COMM 387: Sports and Social Change

4 units
Fall 2024
Section 20592
Meeting Days and Time: Tuesday & Thursday 3:30-4:50pm
Meeting Location: Annenberg School for Communication (ASC), Room G26

Instructor: Julianna Kirschner, Ph.D.
Pronouns: she/her/hers
Email: jjkirsch@usc.edu
Note about email responses: I usually respond to emails expeditiously, but there are times when I may need 48 hours to get back to you. I generally stop or slow down in responding to emails after 7:00pm on weekdays. If you send an email over the weekend, I may not have the opportunity to respond until Monday.
Office: My office is located in ASC, suite G21B (Located on the lower level near the loading dock).
Office Hours: Tuesday from 2:00-3:00pm (in-person at my office, ASC G21B)
               Wednesday from 10:00-11:00am (on Zoom)
               Thursday from 2:00-3:00pm (in-person at my office, ASC G21B)

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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 diversity, equity, inclusion, and access.

III. Required Readings and Additional Course Notes

I will provide required reading materials on Brightspace (https://brightspace.usc.edu/). You do not need to purchase a textbook for this class. However, I do recommend having a printer with a full ink cartridge in the event that you want to print the readings.

Optional purchases:
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

I do not post my slides on Brightspace, because they are not very helpful out of context. I recommend taking notes beyond what appears on slides.

You will want to bookmark this research guide designed for Communication courses by our subject librarian, Chimene Tucker. These resources will be beneficial for research:
https://libguides.usc.edu/communication

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the Annenberg Digital Lounge for more information. To connect to USC's Secure Wireless network, please visit USC's Information Technology Services website.

IV. Description and Assessment of Assignments

Social Change Team 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.
- Annotated Bibliography and Analysis Artifact Proposal: After your topic has been approved, your team will begin researching. The co-written annotated bibliography 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 team, you will assess the success or failure of these actions in gaining public notice and creating change. *At the end of the annotated bibliography, there should be a brief proposal (5 sentences at minimum) 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 annotated bibliography and analysis artifact proposal will be turned in on the date noted on the course calendar. One team member should submit the assignment on behalf of the entire team.
- Analysis Artifact: Your team will create an original research artifact to describe your team's approved topic and what your team has learned. You can develop this artifact in a number of forms. For example, your team could create a 10-minute video, an interactive website, a multi-media project, etc. The analysis artifact should be professional 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

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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 team's outline and analysis artifact. The outline will be submitted on the date noted on the syllabus calendar.

A more developed version of the project guidelines will be provided on Brightspace.

Portfolio Research Project (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 Brightspace 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 team, 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 Brightspace 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 Brightspace.

A more developed version of the project guidelines will be provided on Brightspace.

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

- Check-in responses
- Team and/or pair exercises
- Individual problem-solving exercises
- Research scaffolding exercises
- Written responses to lecture content
- Impromptu speeches
- Extemporaneous and impromptu debates
- Creative collaborative assignments

These building block exercises we complete in class will be integral to your success and understanding of sport theory and praxis. In-class assignments also refer to your engagement in class. Lectures, presentations, class discussions, and class exercises are not the same without you. Furthermore, you should be willing to offer constructive feedback and receive it. Respect everyone in class and be willing to listen to a side of an argument with which you might not agree.

Missing too many class sessions will result in missing in-class assignments. If more than ten (10) in-class assignments are missed, it will result in a failing grade for the course, regardless of performance on other assignments. A few exceptions to this policy exist. See the class policies for more information on in-class conduct.

V. Grading
Grade Breakdown

Assignment	Points Possible	Percentage of Final Grade
Social Change Team Project	250 points	25%
Portfolio Research Project	250 points	25%
Midterm Exam	150 points	15%
Final Exam	150 points	15%
In-Class Assignments	200 points	20%
Total Possible	**1000 points**	**100%**

Grading Timeframe and Missing or Inaccurate Score Inquiries/Disputes
The teaching assistants (TAs) will do the majority of grading in this class. They make a sincere effort to grade your assignments expediently. Every attempt will be made to grade assignments/exams and post grades within two weeks. Scores for all assignments and exams are regularly updated on Brightspace. You are responsible for notifying me (the instructor) and the TAs within one (1) week of a score posting if you think a score is missing or inaccurate. Moreover, you only have this period of time (1 week) to contest a score on an assignment/exam. If you fail to inquire/notify me and the TAs of any discrepancy, missing score, or contest a score within one week of the date the score is posted, no further changes will be made.

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 Standards
Each assignment will have their own rubric, which will explain assessment in more detail how grades are calculated. In general, grades will generally reflect the following:

Grades	Quality of Assignment
A/A-	Excellent; demonstrates extraordinarily high achievement; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded.
B+/B/B-	Good; moderately broad knowledge and understanding of subject matter; explicitly or implicitly demonstrates good, if not thorough understanding; only minor substantive shortcomings.
C+/C/C-	Satisfactory/Fair; reasonable knowledge and understanding of subject matter; most expectations are met; despite any shortcomings, demonstrates basic level of understanding.
D+/D/D-	Marginal; minimal knowledge and understanding of subject matter; more than one significant shortcoming; deficiencies indicate only the most rudimentary level of understanding.
F	Failing; unacceptably low level of knowledge and understanding of subject matter; deficiencies indicate lack of understanding.

VI. Course Policies

Before I share what is expected of you, let me first share how I see my role. My goal is to help you reach your potential and fully realize your own humanity. Part of that realization also includes the acknowledgement of other people's agency. I want you to learn how to better communicate with other people and empathize with different positions than your own. I know these are lofty goals, but I see this class as a piece of the ever-evolving puzzle that is your university experience. I am here to help you navigate it to the best of my ability.

I also 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 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.

Late Assignments: Assignments not turned in on the day due will be given one grade lower than the one deserved for each day the assignment is late (for example, a "B" for an "A" quality paper if a written assignment is one day late, a "C" for an "A" quality assignment if it is two days late). If you submit an assignment late, you will have to contact me (the instructor) and my TAs. Brightspace is not set to accept late assignments.

In-Class Assignments: These must be completed in class as assigned, and they cannot be made up.

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, USC allows 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.

If you find yourself experiencing COVID-19 related symptoms, in keeping with university recommendations, you should:
- Stay home! This is the best way to prevent spreading COVID-19 as supported by scientific evidence; Please do not come to an in-person class if you are feeling ill, particularly if you are experiencing symptoms of COVID-19. Nothing we do in our class is worth risking your health, my health, or the health or your peers.
- Contact your instructor to identify options available for keeping up with course requirements and content.

Documentation of your presence will be taken during each class via Qwickly. If a student is present during class but does not sign in, the student will be marked absent for that day. Keep in mind that

signing in on Qwickly is simply not enough; you must actively participate and complete in-class assignments (see the in-class assignment description above for more details).

Qwickly will not be used for grading purposes of in-class assignments. It is intended for administrative purposes. For example, when I am contacted by a USC office (e.g., Student Services) inquiring about a student's last date of attendance, I will use Qwickly to respond to these questions.

Your religious practices are supported and honored. If religious observances will prevent you from completing assigned work on a scheduled date and/or attending class, 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.

Participation is part of your grade, but it is measured through in-class assignments. Engaging in discussion, completing in-class written work, collaborating in teamwork, etc. are some of the ways this portion is measured. Missing too many classes will result in missing in-class assignments. If more than ten (10) in-class assignments are missed, it will result in a failing grade for the course, regardless of performance on other assignments. There are a few exceptions to this policy:
- A student is traveling for student athletics or other student organizations to represent USC. Documentation is required.
- A student is observing a religious holiday, as noted above.
- A student has a documented illness and/or related accommodations from OSAS, which is discussed further in this policy section below.

Grade Calculations
See grading breakdown in the earlier section on grading. More details about grade calculations are provided below.

As I mentioned in the earlier section on grading, TAs will conduct the majority of the grading process in this class. Please reach out to the TA that graded your assignment if you have questions about the feedback.

If a student's final grade is on the cusp between one grade and another, the TAs and I reserve the right to adjust final grades up based on engagement in class. For example, students with a final grade of 89.99% may earn an A- (instead of a B+ grade) if they have made a significant contribution in class activities and discussions. However, if that is not the case, the grade will remain as is. We will never lower a student's grade below what he, she, or they have earned. To protect your privacy, please note that we will not send grades or grade-specific information via email. Grades and feedback will be available on Brightspace.

If you have a problem or question about performance on an assignment, you must contact the TA that graded your assignment within a week of receiving your grade. We 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 (see earlier note about grade disputes in the grading section above), you must reference the assignment guidelines we 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? Was your work neat and professional? Did you use weird spacing to make the paper appear longer than it really was?
- If the work was an oral assignment, did you complete the presentation within the allotted time limit? Did you practice your presentation? Did you read your notes as opposed to presenting it?
- Did you credit your sources? Are your references properly formatted?
- Did you wait until the last minute to complete the assignment?

Again, please come see your TA within a week of receiving feedback on an assignment if you have questions about how it was evaluated. As your instructor, I am also more than happy to meet with you to discuss ways you can improve, but I will always loop in the TA that regularly grades your work. The earlier you ask for help, the better!

Guest Speakers
Whenever possible, I invite guests to visit and speak with our class. Guest speakers take time out of their schedules to come speak with you on important topics related to this class. Please focus on the guest speaker when they are present. Ask them questions and participate in discussion, which will count toward your in-class assignments grade.

Courtesy to Others
Promptness is expected as a general rule. If we are having a lecture or discussion, come in only when appropriate. Public speaking in general can create a lot of anxiety for students, and the classroom must remain a safe place for everyone.

Recording
This class will be entirely in person, so we will not be recording class. The only time I anticipate holding class on Zoom is in the off chance that I am ill or COVID-positive. Should that be the case, I will give you as much notice as possible. I may change this policy if the need arises.

Please remember that USC policy prohibits sharing of any course content outside of the learning environment. As a student, you are responsible for the appropriate use and handling of course material under existing student handbook policies regarding class notes (https://policy.usc.edu/studenthandbook/). These rules will be strictly enforced, and violations will be met with the appropriate disciplinary sanction.

Notetaking
As I mentioned earlier in this syllabus, I do not post my slides on Brightspace, because they are not very helpful out of context. I recommend taking notes beyond what appears on slides. Taking photos of slides is not useful and distracting in class, so don't do that. The slides are my intellectual property, and I do not authorize them to be shared outside of our class purposes.

Diversity, Equity, Inclusion, and Access
- My priority as your professor is to ensure a safe, respectful education environment where all students can learn and thrive. The University does not tolerate any form of protected class discrimination or harassment (e.g., discrimination or harassment on the basis of race, disability, ethnicity, sex, gender identity, sexual orientation, religion, pregnancy, etc.). This includes sexual assault, dating and domestic violence, stalking, or related retaliation.

- The university values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, please notify the instructor as soon as possible.
- As your professor, I hold the fundamental belief that everyone in the class is fully capable of engaging and mastering the material. My goal is to meet everyone at least halfway in the learning process. Our classroom should be an inclusive space, where ideas, questions, and misconceptions can be discussed with respect. There is usually more than one way to see and solve a problem and we will all be richer if we can be open to multiple paths to knowledge. I look forward to getting to know you all, as individuals and as a learning community.
- As your instructor, I am committed to creating a classroom environment that welcomes all students, regardless of race, gender, religious beliefs, etc. We all have implicit biases, and I will try to continually examine my judgments, words, and actions to keep my biases in check and treat everyone fairly. I hope that you will do the same, that you will let me know if there is anything I can do to make sure everyone is encouraged to succeed in this class.
- The topics that we're covering in this class are often difficult, not just intellectually but emotionally. While I expect there to be rigorous discussion and even disagreement in the course of our class discussions, I ask that you engage in discussion with care and empathy for the other members in the classroom. Aim to disagree without becoming disagreeable. In this class we will not shy away from the uncomfortable. Critically examining and assessing our most basic assumptions and values is not just one of the tasks of philosophy but is an activity vital to living an authentic life. I urge you to have the courage to be uncomfortable in this class. In exchange for your courage, I will work to ensure a classroom environment that supports your taking these intellectual and emotional risks.

Gender Pronouns and Language Use
USC students can change their name or gender pronouns online through myUSC. Student choices may reflect nicknames, middle names, or names that better align with their gender identities.
- A critical part of building a learning environment that is inclusive of sexual orientation and gender identity is asking and correctly using someone's name and pronouns. You can add your pronouns in the myUSC system. Names and pronouns may change during the term, so feel free at any point to let me know that you would like to be addressed differently. As a community, we will strive to address each other with the names and pronouns identified. If we make mistakes or are corrected, we will briefly apologize and correct ourselves.
- I will gladly honor your request to address you by your chosen name or gender pronoun. Please advise me of this at any point in the semester so I can make the appropriate changes. If I accidentally use an incorrect gender pronoun when addressing you, please feel free to let me know, in whatever manner makes you comfortable, what pronouns you use so that I can make every effort to correct that error.
- It is important to establish mechanisms to acknowledge and support individuals' self-identification. One way we can support self-identification is by honoring the name and pronouns that each of us go by. In this classroom, we seek to refer to people by the names they go by.

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, men, trans women, trans men, and non-binary/third gender folks on equal terms,

participating equally in the world. For example, use *he, she, or them* instead of *he* when the person to whom you are referring could be of any gender. Similarly, use *people* or *humanity* or *individuals* instead of *man* or *mankind*, *you* or *you all* 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 September 13, 2024, 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.

Content Notifications
In this course, we will discuss a variety of sensitive topics. It is important that we discuss these issues respectfully, avoiding stereotypes and the impulse to diagnose ourselves and those around us. If at any point, you have concerns about class content or want to discuss your personal reactions, I encourage you to email me, come to office hours, or schedule an appointment.

Please prepare for sensitive topics accordingly and employ self-care throughout in-class discussion. One self-care option is to make use of Counseling and Mental Health Services (in USC Student Health). Given the nature of topics covered, some course materials may include uncensored content, which some class members may find offensive. I will provide forewarning of such instances.

Students and Disability Accommodations
USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu

Student Financial Aid and Satisfactory Academic Progress:
To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the Financial Aid Office webpage for undergraduate- and graduate-level SAP eligibility requirements and the appeals process.

Land Acknowledgement
This statement has been adapted from Van Hunnick History Department of USC:
We acknowledge our presence on the ancestral and unceded territory of the Tongva people and their neighbors: (from North to South) the Chumash, Tataviam, Kitanemuk, Serrano, Cahuilla, Payomkawichum, Acjachemen, Ipai-Tipai, Kumeyaay, and Quechan peoples, whose ancestors ruled the region we now call Southern California for at least 9,000 years. We pay respects to the members and elders of these communities, past and present, who remain stewards, caretakers, and advocates of these lands, river systems, and the waters and islands of the Santa Barbara Channel.

Statement on Academic Conduct
The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a

broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [student handbook]() or the [Office of Academic Integrity's website](), and university policies on [Research and Scholarship Misconduct]()

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

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.

Please ask me, your instructor, if you are unsure what constitutes unauthorized assistance on an exam or assignment or what information requires citation and/or attribution.

Artificial Intelligence Policy
Students must obtain permission from me before using AI composition software (like ChatGPT) for any assignments in this course. Using these tools without my permission puts your academic integrity at risk.

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:
- Brainstorming ideas;
- Fine tuning your research questions; and
- Checking grammar and style.

The use of generative AI tools is NOT permitted in this course for the following activities:
- Impersonating you in classroom contexts, such as by using the tool to compose written assignments assigned to you.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. When in doubt about permitted usage, please ask for clarification.

If found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an "F" grade on the assignment, exam, or in the course.

Please Note: My TAs will not be using any AI tools in writing the feedback they provide you. All comments will be theirs and written personally by them.

VII. Support Systems
Annenberg Student Success Fund
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.

Annenberg Student Emergency Aid Fund
Awards are distributed to students experiencing unforeseen circumstances and emergencies impacting their ability to pay tuition or cover everyday living expenses. These awards are not intended to cover full-tuition expenses, but rather serve as bridge funding to guarantee students' continued enrollment at USC until other resources, such as scholarships or loans, become available. Students are encouraged to provide as much information in their application, as well as contact their academic advisor directly with questions about additional resources available to them.

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.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call
http://988lifeline.org/
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

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 for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

http://eeotix.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.

Reporting Incidents of Bias or Harassment - (213) 740-2500
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
osas.usc.edu
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411
http://campussupport.usc.edu/
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101
http://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
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) 442-1200 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
http://ombuds.usc.edu/
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu
http://chan.usc.edu/patient-care/faculty-practice
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

TrojansAlert
https://dps.usc.edu/services/trojans-alerts/
TrojansAlert is an alert system that allows university officials to contact you during an emergency. It is your connection to real-time updates, instructions on where to go, what to do, or what not to do, who to contact and other important information.

ITS Customer Support Center (CSC): (213) 740-5555
https://itservices.usc.edu/students/
The ITS Customer Support Center (CSC) provides support to the USC community for connecting to the USC Network and using supported applications. For help with network connectivity and software, contact CSC. Walk-in support is available in Leavey Library's Information Commons.

Violence-Free Campus
https://policy.usc.edu/violence-free-campus/
Visit the website to read more about prohibited behaviors, reporting responsibilities and where to report.

Student-Athlete Travel Excuse Letters
https://saas.usc.edu/academic-support-services/travel/
Prior to a university-sponsored away competition, Student-Athletes are responsible for providing their Instructor with a Competition Excuse Letter (provided by their academic counselor) for the classes missed while on the road (i.e., excused absence). It is the responsibility of the Student-Athlete to provide the letter prior to leaving on their trip and to make arrangements for a make-up of any missed assignments or exams. Please refer to the SAAS site where they detail travel and travel excuse letters.

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 and world events, and/or guest speaker availability. An updated version will be provided on Brightspace if and when changes occur.

Access the general university calendar on the schedule of classes: https://classes.usc.edu/

Note: All readings will be available on Brightspace.

Week	Date	In-Class Activities & Topics	Required Reading	Assignments Due
1	Tues., Aug. 27	Course Introduction		
	Thurs., Aug. 29	Sport as Communication	*The Monster Will Never Win,* Tuitele [Content warning: This reading discusses sexual abuse.]	
2	Tues., Sep. 3	Sport and the Contemporary Moment	*Working My Way to the Big Leagues*, Whitmore	
	Thurs., Sep. 5	Rhetoric and the Compelling Draw of Sports	*When Athlete Activism Clashes with Group Values: Social Identity Threat Management via Social Media*, Sanderson, et al.	Portfolio Research Project Proposal Due
3	Tues., Sep. 10	Sports Framing	*Communication for the Win: Task Benefits of Coach Confirmation in Collegiate Athletics*, Cranmer, et al.	
	Thurs., Sep. 12	Race and Sports, Form Social Change Teams	*Jackie Robinson and the Politics of Stealing Home*, Zirin	
4	Tues., Sep. 17	Performing Race	*Body and Soul: The Boys Who Beat the Street*, Wacquant	Ranked Topic List for Social Change Project Due
	Thurs., Sep. 19	Race & Achievement	*The Anatomy of Scientific Racism: Racialist Responses to Black Athletic Achievement*, Miller	
5	Tues., Sep. 24	The Legacy of Muhammad Ali & Social Change Topics Announced	*Ali,* Holyfield	Portfolio Research Draft #1 Due
	Thurs., Sep. 26	The 1968 Olympics	*"When I Couldn't Bedazzle Them with Brilliance, I Bamboozled Them with Bullshit": Harry Edwards, Black Power, and Countering Media Repression of the Black Athlete's Revolt,* Blackman	
		This class session is a part of the Trojan Family Weekend Open Classroom Initiative. Feel free to invite your parents/guardians if they are in town.		

Week	Date	In-Class Activities & Topics	Required Reading	Assignments Due
6	Tues., Oct. 1	The Legacy of 1968	*"Stick to Sports" is Gone: A Field Theory Analysis of Sports Journalists' Coverage of Socio-Political Issues,* Broussard	
	Thurs., Oct. 3	Homophobia	*Keeping the Faith,* Clarendon	
7	Tues., Oct. 8	Gay Athletes	*I'm Out,* Collins	Peer Feedback on Draft #1 Due
	Thurs., Oct. 10	*No Class (Fall Recess)*		
8	Tues., Oct. 15	Lesbian Athletes	*From the "Muscle Moll" to the "Butch" Ballplayer: Mannishness, Lesbianism, and Homophobia in US Women's Sport,* Cahn	
	Thurs., Oct. 17	Gender & Sports	*Cheerleading and the Gendered Politics of Sport,* Grindstaff & West	
9	Tues., Oct. 22	Women & Social Media	*Women, Social Media, and Sport: Global Digital Communication Weaves a Web,* Creedon	Midterm Exam Due
	Thurs., Oct. 24	Gaming and Social Change	TBD	
		We will have guest speaker, Ronnie 2K, who will join us for this class session.		
10	Tues., Oct. 29	Disability & Sports	*Disability and the Dedicated Wheelchair Athlete,* Berger & *Inspired by the Paralympics,* Bartsch, et al.	
	Thurs., Oct. 31	Sport and Aging	*Running to Run: Embodiment, Structure, and Agency Amongst Veteran Elite Runners,* Tulle	Social Change Annotated Bibliography Due
11	Tues., Nov. 5	"Manliness" & "Civilization" in Sport	*Manliness and Civilization,* Bederman	
	Thurs., Nov. 7	Contestation & Sport	*Sport as Contested Terrain,* Hartmann	
12	Tues., Nov. 12	Globalization	*Theorizing Sport in the Global Process,* Maguire	Portfolio Research Draft #2 Due
	Thurs., Nov. 14	Genericization & Sport	*Beyond a Boundary? Sport, Transnational Advertising, and the Reimagining of National Culture,* Silk & Andrews	
13	Tues., Nov. 19	(Post)Modernism	*The Denationalization of Sport: De-ethnicization of the Nation and Identity De-Territorialization,* Poli	

Week	Date	In-Class Activities & Topics	Required Reading	Assignments Due
13	Thurs., Nov. 21	Historical Contemporaries	*Letter to My Younger Self,* Chastain	Social Change Analysis Artifact & Outline Due
14	Tues., Nov. 26	Modern Athletes	*Caring for Athletes,* Foyle	
	Thurs., Nov. 28	*No Class (Thanksgiving Holiday)*		
15	Tues., Dec. 3	Class Selected Topic	TBA	
	Thurs., Dec. 5	Burnout	Review Analysis Artifacts from the Social Change Projects	Portfolio Research Project Final Draft Due
Study Days	Saturday, December 7 – Tuesday, December 10, 2024			
Finals Week	Tues., Dec. 17 2-4pm	Final Exam		