

Spring 2020

Monday & Wednesday 3:30pm-4:50pm

Section: 20592

Location: ASCJ 231

Instructor: Julianna Kirschner

Email: jkirsch@usc.edu (I usually respond to emails expeditiously, but there are times when I may need 48 hours to get back to you.)

Office: ASCJ G21B

Office Hours: Unless stated otherwise, I can be found in my office every Monday and Wednesday from 2:15pm-3:15pm.

Teaching Assistant: Cerianne Robertson

Email: ceriannr@usc.edu

Office: Email for location

Office Hours: Monday 2:30-3:20 and Tuesday 3:30-4:30 (Send her an email at least 24 hours in advance to let her know you'll be coming, and she will provide the location in her response to you.)

I. Course Description

Welcome to COMM 387, Sports and Social Change. This course will cover the following: *Application of critical, sociological and rhetorical theories to sports events and sport media; examination of the role of sports in enacting social change (University Catalogue).*

Sports have played historical and contemporary roles in challenging cultural and social assumptions about marginalized groups. This course provides students with the opportunity to explore the impact of sports on social justice causes and movements.

II. Student Learning Outcomes

This course is designed with these objectives in mind:

- Recognize critical, sociological, and rhetorical theories of sports.
- Describe and apply social change concepts.
- Cultivate communication skills that contribute to effective leadership.
- Discover, evaluate, and accurately report information about sport artifacts.
- Design a research agenda and convey results as a team.
- Evaluate sports in connection with living and working in a diverse world.

III. Required Readings and Additional Course Notes

There are two required textbooks:

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

This course is web-enhanced. In other words, the primary delivery of the course will be in the classroom, but additional materials will be available online. All supplementary materials, including outside readings and assignment prompts, will be posted on Blackboard (<https://blackboard.usc.edu>). Most assignments for this course will also be submitted on Blackboard.

IV. Description and Assessment of Assignments

Social Change Project (250 points): This project will be prepared and developed by a team of three or four students. Your team will complete this project in a series of steps:

- **Topic List:** 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 team members, your team will turn in a list of proposed topics in rank order. You will be notified shortly thereafter of the approved topic.
- **Literature Review:** After your topic has been approved, your team will begin researching. The co-written 5-page literature review will describe and assess the current literature on your approved topic. Your team will identify the rhetorical actions the activist(s) used (e.g., speeches, protests, 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. *At the end of the literature review, there should be a few sentences describing the form in which your analysis artifact will take (e.g., video, website, etc.). See the analysis artifact information below for more details.* The literature review will be turned in on the date noted on the course calendar. One team member should submit the literature review on behalf of the entire team.
- **Analysis Artifact:** Your team will create an original research artifact to describe your group's approved topic and what your group has learned. You can develop this artifact in a number of forms. For example, your group could create a 10-minute video, an interactive website, a multi-media project, etc. The analysis artifact should be scholarly in nature and offer a meaningful intervention in the approved topic area. *Your team must make the analysis artifact viewable/public for the class.* For instance, if your team elects to create a video, it needs to be posted on a video sharing site (e.g., YouTube, Vimeo, etc.). The analysis artifact will be submitted on the date noted on the syllabus calendar.
- **Outline:** In addition to the analysis artifact, your team will turn in a general outline. This outline will cover the general content of the analysis artifact. The outline should be 3-4 pages, double-spaced, and use 12-point font. All references should be cited properly any time they are used in the outline and on a references page. Make sure the content on the outline is as developed as possible, because it will eventually be dispersed to the rest of the class. There will be questions on the final exam that pertain to each group's outline and analysis artifact. The outline will be submitted on the date noted on the syllabus calendar.

Research Paper (250 points total): For decades, rhetorical, sociological, and/or critical 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 the research 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(s) they create, and/or the use of celebrity as social symbol to achieve change. You will have the opportunity to develop your work in stages:

- **Proposal:** You will write a brief proposal of what you plan to research for the research paper. The brief write-up will be 1-page in length, and it should be double-spaced and use 12-point font. The feedback provided for this assignment will determine whether your topic has been approved. 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.
- **Draft #1:** 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 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 noted on the syllabus calendar.
- **Peer Feedback:** While you wait for feedback on draft #1, 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.
- **Draft #2:** Taking into account the feedback provided by your peer feedback group, you will revise and continue to develop your paper. This version should be a minimum of 7 pages. Draft #2 should be turned in on Blackboard by the date noted on the syllabus calendar. You will receive feedback to help you further develop your work.
- **Final Draft:** Using the feedback you have received so far, continue writing until you reach the required length of 10-12 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 submit your paper on Blackboard.

Exams (150 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.

In-Class Assignments (100 points): In-class assignments include but are not limited to the following:

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

These building block exercises we complete in class will be integral to your success and understanding of the practice of effective team-building.

Participation (100 points): Participation refers to your engagement in class. Participation includes raising your hand to answer a question, responding to classmates' questions, and providing feedback to peers, etc. 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 participation.

V. Grading

Grading Standards: Grades generally reflect the following

A/A-	Outstanding, thoughtful and enthusiastic work
B+/B	Above average work, demonstrating good insight into assignment
B-/C+	Needs improvement on ideas, argument and follow through
C and below	Fulfilling the bare minimum and showing little understanding of the material

Grade Breakdown

Points Possible	Assignment	My Grade
250 points	Social Change Project	
250 points	Research Paper	
150 points	Midterm Exam	
150 points	Final Exam	
100 points	In-Class Assignments	
100 points	Participation	
1000 points	Total Possible Points	_____ /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+
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

Grading Timeline

Our goal is to provide grades and feedback to you as soon as possible. For brief assignments (e.g., the 1-page proposal for the research paper), feedback and grades are generally available within a week. If grading is more feedback intensive, the process can take up to 1-2 weeks. If any of these estimations change, we (the instructor and/or the TA) will let you know. All grades will be posted on Blackboard for your convenience.

Assignment Rubrics

In addition to the information provided in the assignment descriptions above, handouts will be provided for all team projects. These handouts will discuss the standards for a successful collaborative outcome.

VI. Course Policies

Before I share what is expected of you, let me first share how I see my role. I have designed this course to give you opportunities to work with other people and learn what it takes to succeed. I will adapt this course to your own learning preferences as much as possible.

I consider it my responsibility to guide you to mastery of the professionalism you need to succeed in the future. 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 requirements. I want you to succeed, so please contact me and/or the TA 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.

Late Assignments: Assignments not turned in on the day they are 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.

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

Attendance and Participation

Much of the learning in a communication class comes from lectures, 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.

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.

To create a record of your presence in class, documentation will be taken at the beginning of each class via sign-in sheets. If a student is present during class but does not sign in, 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 sign-in sheets. Keep in mind that signing in is simply not enough; you must actively participate and complete in-class assignments.

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>

Tardies and Reverse Tardies: 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. Keep in mind that **3 tardies and/or reverse tardies = 1 absence**.

Unexcused Absences	Applicable Deductions
0-2 absences	No Deduction
3 absences	-30 points
4 absences	-40 points
5 absences	-50 points
6 absences	-60 points
7+ absences	No points are earned for participation. The participation grade automatically becomes 0/100.

The figures above assume that the student has participated regularly while in attendance. A lack of participation can further impact the deductions listed.

Courtesy to Others

Promptness is expected as a general rule. If you are late and we are having a lecture or discussion, come in only when appropriate.

Recording: Recording audio or video of class sessions is not permitted unless you have my permission, the TA's permission, *and* permission of all students in the class (See Cal. Penal Code § 632).

Courteous Technology Use: For this class we will use what might be called the Harvard Business School Rule. During class, most students will *not* use laptops, cell phones, or wireless connections. During the first week of class, we will designate 3-4 students to take notes on laptops, which will then be distributed to the rest of the class. *Other than those 3-4 designated note takers, no one else may use a laptop or other electronic device.* 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, please review the optional readings on Blackboard.

Cell Phone/Computer/Electronic Device Policy: If ALL cell phones, computers, and electronic devices are stowed away (except for the designated note takers) and electronic devices 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 audibly disruptive, or otherwise disturbs class, extra credit points for *everyone* will be reflected by the following:

Cell Phone Extra Credit Points	Cell Phone Interruptions
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 point	4 cell phone interruptions
0 points	5+ cell phone interruptions

As your instructor, I reserve the right to temporarily adjust the device policy as needed. When this is the case, I will verbally announce the policy alteration during class and/or notify you in advance via email.

Guest Speakers: When possible, I have guests visit our class. 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. Unless a student is a designated laptop note taker, points will be deducted from participation if a student is found on an electronic device.

Gender Pronouns: I want to use the correct gender pronouns, nicknames, and pronunciations for every student. To ensure we do, please provide this information and do not hesitate to correct me or each other so we all address each other in ways that match our identities.

Language Use: Please use gender-neutral language in your speaking and writing. Because the language we speak and write leads us to perceive in certain ways, gender-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 January 24, 2020, send me (your instructor) 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 was 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 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 credit your sources? Is your References section 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. The earlier you ask for help, the better!

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.

VII. Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

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

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710
uscsa.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call dps.usc.edu

Non-emergency assistance or information.

Annenberg Student Success Fund

<https://annenberg.usc.edu/current-students/resources/additional-funding-resources>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Breaking Bread Program [undergraduate students only]

<https://undergrad.usc.edu/faculty/bread/>

The Breaking Bread Program is designed to provide individual undergraduate students with an opportunity to meet and have scholarly discussions with faculty members outside of the normal classroom setting. Through this program, students and faculty enjoy good company and great conversation by literally “breaking bread” over a meal together and USC will pick up the tab! Your meal event can take place anywhere outside of the normal classroom setting. Your venue can be a restaurant or eatery on or off-campus.

Add/Drop Dates for Spring 2020 Session 001 (15 weeks: 1/13/20 – 5/1/20)

Friday, January 31: Last day to register and add classes for Session 001

Friday, January 31: Last day to drop a class without a mark of “W,” except for Monday-only classes, and receive a refund for Session 001

Tuesday, February 4: Last day to drop a Monday-only class without a mark of “W” and receive a refund for Session 001

Friday, February 28: Last day to drop a course without a mark of “W” on the transcript for Session 001. [Please drop any course by the end of week three (or the 20 percent mark of the session) to avoid tuition charges.]

Friday, February 28: Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]

Friday, April 3: Last day to drop a class with a mark of “W” for Session 001

VIII. COMM 387 Course Schedule

Be advised that this calendar is subject to change - and probably will change - based on the progress of the class, news events, and/or guest speaker availability. There are specific themes noted on the calendar below to guide your thinking.

All readings marked with an asterisk (*) are available on Blackboard.

Theme 1: Framing

Week	Date	In-Class Activities & Topics	Required Reading	Assignments Due
1	Mon., Jan. 13	Course Introduction	Optional: Notetaking Readings*	
	Wed., Jan. 15	Sport and the Contemporary Moment	<i>Introduction: Sports—An Offer We Can't Refuse</i> , Zirin	
2	Mon., Jan. 20	<i>Martin Luther King, Jr. Holiday (No Class)</i>		
	Wed., Jan. 22	Rhetoric and the Compelling Draw of Sports	<i>When Athlete Activism Clashes with Group Values: Social Identity Threat Management via Social Media</i> , Sanderson, et al.*	Research Paper Proposal Due
3	Mon., Jan. 27	Early Accounts & Sports Framing	<i>It All Starts with Lester Rodney</i> , Zirin (Chapter 1)	

Theme 2: Intersectionality and Sports

Week	Date	In-Class Activities & Topics	Required Reading	Assignments Due
3	Wed., Jan. 29	Race and Sports, Form Social Change Teams	<i>Jackie Robinson and the Politics of Stealing Home</i> , Zirin (Chapter 2)	
4	Mon., Feb. 3	Performing Race	<i>Body and Soul: The Boys Who Beat the Street</i> , Wacquant (K&W 2.3)	
	Wed., Feb. 5	Race & Achievement	<i>The Anatomy of Scientific Racism: Racialist Responses to Black Athletic Achievement</i> , Miller (K&W 3.2)	Ranked Topic List for Social Change Project Due
5	Mon., Feb. 10	The Legacy of Muhammad Ali & Social Change Topics Announced	<i>Rumble, Young Man, Rumble: Muhammad Ali and the 1960s</i> , Zirin (Chapter 3)	
	Wed., Feb. 12	The 1968 Olympics	<i>The 1968 Olympics Raise the Bar</i> , Zirin (Chapter 4)	Research Paper Draft #1 Due
6	Mon., Feb. 17	<i>President's Day (No Class)</i>		

6	Wed., Feb. 19	Sexism & Homophobia	<i>Taking Care of T.C.B.: Sports, Sexism, and Gay Bashing</i> , Zirin (Chapter 8)	
7	Mon., Feb. 24	Gay Athletes	<i>Is Baseball Ready for a Gay Jackie Robinson</i> , Dreier (K&W 6.4)	Peer Feedback on Research Papers Due
	Wed., Feb. 26	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)	
8	Mon., Mar. 2	Gender & Sports	<i>Cheerleading and the Gendered Politics of Sport</i> , Grindstaff & West (K&W 4.5)	Social Change Literature Review Due
	Wed., Mar. 4	Women & Social Media	<i>Women, Social Media, and Sport: Global Digital Communication Weaves a Web</i> , Creedon*	
9	Mon., Mar. 9	Midterm Exam		
	Wed., Mar. 11	Disability & Sports	<i>Disability and the Dedicated Wheelchair Athlete</i> , Berger*	
10	Mon., Mar. 16	<i>Spring Recess (No Class)</i>		
	Wed., Mar. 18			
11	Mon., Mar. 23	Disability & Sports	<i>Inspired by the Paralympics</i> , Bartsch, et al.*	
	Wed., Mar. 25	Sport and Aging	<i>Running to Run: Embodiment, Structure, and Agency Amongst Veteran Elite Runners</i> , Tulle*	

Theme 3: Globalization, "Civilization," and Sports

Week	Date	In-Class Activities & Topics	Required Reading	Assignments Due
12	Mon., Mar. 30	"Manliness" & "Civilization" in Sport	<i>Manliness and Civilization</i> , Bederman (K&W 3.4)	Social Change Analysis Artifact & Outline Due
	Wed., Apr. 1	Contestation & Sport	<i>Sport as Contested Terrain</i> , Hartmann (K&W 3.6)	
13	Mon., Apr. 6	Globalization	<i>Theorizing Sport in the Global Process</i> , Maguire (K&W 7.3)	
	Wed., Apr. 8	Globalization (Continued)	<i>Beyond a Boundary? Sport, Transnational Advertising, and the Reimagining of National Culture</i> , Silk & Andrews (K&W 7.7)	Research Paper Draft #2 Due

14	Mon, Apr. 13	Genericization & Sport	<i>The Denationalization of Sport: De-ethnicization of the Nation and Identity De-Territorialization</i> , Poli (K&W 7.4)	
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Theme 4: Challenges of Modernism and Postmodernism

Week	Date	In-Class Activities & Topics	Required Reading	Assignments Due
14	Wed., Apr. 15	(Post)Modernism	<i>"We Just Really Hate to Lose": Unions and Sports</i> , Zirin (Chapter 5)	
15	Mon., Apr. 20	Historical Contemporaries	<i>In the Shadow of Ali: Sports, War, and the Modern Athlete</i> , Zirin (Chapter 6)	
	Wed., Apr. 22	Modern Athletes	<i>Gone with the Wind?: Sports, Race, and the Modern Athlete</i> , Zirin (Chapter 7)	
16	Mon., Apr. 27	Burnout	<i>Stir of Echoes: A New Sporting Resistance</i> , Zirin (Chapter 10) Optional: <i>Afterword: We Are the Greatest</i> , Zirin	
	Wed., Apr. 29	Final Exam Practice	Review Analysis Artifacts from the Social Change Projects	Research Paper Final Draft Due
Study Days	Saturday, May 2 – Tuesday, May 5, 2020			
Finals Week	Friday, May 8	Final Exam (2:00pm – 4:00pm)		

All readings marked with an asterisk (*) are available on Blackboard.