banning Laptops in the Classroom"; and the studies of the late Stanford University Professor Cliff Nass that show the dangers of multitasking (summarized in this NPR segment. Or, read Nicolas Carr's piece in the *Wall Street Journal* last year called "How Smartphones Hijack Our Minds: Research suggests that as the brain grows

dependent on phone technology, the intellect weakens.” The *Los Angeles Times* published an article on this “off the grid” policy in 2015.

Laptops and tablets are allowed only for DSP approved purposes; however, I reserve the right to adjust this policy for in-class research. Please be respectful of others when they are giving their presentations. All devices should be put away during student presentations, unless I have stated otherwise. *If you elect to utilize these devices to supplement your presentation, you must give advance notice.*

As mentioned before in the attendance policy, please be courteous to the whole class, and come to class on time. Avoid in engaging in disruptive behavior, which includes but is not limited to the following: cell phone interruptions, walking in the room during a speech, heckling the professor or other students, etc. This will affect your participation grade!

Guest Speakers: Guest speakers take time out of their schedules to come speak with you on important topics related to this class. Many of these people are busy executives whose time is very valuable. They cannot be expected to take time to speak if students are online or text messaging on cell phones while they speak. Any time we have a guest speaker, you are also expected to turn off your computers and cell phones and focus on the speaker. Students found on their computers during guest speaker sessions will be lose 20 points from their participation grade. As we may have several guest speakers, this can add up fast.

Language Use: Another form of respect is how we speak to and about one another. Please use sex-neutral language in your speaking and writing. Because the language we speak and write leads us to perceive in certain ways, sex-neutral language will help all of us perceive women and men on equal terms, participating equally in the world. For example, use *he or she* instead of *he* when the person to whom you are referring could be of either sex. If it is grammatically correct, use *one* in reference to a general pronoun. Similarly, use *people* or *humanity* or *individuals* instead of *man* or *mankind*, *you* or *you people* instead of *you guys*, and *chair* or *sales representative* instead of *chairman* or *salesman*. If you need more clarification on this policy, please ask me! Here is a syllabus treat: If you see this message on or before August 27, 2018, send me an email listing the title of your favorite book and the author who wrote it. If you do this by the deadline, you will receive 5 extra credit points.

Written Standards

Academic writing is more formal than casual communication, and all of your writing in this course is expected to be error-free. Proof your writing, and correct your spelling, grammar, punctuation, word choice, and syntax errors before turning in work for a grade. Treat all writing, including e-mail to me, with the same rigor. Everything “counts;” errors will lower your grades.

Grade Calculations

If a student’s final grade is on the cusp between one grade and another, I reserve the right to adjust grades up based on participation in class. For example, a student with a final grade of 89.99% may be given an A- if he or she has made a significant contribution in class activities and discussions. However, if that is not the case, the grade will remain as is. I will never lower a student’s grade below what he/she/they have earned. To protect your privacy, please note that I will not send grades or grade-specific information via email.

Also, it is important to remember that I will not negotiate grades. If you have a problem or question about performance on an assignment, you must contact me within a week of receiving your grade. I give you a great deal of feedback on your assignments, so please review these comments before attempting to dispute a grade. If you are disputing a grade for an assignment, you must reference the assignment guidelines I have provided, and put your concerns in writing. Consider also these questions:

- Was your assignment submitted on time?

- Did you follow the directions of the assignment?
- Did you turn in your best work? If it was a written assignment, did you use proper grammar and syntax? Did you misspell words? Is your work neat and professional? Did you use weird spacing to make the paper appear longer than it really is?
- Did you practice your speech? If the work was an oral assignment, did you complete the speech within the allotted time limit? Did you dress professionally? Did you read your speech as opposed to presenting it?
- Did you credit your sources? Is your bibliography properly formatted?
- Did you wait until the last minute to complete the assignment?
- If you are missing participation points, were you absent the day of the classroom activity? Do you contribute to class discussions?

Again, please come see me within a week of receiving feedback on an assignment if you have questions about how it was evaluated. In any case, I am more than happy to meet with you in person to discuss ways you can improve.

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

The work you complete must be original, and sources MUST be cited properly. MLA or APA are acceptable citation formats for this class, but if you would prefer another style, please notify me in advance. Also, if you are unclear about proper citation, please ask. It is better to ask than to assume, especially in this case.

Support Systems

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations.
dsp.usc.edu

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. dps.usc.edu

COMM 387: Sports and Social Change Fall 2018 Course Schedule (Subject to Change)

Please note: Additional readings beyond this list may be required once guest visits are confirmed. I will provide you with updates as these details emerge.

Week	Date	In-Class Activities and Topics	Required Reading	Assignments Due
1	Mon., Aug. 20	Course Introduction		
	Wed., Aug. 22	Sport and the Contemporary Moment	<i>When Athlete Activism Clashes with Group Values: Social Identity Threat Management via Social Media</i> , Sanderson, et al.*	
2	Mon., Aug. 27	The Compelling Draw of Sports	<i>Introduction: Sports—An Offer We Can't Refuse</i> , Zirin <i>General Introduction: Sport—The Game and the Field</i> , Karen & Washington	
	Wed., Aug. 29	Early Accounts & Sports Framing	<i>It All Starts with Lester Rodney</i> , Zirin (Chapter 1)	Response Paper 1 Due
3	Mon., Sept. 3	<i>Labor Day (No Class)</i>		
	Wed., Sept. 5	Sports and Race Topic Rankings for Social Change Project	<i>Jackie Robinson and the Politics of Stealing Home</i> , Zirin (Chapter 2)	
4	Mon., Sept. 10	Performing Race Social Change Topics Announced	<i>Body and Soul: The Boys Who Beat the Street</i> , Wacquant (K & W 2.3)	
	Wed., Sept. 12	Race & Achievement	<i>The Anatomy of Scientific Racism: Racist Responses to Black Athletic Achievement</i> , Miller (K & W 3.2)	Response Paper 2 Due
5	Mon., Sept. 17	The Legacy of Muhammad Ali	<i>Rumble, Young Man, Rumble: Muhammad Ali and the 1960s</i> , Zirin (Chapter 3)	
	Wed., Sept. 19	The 1968 Olympics	<i>The 1968 Olympics Raise the Bar</i> , Zirin (Chapter 4)	
6	Mon., Sept. 24	"Manliness" in Sport	<i>Manliness and Civilization</i> , Bederman (K & W 3.4)	Social Change Research Prospectus Due
	Wed., Sept. 26	Contestation & Sport Topic Rankings for Analysis Paper	<i>Sport as Contested Terrain</i> , Hartmann (K & W 3.6)	
7	Mon., Oct. 1	Globalization Analysis Paper Topics Announced	<i>Theorizing Sport in the Global Process</i> , Maguire (K & W 7.3)	Response Paper 3 Due
	Wed., Oct. 3	Globalization (Continued)	<i>Beyond a Boundary? Sport, Transnational Advertising, and the Reimagining of National Culture</i> , Silk & Andrews (K & W 7.7)	
8	Mon., Oct. 8	Midterm Exam		
	Wed., Oct. 10	Genericization & Sport	<i>The Denationalization of Sport: De-ethnicization of the Nation and Identity De-Territorialization</i> , Poli (K & W 7.4)	Response Paper 4 Due

Week	Date	In-Class Activities and Topics	Required Reading	Assignments Due
9	Mon., Oct. 15	Social Change Presentations	<i>"We Just Really Hate to Lose": Unions and Sports</i> , Zirin (Chapter 5)	Social Change Outline Due (for those presenting today)
	Wed., Oct. 17	Social Change Presentations	<i>In the Shadow of Ali: Sports, War, and the Modern Athlete</i> , Zirin (Chapter 6)	Social Change Outline Due (for those presenting today)
10	Mon., Oct. 22	Social Change Presentations	<i>Gone with the Wind?: Sports, Race, and the Modern Athlete</i> , Zirin (Chapter 7)	Social Change Outline Due (for those presenting today)
	Wed., Oct. 24	Social Change Presentations	<i>Women Athletes as Falsely Accused Deviants: Managing the Lesbian Stigma</i> , Blinde & Taub (K & W 6.2)	Social Change Outline Due (for those presenting today)
11	Mon., Oct. 29	Sexism & Homophobia	<i>Taking Care of T.C.B.: Sports, Sexism, and Gay Bashing</i> , Zirin (Chapter 8)	Response Paper 5 Due
	Wed., Oct. 31	Gay Athletes	<i>Is Baseball Ready for a Gay Jackie Robinson</i> , Dreier (K & W 6.4)	
12	Mon., Nov. 5	Lesbian Athletes	<i>From the "Muscle Moll" to the "Butch" Ballplayer: Mannishness, Lesbianism, and Homophobia in US Women's Sport</i> , Cahn (K & W 6.3)	Analysis Paper Draft Due
	Wed., Nov. 7	Gender & Sports	<i>Cheerleading and the Gendered Politics of Sport</i> , Grindstaff & West (K & W 4.5)	
13	Mon, Nov. 12	Women & Social Media	<i>Women, Social Media, and Sport: Global Digital Communication Weaves a Web</i> , Creedon*	Peer Feedback for Analysis Paper Drafts Due
	Wed., Nov. 14	Disability & Sports	<i>Disability and the Dedicated Wheelchair Athlete</i> , Berger*	
14	Mon., Nov. 19	Disability & Sports (Continued)	<i>Inspired by the Paralympics</i> , Bartsch, et al.*	Response Paper 6 Due
	Wed., Nov. 21	<i>Thanksgiving Holiday (No Class)</i>		
15	Mon., Nov. 26	Sport and Aging	<i>Running to Run: Embodiment, Structure, and Agency Amongst Veteran Elite Runners</i> , Tulle*	
	Wed., Nov. 28	Visions for Forward Progress	<i>Stir of Echoes: A New Sporting Resistance</i> , Zirin (Chapter 10) <i>Afterword: We Are the Greatest</i> , Zirin	Completed Analysis Paper Due
Study Days	Saturday, December 1 – Tuesday, December 4			
Finals Week	Fri., Dec. 7	Final Exam 2:00-4:00pm		

*This reading is available on Blackboard.

Classmate Contacts

Name: _____ Phone: _____ Email: _____

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