



Global Perspectives of Sport (Sociology of Sport)
KINE 3390; Fall 2024
Tuesdays and Thursdays 12:30pm–1:45pm
GPC 105

SYLLABUS

Faculty Information

Dr. Julianna M. Dean, PhD, MS, CSCS

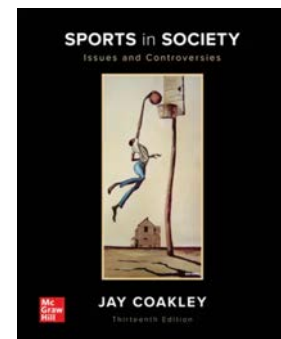
- **Email is the best way to get in contact with me:** julianna.dean@sulross.edu
 - **Please make sure you put KINE 3305 somewhere in the subject line of the email.**
 - **Please address me as “Dr. Dean”, NOT Ms. Dean**
 - **Please use your SRSU email address. I cannot answer emails from non-SRSU accounts.**
 - Please be professional in your communications, especially when communicating by email. Please address me as Dr. Dean. For a review on how to write a professional email, please see <https://www.grammarly.com/blog/professional-email-in-english/>.
- **Office Phone:** 432-837-8556
- **Office Hours:**
 - **Tuesday:** 10-11am, 2-3pm
 - **Wednesday:** 2-4pm
 - **Thursday:** 10-11am, 2-3pm
 - [or by appointment](#)

Required Textbook

Sports In Society: Issues and Controversies (book cover to the right)

Edition: 13

Author: Scott Powers



All the required course materials for your classes are being delivered through Sully Shelf, the campus-wide course materials program. Your student account will be charged automatically, and you will not need to make a separate purchase.

For this course we will be using a digital eBook accessed through BryteWave, powered by RedShelf. You will receive an email directly from BryteWave donotreply@redshelf.com, with a link to access your account. Please follow directions in the email to access your virtual bookshelf. The first time you access the eBook you will see a screen prompting you to “View Course Materials”.

Need more info or have questions? Check out the Sully Shelf FAQs: [Access | Lobo Outfitters - Sul Ross State University \(bkstr.com\)](#), or call the campus store at (432) 837-8194. Your dedicated customer support email address is sullyshelf@follett.com.

Course Description

An introduction to social issues in sport, exercise, and physical activity. The course examines the dynamic relationship between society, culture, and sport. It highlights how we assign sports meaning, integrate them into life, and create policies for them. Specific topics include youth sports, deviance culture, violence, gender, race, ethnicity, social class, ability, economics, media, and politics all in the context of sport.

Purpose of the Course

The purpose of this class is to systematically explore the complex relationships between sports, cultures, and societies.

Student Learning Outcomes

The learning activities, assignments, and exams in this course are constructed to assess each student's mastery of the following learning outcomes. They are chosen from the "Guidelines for Teaching Undergraduate Sport Sociology". National Association for Sport and Physical Education. (2009). *Guidelines for teaching undergraduate sport sociology* [Guidance document]. Reston, VA: Author.

By the end of the course:

- A. Students should know that historical variations exist in the ways that sports have been organized and played in the United States and other societies, and that these variations are related to issues of power and authority at particular points in time.
- B. Students should understand the focus of a sociological approach and know why it's important to study social patterns as well as individual actions in connection with sports in society.
- C. Students should understand the meaning of ideology and be able to identify basic ideas and beliefs that constitute dominant ideologies related to sports, gender and sexuality, race/ethnicity/skin color, social class, and (dis)ability in American society.
- D. Students should be able to identify the ways that sports are connected with other major spheres of social life, such as family, education, the economy, media, politics and religion.
- E. Students should be able to identify the conditions under which sport participation promotes health and personal well-being and the conditions under which it has negative health outcomes.
- F. Students should understand the ways that power relations related to gender, race/ethnicity, social class, and (dis)ability have influenced sports and sport participation in the United States.
- G. Students should understand that many factors influence people's actions associated with sport, and that sport serves as a site where many people view deviance and violence differently than they do in other spheres of social life.
- H. Students should understand the basic economic and political factors that influence sport on a global level.
- I. Students should understand the ways that social change occurs in connection with sport.

Marketable Skills

The following marketable skills are met in this course:

- Communication: Students will communicate verbally and in written assignments throughout the course.

- Collaboration: Students will interact with one another through class discussions and activities.
- Creativity: Students will develop responses and ideas during discussions and class projects about past, current, and future situations.
- Critical Thinking: Students will exercise sound reasoning to analyze issues, make decisions, and overcome problems. Students will be able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

Grading Policies

Outcome Measure	Description	Points	% of Total Grade
Course Contract	Initial and sign the course contract and upload to Blackboard	Completion (60 points)	6
SmartBook Chapter Assignments	Using McGraw Hill Connect, complete SmartBook Chapter assignments	16 selected chapters x 10 points each = 160	16
Weekly Assignments	Interactive assignment each week	16 x 20 pts each= 320	32
Start-of-class reading quiz	In-person writing question about current lecture	16 x 10 pts each = 160	16
Midterm Exam	Review of concepts in first 8 weeks of class	100	10
Final Exam	Comprehensive exam of chapters covered	100	
Final Project	Final group project will concern topic of interest to student group	100	10
Total Points		1000	100

*Letter Grading as per SRSU policy will be used in this course.

Course Contract (60 points)

To start the class, all students must read, initial, sign and date the course contract. The contract clearly explains my expectations of you as a student in this class, and it covers my course policies. Please upload this within the first week of class as listed on the course schedule. You cannot continue in the class if you do not upload this.

SmartBook Assignments (160 points)

SmartBook is an interactive reading program provided through McGraw Hill Connect. These assignments ask you questions to assess your comprehension of each chapter. These SmartBook

readings will cover information that will be on each of the tests. *Please make sure to read the chapter BEFORE completing the SmartBook assignments!*

Exams (Midterm and Final; 100 points each)

There will be two exams in this class, each worth 100 points. They are online on Blackboard and proctored through McGraw Hill's PROCTORIO service. They are 50 questions each, and you have 75 minutes to complete them. They are closed-book.

Start of Class Reading Quiz

To ensure you are keeping up with your textbook reading, you will have a short-answer response question at the start of each Tuesday class. These are to verify that you have read the information we are covering that week. The short answer response will be over the chapter to be covered that day in class. NOTE: If you will need to miss class on a Tuesday, you MUST let me know in advance or else you will forfeit the points for the start-of-class quiz.

MY COURSE POLICIES

Communication is key.

I expect you to attend class (by physically attending and by logging in to Blackboard), engage, and complete your work by the deadlines assigned. However, I understand that extenuating circumstances can occur. Therefore, I expect you to inform me as soon as possible if you are having complications completing your work in a timely manner. **With communication, we can work out a plan for your success.** If you do not meet my expectations, and you do not communicate with me, there is nothing I can do to help you succeed. It is YOUR RESPONSIBILITY to communicate with me.

After 4 undocumented absences, your final grade is reduced by an entire letter grade.

Studies show that students have better grades when they attend class! So, please attend class. If you miss more than 4 classes without a documentation provided to the professor, your final grade in the class will be reduced by an entire letter grade. For example, if you have an A in the class but miss 5 classes without telling the professor, your final grade will be reduced to a B. Please make sure to communicate often and early with your professor, especially concerning absences.

I do not accept late work.

If you do not turn in an assignment on time, you will receive a zero for that assignment. I understand extenuating circumstances can occur. **Therefore, any extensions must be requested at least 24 hours in advance of the due date.**

I have zero tolerance for cheating, academic dishonesty, and plagiarism. The use of AI is prohibited unless specified.

For any student who cheats, is suspected of cheating, or who unintentionally or intentionally plagiarizes (this includes the use of AI), I immediately contact the Dean of Student Affairs, and the student receives a zero for the work. *There are no exceptions.* Please use anti-plagiarism software before turning in any assignment to avoid any consequences. If you need a review on how to avoid

plagiarism and cite sources correctly, please visit the Lobo Den: <https://www.sulross.edu/student-advising/lobo-den/> **The use of AI to complete work in this class is prohibited unless specified.**

This is not a self-paced course. Deadlines are hard deadlines.

Please be vigilant of the course schedule and deadlines. You are responsible for your participation and work. If you expect to miss any deadline, you must contact me at least 24 hours in advance to work out a plan for your success. If you contact me after a deadline, there is nothing I can do; you will receive a 0.

I do not calculate grades before the end of the semester.

All point totals are listed in this syllabus which will aid you in calculating your own grade. All of your grades will be on Blackboard.

Do not email me with questions until you check Blackboard announcements, your email, and you re-read this syllabus. Many questions can be answered by checking Blackboard announcements, your email, and reviewing this syllabus. If you still have questions after reviewing these three things, please email me using your Sul Ross email. I cannot answer email from non-Sul Ross accounts. Please address me as Dr. Dean in your communications. Please see the next course policy on how to write a professional email.

I value good grammar and professional communication.

In all of your work, please use good grammar. I require complete sentences in all of your assignments. If you write in phrases or without correct punctuation, you will receive point deductions. If you need a review on good grammar and acceptable writing practices, please make an appointment with the writing center.

Please be professional in your communications, especially when communicating by email. Please address me as Dr. Dean. For a review on how to write a professional email, please see <https://www.grammarly.com/blog/professional-email-in-english/>.

Please be respectful both to your peers and professors in all communications both during and outside of class. In this class we may discuss topics that are debatable in nature. I ask that you share your experiences and opinions as you are willing; all opinions are welcomed and encouraged. Therefore, as we embrace differing opinions, students should be prepared to experience and participate in respectful conflict. If at any time a student engages in a disrespectful manner to peers or the professor, the student will be asked to leave the class and not return.

I value mental health.

I believe mental health is just as important as physical health. Free and confidential counseling services are available to all Sul Ross students. This course may feature discussions that can be reflective in nature. If at any time you feel the need to speak with somebody, you can make an appointment: <https://www.sulross.edu/counseling-and-accessibility-services/>

24-Hour National Suicide Prevention Hotline: 988

Mental Health Support Resources

Sul Ross has partnered with TimelyCare, an online mental health support platform and all SR students will have access to nine free Counseling sessions by visiting <https://timelycare.com/SRSU/>. SRSU also continues to offer counseling in Ferguson Hall room 112 in Alpine, and telehealth Zoom session for our Rio Grande, Uvalde, Eagle Pass, and remote students.

Note: Students, you are also eligible to receive **nine** free sessions with Timely Care. After the nine free sessions, additional sessions cost is \$79 per session.



UNIVERSITY POLICIES

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. RGC students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](#). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Libraries

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](#). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting [library.sulross.edu/texshare](#) or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan, ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Important Civic Dates

October 7: Last day to register to vote

October 21: Early voting begins

November 1: Early voting ends

November 5: General election

<https://www.votetexas.gov/>

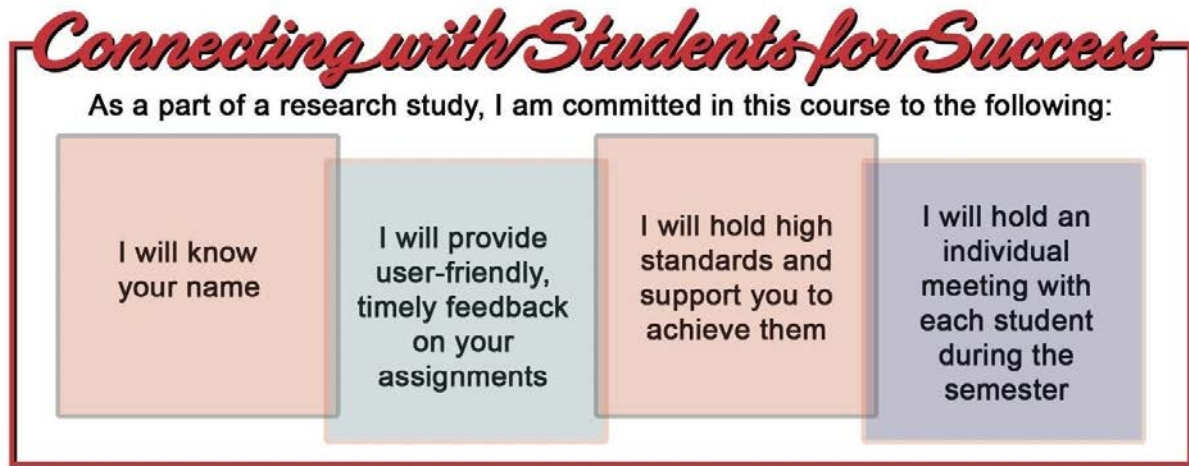
AI Policy Statement: Sul Ross State University Kinesiology Department

The Sul Ross State University Kinesiology Department is committed to upholding the highest standards of academic integrity and excellence. As artificial intelligence (AI) tools become increasingly accessible, we recognize their potential as valuable resources for learning and innovation. However, it is imperative that students use AI tools ethically and responsibly.

The improper use of AI in assignments, including but not limited to, generating content without proper attribution, submitting AI-generated work as one's own, or using AI tools to circumvent the learning process, constitutes academic dishonesty. Such actions undermine the educational goals of our programs and violate the University's Code of Conduct.

Students found to be improperly using AI for assignments may face severe consequences, including but not limited to receiving a failing grade for the assignment or course. Additionally, such violations will be referred to the Dean of Students Office for further disciplinary action, which may include probation, suspension, or expulsion from the University.

We encourage students to seek guidance from their instructors if they have any questions about the appropriate use of AI in their coursework. Our department is committed to fostering an environment of integrity, where students can achieve their academic and professional goals through honest and meaningful engagement with their studies.



This course is participating in the Sul Ross research initiative, “Connecting with Students for Success”. This initiative is to help increase student retention. Therefore, throughout the course, I will do the following four points above (in the boxes). For the last point, you will need to schedule a meeting with me. For the meeting, please book at least a 15-min meeting with me by [clicking here](#). Make sure to select staff “Julianna Dean”. **We must meet individually before October 21, 2024, so please book your meeting before then. Finally, this program requires a Student Survey that Institutional Effectiveness will send to your Sul Ross emails October 28-November 11. I will offer extra credit for completion of that survey.**

Finally, **PLEASE** complete the course evaluation at the end of class. This helps me keep my job here!



Course Schedule

Week	Tuesday Class	Thursday Class	Activities/ Assignments <i>All Due Dates @ 11:59PM CST</i> (unless otherwise noted) (Activities may be submitted early)
Week 1 8/26 – 9/1	We Cover: <ul style="list-style-type: none"> • Class Intro • Syllabus • Pre-test knowledge • Ch 1: Sociology of Sports: What is it and why study it? 	We Cover: <ul style="list-style-type: none"> • Ch 1 in-class assignment 	Due Sunday, 9/1: <ul style="list-style-type: none"> • Ch 1 SmartBook • Ch 2 SmartBook
Week 2 9/2 – 9/8	We Cover: <ul style="list-style-type: none"> • Start-of-class short answer question • Ch 2: Producing Knowledge About Sports in Society: How is knowledge produced in the sociology of sport? 	We Cover: <ul style="list-style-type: none"> • Ch 2 in-class assignment 	Due Sunday, 9/8: <ul style="list-style-type: none"> • Ch 3 SmartBook
Week 3 9/9 – 9/15	We Cover: <ul style="list-style-type: none"> • Start-of-class short answer question • Group Project Info • Group Choice • Ch 3: Sports and Socialization: Who plays and what happens to them? 	We Cover: <ul style="list-style-type: none"> • Ch 3 in-class assignment 	Due Sunday, 9/15: <ul style="list-style-type: none"> • Ch 4 SmartBook
Week 4 9/16 – 9/22	We Cover: <ul style="list-style-type: none"> • Start-of-class short answer question • Ch 4: Organized Youth Sports: Whose interests do they serve? 	We Cover: <ul style="list-style-type: none"> • Ch 4 in-class assignment • Schedule Meeting with Dr. Dean for Student Success Initiative (Click here to book a meeting with her) 	Due Sunday, 9/22: <ul style="list-style-type: none"> • Ch 5 SmartBook
Week 5 9/23 – 9/29	We Cover: <ul style="list-style-type: none"> • Start-of-class short answer question • Ch 5: Deviance in Sports: Is it out of control? 	We Cover: <ul style="list-style-type: none"> • Ch 5 in-class assignment • Schedule Meeting with Dr. Dean for Student Success Initiative (if you haven't done so already!) (Click here to book a meeting with her) 	Due Sunday, 9/29: <ul style="list-style-type: none"> • Ch 6 SmartBook

<p>Week 6 9/30 – 10/6</p>	<p>We Cover:</p> <ul style="list-style-type: none"> • Start-of-class short answer question • Ch 6: Violence in Sports: Who suffers the consequences? 	<p>We Cover:</p> <ul style="list-style-type: none"> • Ch 6 in-class assignment • Schedule Meeting with Dr. Dean for Student Success Initiative (if you haven't done so already!) (Click here to book a meeting with her) 	<p>Due Sunday, 10/6:</p> <ul style="list-style-type: none"> • Ch 7 SmartBook
<p>Week 7 10/7 – 10/13</p>	<p>We Cover:</p> <ul style="list-style-type: none"> • Start-of-class short answer question • Ch 7: Gender and Sports: Is equity possible? 	<p>We Cover:</p> <ul style="list-style-type: none"> • Ch 7 in-class assignment • Schedule Meeting with Dr. Dean for Student Success Initiative (if you haven't done so already!) (Click here to book a meeting with her) 	<p>Due Sunday, 10/13:</p> <ul style="list-style-type: none"> • Ch 8 SmartBook
<p>Week 8 10/14 – 10/20 NOTE: Make sure you have met with Dr. Dean by the end of this week!</p>	<p>We Cover:</p> <ul style="list-style-type: none"> • Start-of-class short answer question • Ch 8: Race and Ethnicity: Are they important in sports? 	<p>We Cover:</p> <ul style="list-style-type: none"> • Ch 8 in-class assignment 	<p>Due Sunday, 10/20:</p> <ul style="list-style-type: none"> • Ch 9 SmartBook • Midterm Exam • You must have met with Dr. Dean by now for the Student Success Initiative! • Midterm Exam
<p>Week 9 10/21 – 10/27</p>	<p>We Cover:</p> <ul style="list-style-type: none"> • Start-of-class short answer question • Ch 9: Social Class: Do money and power matter in sports? 	<p>We Cover:</p> <ul style="list-style-type: none"> • Ch 9 in-class assignment 	<p>Due Sunday 10/27:</p> <ul style="list-style-type: none"> • Ch 10 SmartBook
<p>Week 10 10/28 – 11/3 (Note: I am out this week for a conference)</p>	<p>We Cover:</p> <ul style="list-style-type: none"> • Start-of-class short answer question • Ch 10: Age and Ability: Barriers to participation and inclusion 	<p>We Cover:</p> <ul style="list-style-type: none"> • Ch 10 in-class assignment 	<p>Due Sunday, 11/3:</p> <ul style="list-style-type: none"> • Ch 11 SmartBook • Student Success Initiative Survey (through email from Institutional Effectiveness)
<p>Week 11 11/4 – 11/10</p>	<p>We Cover:</p> <ul style="list-style-type: none"> • Start-of-class short answer question • Ch 11: Sports and the Economy: What are the characteristics of commercial sports? 	<p>We Cover:</p> <ul style="list-style-type: none"> • Ch 11 in-class assignment 	<p>Due Sunday, 11/10:</p> <ul style="list-style-type: none"> • Ch 12 SmartBook • Student Success Initiative Survey (through email from Institutional Effectiveness) (if you haven't

			completed it already)
Week 12 11/11 – 11/17	We Cover: <ul style="list-style-type: none"> Start-of-class short answer question Ch 12: Sports and the Media: Could they survive without each other? 	We Cover: <ul style="list-style-type: none"> Ch 12 in-class assignment 	Due Sunday, 11/17: <ul style="list-style-type: none"> Ch 13 SmartBook Final Project
Week 13 11/18 – 11/24	We Cover: <ul style="list-style-type: none"> Start-of-class short answer question Final Project Presentations Ch 13: Sports and Politics: How do governments and global political processes influence sports? 	We Cover: <ul style="list-style-type: none"> Ch 13 in-class assignment Final Project Presentations 	Due Sunday, 11/24: <ul style="list-style-type: none"> Ch 14 SmartBook
Week 14 11/25 – 12/1	We Cover: <ul style="list-style-type: none"> Start-of-class short answer question Ch 14: Sports in High School and College: Do competitive sports contribute to education? 	We Cover: <ul style="list-style-type: none"> Ch 14 in-class assignment 	THANKSGIVING BREAK Due Sunday, 12/1 <ul style="list-style-type: none"> Ch 15 SmartBook
Week 15 12/2 – 12/8 <i>(Note: I am out this week for a conference)</i>	We Cover: <ul style="list-style-type: none"> Start-of-class short answer question Ch 15: Sports and Religion: Is it a promising combination? 	We Cover: <ul style="list-style-type: none"> Ch 15 in-class assignment 	Due Sunday, 12/8: <ul style="list-style-type: none"> Ch 16 SmartBook
Week 16 12/9 – 12/11 (Wednesday)	We Cover: <ul style="list-style-type: none"> Start-of-class post-test knowledge Ch 16: Sports in the Future: What do we want them to be? Ch 16 in-class assignment 	Dead Day (NO CLASS)	Due Wednesday, 12/11: <ul style="list-style-type: none"> Final Exam

*Please remember that **this schedule may change**. The professor reserves the right to make changes. I will give you enough time to complete the necessary work. Any update to this schedule will be noted and posted on Blackboard. It is your responsibility to communicate with me if you cannot meet the required deadlines.