### KNES 287 – Sport and American Society

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<tr>
<th>Semester:</th>
<th>Summer I 2016</th>
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<tbody>
<tr>
<td>Classroom and Time:</td>
<td>ONLINE May 31-July 8</td>
</tr>
<tr>
<td>Instructor:</td>
<td>David L. Andrews</td>
</tr>
<tr>
<td>Office:</td>
<td>SPH 2357</td>
</tr>
<tr>
<td>Phone:</td>
<td>301-405-2474</td>
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<td><a href="mailto:dla@umd.edu">dla@umd.edu</a></td>
</tr>
<tr>
<td>Faculty Website</td>
<td><a href="http://www.knes287.info">www.knes287.info</a></td>
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</table>

| Teaching Assistant: | Meir Lewin |
| Office:             | SPH 2351 |
| Phone:              | 301-405-2575 |
| Email:              | meir.lewin@gmail.com |
| TA Website          | [www.knes287.info](http://www.knes287.info) |

#### Required Texts and Other Readings:

**Required:**
The required weekly course readings can be accessed through the course website: [www.knes287.info](http://www.knes287.info)

**Recommended:**
The recommended weekly course readings can be accessed through the course website: [www.knes287.info](http://www.knes287.info)

#### Additional Materials Required:
The primary resource for the course is the course website ([www.knes287.info](http://www.knes287.info)), which provides details of the following: course description; objectives; designations; course modules and weekly focus; forms of assessment; criteria for assessment; and, information on course instructors.

Students are strongly encouraged to familiarize themselves with the structure and contents of the course website as soon as possible, and certainly on or before the beginning of the course on Tuesday May 31.

#### Course Catalog Description:
Sport will be related to such social problems as delinquency, segregation, collective behavior, and leisure; to social processes such as socialization, stratification, mobility, and social control; and to those familiar social institutions as the family, the school, the church, the military, the economy, the polity, and the mass media.
Course Description:

To some people, sport exists as a realm of popular experience somehow removed or isolated from the forces and pressures that have come to define the rest of society. This course seeks to explode this sporting mythology, by highlighting the extent to which sport is in fact a social construction, which can only be understood in relation to the social forces and relations operating within contemporary America. As such, this course encourages students to develop a truly sociological sporting imagination, with regard to their perceptions and experiences of the necessary interrelationship between sport culture and the forces, institutions, and processes, structuring contemporary American society. In doing so, this course focuses on: the relationship between sport and political, economic, and cultural institutions; the effects of commodifying, corporatizing, mass-mediating, and globalizing processes on the structure contemporary sport; the influence contemporary sport culture has on the shaping of particular of class, race, gender, age, and nation-based bodies, identities, and experiences; and, the various collective groupings—subcultural, community, national, and global—through which sport is organized and experienced within contemporary life.

KNES 287 Course Learning Objectives:
Upon completing this course, the student will be able to:

1. [Following C. Wright Mills] Develop their own sociologically-based sporting imaginations, through which they will be able to identify and interpret sporting institutions, practices, and bodies as being both constituted and constituting elements of the contemporary American context in which they are located.
2. Derive a better understanding of the relationship between sport and the social, cultural, economic, political, and technological forces and relations operating in twenty-first century America.
3. Assess the dominant power structures, processes, and relations in and through which contemporary sport culture operates, and examine their effects upon shaping particular class, race, gender, sex, age, and nation-based bodies, identities, and experiences.
4. Illustrate the existence of, and be able to propose solutions for, any disparities, inequalities, and/or injustices operating within contemporary sport culture.
5. Think both critically and reflexively about their own sporting experiences and bodies, and the degree to they are enabled and/or constrained by wider societal forces, structures, and power relations.
6. Synthesize and apply concepts drawn from social and cultural theorizing in critically appraising various empirical dimensions of sport.

Kinesiology Competencies Addressed in this Course:
The following competencies for the Kinesiology program are addressed in this course:

1. Students will interpret, synthesize, and critically analyze research underlying the kinesiological dimensions of physical activity and health.
2. Students will develop principled reasoning skills necessary to apply and extend kinesiology knowledge to address problems that are relevant to physical activity and the health of diverse populations.
3. Students will integrate, interrogate, and communicate the connection between the scholarship of kinesiology and the goals of public health.
4. Students will integrate their physical activity experiences with kinesiology sub-disciplinary knowledge.

University Core Course Designations:
Distributive Studies: Social Sciences & History-Social & Behavioural Science [SB] CORE Course Designation

Human Cultural Diversity [D] CORE Course Designation

**New General Education Designations:**

Distributive Studies - History and Social Sciences

Diversity - Understanding Plural Societies

**Course Outline / Course Calendar:**

<table>
<thead>
<tr>
<th><strong>Course Introduction</strong></th>
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<tbody>
<tr>
<td><strong>On or before Tuesday May 31:</strong> Familiarize yourself with course structure, expectations, and materials including: Detailed reading of entire course website and syllabus.</td>
</tr>
<tr>
<td><strong>May 31</strong></td>
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<table>
<thead>
<tr>
<th><strong>Module 1: Sport Structures and Processes</strong></th>
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<tbody>
<tr>
<td><strong>Topic A</strong></td>
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<td><strong>Topic B</strong></td>
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<tr>
<td><strong>Topic C</strong></td>
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<tr>
<td><strong>Topic D</strong></td>
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<tr>
<th><strong>Module 2: Sport Bodies and Identities</strong></th>
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<tbody>
<tr>
<td><strong>Topic A</strong></td>
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<tr>
<td><strong>Topic B</strong></td>
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<tr>
<td><strong>Topic C</strong></td>
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<tr>
<td><strong>Topic D</strong></td>
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<tr>
<th><strong>Module 3: Sport Collectivities and Spaces</strong></th>
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<tbody>
<tr>
<td><strong>Topic A</strong></td>
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<tr>
<td><strong>Topic B</strong></td>
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<tr>
<td><strong>Topic C</strong></td>
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<td><strong>Topic D</strong></td>
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<td><strong>July 4</strong></td>
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<tr>
<th><strong>Cumulative Essay</strong></th>
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<tr>
<td><strong>July 6</strong></td>
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<td><strong>July 7</strong></td>
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<td><strong>July 8</strong></td>
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<td><strong>June 22</strong></td>
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Session Outline

Note: Numbers in brackets after learning objectives show linkage between material covered in each session and the numbered course and program competencies shown at the beginning of this syllabus.

Session 1

June 1-2

**Module I Topic A: Sport and the Sociological Imagination**

The aim of this introductory topic of the course is to introduce students to the need to understand sport as a, contextually specific, social construct. Following the directions of C. Wright Mills (see right), this will involve encouraging the development of a sporting sociological imagination through which it is possible to discern how sport can only be understood, and is indeed only experienced, in relation to the broader forces (cultural, political, and economic) that have come to dominate and define contemporary American existence.

**KNES 287 Course Learning Objectives for Topic:** 1, 2, 5, 6

**Kinesiology Learning Objectives for Topic:** 1, 2, 3, 4

**Required Readings [SUBJECT TO CHANGE-CHECK WEBSITE]:**


**Assignments:** This material will be assessed during the topic quiz and topic mini-essay, and will also provide content that could be used within the cumulative essay due on June 22.

Session 2

June 3-6

**Module I Topic B: Sport and the Neoliberal Political Order**

This topic furthers the understanding of the practice of sporting mapping; the use of the sociological imagination in making linkages between sport and society. Specifically, it focuses on the relationship between sport and the political dimensions of contemporary existence. Politic hereby being understood as the structures, processes, and practices of governance; and political power being the ability to control, shape, and regulate people’s lives. The focus of the discussion is the relationship between sport and the neo-liberal political order.

**KNES 287 Course Learning Objectives for Topic:** 1, 2, 5, 6

**Kinesiology Learning Objectives for Topic:** 1, 2, 4
**Session 3**

**Module I Topic C: The Cultural Economy of Sport**
This topic utilizes the sporting sociological imagination to develop an understanding of the inter-relationship between sport, the economy, and economic systems. Focusing on the contemporary cultural capitalist system, an understanding of the processes of commercialization and corporatization are developed. This entails a discussion of the corporate sport model, and leads to an examination of the Weberian influenced understanding of the process of McDonaldization, and how it relates to the structure and experience of both corporate sport and the fitness industry.

**KNES 287 Course Learning Objectives for Topic:** 1, 2, 5, 6

**Kinesiology Learning Objectives for Topic:** 1, 2, 4

**Required Readings [SUBJECT TO CHANGE-CHECK WEBSITE]:**
**Reading II:** Korth, J. (2006, June 29). A huge problem: Strength isn’t enough: NFL linemen have to be so big, their health may be at risk, *The Tampa Bay Times*.
**Reading III:** Barnwell, B. (2012, August 16). Mere mortals: What we learned by comparing the mortality rates of baseball players and their NFL counterparts. *Grantland (ESPN.com)*.

**Assignments:** This material will be assessed during the topic quiz and topic mini-essay, and will also provide content that could be used within the cumulative essay due on June 22.

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**Session 4**

**Module I Topic D: Society of the Sporting Spectacle**
This topic focuses on the complex interconnections linking sport and the commercial mass media. In this way, while the direct relationship is between sport and culture, this week’s focus also demonstrates clear linkages with political, economic, and technological dimensions of contemporary society. Focuses on Debord’s understanding of the society of the spectacle, and its relevance for understanding late capitalist sport culture, particularly as it relates to the manufacture of mediate sporting events, celebrities, and brands.

**KNES 287 Course Learning Objectives for Topic:** 1, 2, 5, 6
Kinesiology Learning Objectives for Topic: 1, 2, 4

Required Readings [SUBJECT TO CHANGE-CHECK WEBSITE]:

Assignments: This material will be assessed during the topic quiz and topic mini-essay, and will also provide content that could be used within the cumulative essay due on June 22.

Session 5

June 13-14

Module II Topic A: Power, Sport, and Masculinities
This topic focuses on the introducing the relationship between physical culture and the socio-culturally constructed, and performative nature, of gender and gender difference. This leads to an examination of the hyper-masculine orientation of contemporary sport culture, with specific attention paid to the various ways that involvement with sport/physical activity contributes to the embodied performance and normalization of traditional understandings of masculinity.

KNES 287 Course Learning Objectives for Topic: 3, 4, 5, 6

Kinesiology Learning Objectives for Topic: 1, 2, 3, 4

Required Readings [SUBJECT TO CHANGE-CHECK WEBSITE]:

Assignments: This material will be assessed during the topic quiz and topic mini-essay, and will also provide content that could be used within the cumulative essay due on June 22.

Session 6

June 15-16

Module II Topic B: Sporting Femininities and Body Hierarchies
This topic focuses on the relationship between social power relations, the various dimensions of physical culture, and the embodied performance of femininity. This includes a discussion of the social and cultural construction of feminine body performance, both in terms of feminine form (shape) and function (practice). This process is related to sport and exercise cultures as the contexts through which women’s bodies become manifest in particular ways. Highlights examples of embodied femininity which both reproduce, and challenge, traditional codes and conventions of femininity.

KNES 287 Course Learning Objectives for Topic: 3, 4, 5, 6
**Kinesiology Learning Objectives for Topic:** 1, 2, 3, 4

**Required Readings [SUBJECT TO CHANGE-CHECK WEBSITE]:**


**Assignments:** This material will be assessed during the topic quiz and topic mini-essay, and will also provide content that could be used within the cumulative essay due on June 22.

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**Session 7**

**June 17-20**

**Module II Topic C: Sport, Habitus, and Social Class**
This topic focuses on the relationship between social class and physical activity. In specific terms, it examines how social class differences are reproduced and performed through sport and physical activity. This is achieved by developing an understanding of social class and linking it to various health and lifestyle indicators. Bourdieu’s notions of captial and class habitus are then introduced as a means of explaining the differential motivations for, and experiences of, physical activity displayed by working, middle, and upper class groupings.

**KNES 287 Course Learning Objectives for Topic:** 3, 4, 5, 6

**Kinesiology Learning Objectives for Topic:** 1, 2, 3, 4

**Required Readings [SUBJECT TO CHANGE-CHECK WEBSITE]:**


**Assignments:** This material will be assessed during the topic quiz and topic mini-essay, and will also provide content that could be used within the cumulative essay due on June 22.

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**Session 8**

**June 21-22**

**Module II Topic D: Race, Ethnicity, and Sporting Difference**
This topic focuses on the relationship between ethnicity, sport, and physical activity. This is done initially by highlighting the problematic nature of race as an explanatory category. This leads to a discussion of ethnicity and ethnic difference as the categories constituted oftentimes through histories and experiences of race based discrimination. Illustrates the places of sport and physical activity within European American, African American, Native American, and Hispanic American ethnicities. Highlights the relationship between ethnicity and social class, and the relevance of Bourdieu’s theorizing for understanding ethnic experiences of sport and physical activity.

**KNES 287 Course Learning Objectives for Topic:** 3, 4, 5, 6
**Kinesiology Learning Objectives for Topic:** 1, 2, 3, 4

**Required Readings [SUBJECT TO CHANGE-CHECK WEBSITE]:**

**Reading 1:** Boeck, G. (2007, February 23). Native American athletes face imposing hurdles. *USA Today.*


**Assignments:** This material will be assessed during the topic quiz and topic mini-essay, and will also provide content that could be used within the cumulative essay due on June 22.

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<table>
<thead>
<tr>
<th>Session 9</th>
<th>June 23-24</th>
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</thead>
<tbody>
<tr>
<td><strong>Module III Topic A: The Performance of Sport Subcultures</strong></td>
<td></td>
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<tr>
<td>This topic focuses on the structure, role, and experience of sport subcultures. This is done by examining the various dimensions and iterations of subcultures, and through specific recourse to the football hooligan subculture, which has been the focus of considerable research. The various the issues related to traditional subcultural analysis and theory are then discussed, leading to an examination of alternative/lifestyle sport subcultures (specifically windsurfing, surfing, skateboarding, free running, and yoga), each of which displays tensions between subcultural constitution and commercial colonization.</td>
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</tbody>
</table>

**KNES 287 Course Learning Objectives for Topic:** 3, 4, 5, 6

**Kinesiology Learning Objectives for Topic:** 1, 2, 4

**Required Readings [SUBJECT TO CHANGE-CHECK WEBSITE]:**


**Assignments:** This material will be assessed during the topic quiz and topic mini-essay, and will also provide content that could be used within the cumulative essay due on June 22.

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<table>
<thead>
<tr>
<th>Session 10</th>
<th>June 27-28</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module III Topic B: Physical Culture and the Neoliberal City</strong></td>
<td></td>
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<tr>
<td>This topic focuses on the relationship between physical culture and the neoliberal city, focusing specifically on Baltimore. This examination unpacks the structure and influence of sport within entrepreneurial regimes of city governance, that key on the reinvention of the city, at least partially, around corporate sport spectaculars, and the concomitant retrenchment in public provision for sport and physical activity. This involves identifying the differential experiences of sport and physical culture within the renaissance, suburban, and underclass spaces and populations that constitute the contemporary post-industrial city.</td>
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**KNES 287 Course Learning Objectives for Topic:** 3, 4, 5, 6
Kinesiology Learning Objectives for Topic: 1, 2, 4

Required Readings [SUBJECT TO CHANGE-CHECK WEBSITE]:

Assignments: This material will be assessed during the topic quiz and topic mini-essay, and will also provide content that could be used within the cumulative essay due on June 22.

Session 11
June 29-30

Module III Topic C: Sporting Communities
This topic focuses on the relationship between sport and the manifestations and experience of community. The concepts of community and communitas are introduced, and their relationship to representative sport culture is outlined. Introduces the concept of the organic sport community, as constituted through small town, prolonged and extensive face-to-face social interactions, through which individuals derive a sense of collective affinity and belonging. Develops the concept of the extended/metropolitan community, as constituted through largely imagined collective affinities through which individuals garner a symbolic sense of collective and communal belonging.

KNES 287 Course Learning Objectives for Topic: 3, 4, 5, 6

Kinesiology Learning Objectives for Topic: 1, 2, 4

Required Readings [SUBJECT TO CHANGE-CHECK WEBSITE]:

Assignments: This material will be assessed during the topic quiz and topic mini-essay, and will also provide content that could be used within the cumulative essay due on June 22.

Session 12
July 1-5

Module III Topic D: The Imagined Sporting Nation
This topic focuses on the relationship between sport, the nation, national identity, and nationalisms with contemporary America. The concept of the nation as an imagined community is developed, and the place of sport within the invention of national identity is highlighted. The context specific nature of the nation, national identity, and nationalisms is discussed, illustrated by the relationship between sport and the American nation in the post-9/11 context. Illustrates the close relationship between sport and the military as expressions of national identity within the contemporary context, and discusses various examples of contemporary sporting nationalisms.
KNES 287 Course Learning Objectives for Topic: 3, 4, 5, 6

Kinesiology Learning Objectives for Topic: 1, 2, 4

Required Readings [SUBJECT TO CHANGE-CHECK WEBSITE]:
Reading II: Jenkins, T. (2013, June 31). When we cheer for our team, do we have to cheer for America, too? The Washington Post.

Assignments: This material will be assessed during the topic quiz and topic mini-essay, and will also provide content that could be used within the cumulative essay dues on June 22.
Course Requirements: (for further details see the course website):

I. STRUCTURE

The course is divided into 3 modules, with four topics covered in each module. The course is structured in such a way that each topic is covered over the course of TWO DAYS.†

On the days assigned to a specific topic, students are expected to complete the following elements in the following order:

DAY ONE:
1. View/listen to the topic podcast.
2. View related video clips.
3. Read the assigned topic readings.
4. Complete a topic quiz (via Canvas).

DAY TWO:
1. Submit a response to the topic mini-essay (via Canvas).

II. ASSESSMENT

Students will be assessed on the following course components:

1. Topic Quizzes (12 x 3% = 36% of final grade)
2. Topic Mini-Essays (12 x 3% = 36% of final grade)
3. Cumulative Essay (1 x 28% = 28% of final grade)

PLEASE NOTE: The topic quizzes, topic mini-essays, and cumulative essay will be taken/submitted through the CANVAS/ELMS website.

1. Topic Quizzes (12 x 3% = 36% of final grade)

For each topic within the course you will be expected to take a topic quiz.

a. HOW AND WHEN TO TAKE TOPIC QUIZZES

Topic quizzes are taken via the Canvas website, a link for each topic quiz can be found on the webpage for the topic.

Students must take the topic quiz between 12.00am and 11.59pm on the FIRST day assigned to the topic. If you fail to complete the quiz by this time, you will not receive credit for it.

b. FORMAT OF THE TOPIC QUIZ
The topic quizzes comprise of 10 multiple choice questions, which will test the knowledge of topic the podcast, video clips, and readings.

Once you begin the multiple choice section you will have a maximum of **15 minutes** to complete it.

Having completed a question, **you are not allowed to return to it**.

The multiple choice questions are selected from a question bank for each module, and are generated in a random order specific to each individual exam taker.

2. **Topic Mini-Essays (12 x 3% = 36% of Final Grade)**

For each topic within the course you are also expected to complete a topic mini-essay.

It is expected that you will complete the topic mini-essay having first: i) viewed the topic podcast; ii) watched related video clips; iii) read assigned topic readings; and, iv) taken the topic quiz.

a. **HOW AND WHEN TO SUBMIT TOPIC MINI-ESSAYS**

Topic mini-essays are submitted via the Canvas website, a link for each mini-essay can be found on the webpage for the topic.

You must submit your topic mini-essay via "TEXT ENTRY" on the Canvas website. This means you should compose your mini-essay in a word processing application, SAVE IT, cut and paste it into the text entry box, and then submit it.

Students must submit the topic mini-essay between **12.00am and 11.59pm** on the SECOND day assigned to the topic. If you fail to submit the topic mini-essay by this time, you will not receive credit for it.

b. **FORMAT OF TOPIC MINI-ESSAYS**

Your topic mini-essays should be a direct and comprehensive response to the question posed.

Each topic mini-essay should be between **400 and 500 words**.

The topic mini-essay should include a complete reference list of all the works cited (either directly quoted or paraphrased) within the mini-essay. Click here for details of citation and referencing guidelines. This reference list is **not included** within the 400-500 word count for the mini-essay.

c. **EXPECTATIONS FOR TOPIC MINI-ESSAYS**

In answering topic mini-essay questions you are expected to engage and extend the material/concepts/information covered within the topic (in the podcast, relevant video clips, and assigned readings).

The topic mini-essays will be graded according to the following criteria:
3. Cumulative Essay (1 x 28% = 28% of Final Grade)

The final assignment for this course is to answer the following cumulative essay question, which can be submitted via Canvas:

"Using concepts, theories, and insights drawn from across the 3 modules of the course, discuss specific ways that sport/physical culture acts as both a producer and product of contemporary American society. In other words, illustrate how sport/physical culture both shapes and is shaped by the structures, processes, bodies, identities, collectivities, and spaces, that characterise the contemporary American condition."

The cumulative essay should be a minimum of 2,000 words.

This cumulative essay is a forum for you to engage and integrate the material/concepts/information covered within the ENTIRE COURSE (in the podcast, relevant video clips, and assigned readings). However, you are also expected to EXTEND this understanding by carrying out RESEARCH into the academic literature related to the topics covered in the course.

a. HOW AND WHEN TO SUBMIT THE CUMULATIVE ESSAY

The CUMULATIVE ESSAY should be submitted via "File Upload" on the Canvas web page.

This means that you are expected to write the cumulative essay in a word processing application, and then SAVE IT AS A FILE in the following format: LAST NAME287 (i.e. ANDREWS287). You must then UPLOAD the saved file on the Canvas Cumulative Essay page.

You have until 11.59pm ET on Friday July 8 to complete the cumulative essay question and submit it via Canvas. No cumulative essays will be accepted after this deadline.

b. FORMAT OF THE CUMULATIVE ESSAY

Each CUMULATIVE SSAY should include the following elements:

1. Cumulative Essay Question/Student Name (not included within the 2,000 word count)
2. Body of Text: A minimum of a 2,000 word response to the questions posed by the assignment (structured according to the evaluation criteria outlined on the relevant page the course website)

3. A full Reference List including all the works cited (either through direct quotation or paraphrasing) in the body of the assignment. This Reference List should use the format outlined in the Style and Format page of the course website (again, not included within the 2,000 word count).

c. EXPECTATIONS FOR THE CUMULATIVE ESSAY
When generating cumulative essay responses it is fully expected that you will use--and reference accordingly--pertinent concepts and ideas drawn from podcasts, readings, and video clips.

In addition, you are expected to utilize information relevant concepts and ideas derived from your own research into the relevant academic literature, this should include the use of a minimum of THREE additional academic sources (journal articles, books, or book chapters) in addition to those assigned within the course.

The cumulative will be graded according to the following criteria:
III. GRADING PROCEDURES AND SCHEMA

Grades will be calculated according to the following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1. Topic Quizzes (12 x 3%)</td>
<td>36%</td>
</tr>
<tr>
<td>2. Topic Mini-Essays (12 x 3%)</td>
<td>36%</td>
</tr>
<tr>
<td>3. Cumulative Essay</td>
<td>28%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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Please note: Individual grades can be accessed through the Canvas/Elms website.

Grades will be awarded based on the following schema:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>94&lt;97</td>
</tr>
<tr>
<td>A-</td>
<td>90&lt;94</td>
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<tr>
<td>B+</td>
<td>87&lt;90</td>
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<tr>
<td>B</td>
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<td>60&lt;64</td>
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Although there are specific grading criteria on the course website for each of the major forms of assessment used in the course, as a general rule, you can expect to gain the following grades based on your particular usage of the relevant sources of information.
A: To achieve this superior grade in answering questions you must, demonstrate a cogent understanding of, synthesize, and appropriately articulate, all the relevant material from lectures, readings, video clips, discussions, any additional sources you have unearthed as a result of your individual research.

B: Work attaining this grade will incorporate all of the expectations of A grade assignments, apart from the additional sources you have unearthed as a result of your individual research.

C: Work attaining this grade will incorporate some but not all the relevant material from lectures, readings, video clips, and discussions, which you will be expected to synthesize, and properly articulate in answering questions.

D: Work attaining this grade will be devoid of references/citations to either the relevant material from lectures, readings, video clips, discussion, or any additional sources. In other words, if you wish to write papers based on purely personal observations/interpretations, this is the grade you will receive.

F: This grade is reserved for work not handed in on time, or at all. EVIDENTLY THE ABILITY TO ARTICULATE, INTEGRATE, AND SYNTHESIZE VARIOUS SOURCES WITHIN YOUR WRITTEN WORK IS THE KEY TO SECURING A SUPERIOR GRADE.

Course Policies:

Class Participation
The University policy on attendance is available at http://www.testudo.umd.edu/soc/atedasse.html and in the Undergraduate Catalog
This policy includes information about overall class participation including: religious holidays, inclement weather, excused absences, makeup exam.

Absence Policy
It is the policy of the university to excuse the absences of students that result from the following causes: illness of the student, or illness of a dependent as defined by Board of Regents policy on family and medical leave; religious observance (where the nature of the observance prevents the student from being present during the class period); participation in university activities at the request of university authorities; and compelling circumstance beyond the students control. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes.

In accordance with university policy, if you are absent for a single lecture due to illness or some form of personal or family emergency, this absence will be considered “excused” and the instructor will accept a note from you, attesting to the date of the illness/incident, along with an acknowledgement that the information is true. Whenever feasible, you should try to contact the instructor in advance.

Major Scheduled Grading Events and Prolonged Absences. Students who miss a Major Scheduled Grading Event due any University excused absence must provide appropriate documentation. Students who miss Major Scheduled Grading Event due to illness or who have a prolonged absence due to illness (multiple consecutive absences due to the same illness) shall be required to provide his or her instructor with written documentation of the illness from the University Health Center or from his or her own health care provider. The University Health Center or health care provider shall verify dates of treatment and indicate the dates the student was unable to meet academic responsibilities.

For complete information on the university’s absence policy see http://www.president.umd.edu/policies/v100g.html
Email – The Official University Correspondence:
Verify your email address by going to www.my.umd.edu.

All enrolled students are provided access to the University’s email system and an email account. All official University email communication will be sent to this email address (or an alternate address if provided by the student). Email has been adopted as the primary means for sending official communications to students, so email must be checked on a regular basis. Academic advisors, faculty, and campus administrative offices use email to communicate important and time-sensitive notices.

Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from “full mailbox” or “unknown user” errors for example), will not excuse a student from missing University announcement, messages, deadlines, etc. Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Building.

For technical support for University email: www.helpdesk.umd.edu or call 301-405-1400.

Late work and Missed Exams / Assignments:
IMPORTANT: Please read the following carefully;
1. If you fail to contribute to the topic messageboards during the scheduled times you will not receive credit for your postings.
2. Late assignments may not be made up, and if you fail to submit them by the stated deadlines you will not receive credit for your assignments.

Religious Observances:
The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the student’s responsibility to inform the instructor at the beginning of the semester or at least one week in advance of any intended absences for religious observance.

The policy that includes information about Religious Observance is available at: http://www.president.umd.edu/policies/iii510a.html

Special Accommodations / Disability Support Services:
If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Disability Support Service (301-314-7682). If you are ill or encountering personal difficulties, please let the instructor know as soon as possible. You can also contact Learning Assistance Services (301-314-7693) and/or the Counseling Center (301-314-7651) for assistance.
The University services for students with disabilities is available on: http://www.counseling.umd.edu/DSS/avail_services.html

Academic Integrity:
The University’s code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:
• CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
• FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
• FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
• PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.

For more information see: http://www.shc.umd.edu/code.html.
The Honor Pledge is a statement undergraduate and graduate students should be asked to write by hand and sign on examinations, papers, or other academic assignments. The Pledge reads:

*I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.*

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit [http://www.shc.umd.edu](http://www.shc.umd.edu).

**Inclement Weather / University Closings:**
In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website ([http://www.umd.edu](http://www.umd.edu)) and snow phone line (301-405-SNOW), as well as local radio and TV stations.

**Early Warning Grades:**
Early warning grades will be submitted for those undergraduate students who are newly enrolled at Maryland. These grades are an important component of our retention efforts as they provide timely feedback to those students who are unfamiliar with our academic expectations. A letter grade or “satisfactory/unsatisfactory” (S/U) marks may be submitted.

**Course Evaluations:**
The University, the School of Public Health, and the Department of Kinesiology are committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction. Your evaluations help instructors improve their courses; help deans and department chairs decide on merit pay for faculty, renewal of contracts, and support tenure and promotion decisions; and help current and future students decide on classes. The system ([www.CourseEvalUM.umd.edu](http://www.CourseEvalUM.umd.edu)) will open toward the end of the semester and close prior to final exams; specific dates will be announced during the semester. Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.