Course Overview: The purpose of this course is to critically examine the experiences of African-Americans in sport in the United States. Students will be introduced to the historical, anatomical, physiological, sociological, psychological, social justice and economic aspects of sport that are unique to African American athletes. Also, students will consider the overall impact of sport on the African American community.

Course Goals: The intent of this course is to equip the student to:

- Survey the history of African American sport participation in the U.S.
- Engage in critical thought and discussion regarding racial issues in sport
- Examine the perceived and real physiological, anatomical, and psychological differences between African Americans and European Americans
- Explore the social justice and economic issues of African American student athletes
- Understand the impact of stereotypes and racial identity on sport participation
- Examine the unique issues faced by African American female athletes
- Critically analyze the political implications of African American sport participation
- Investigate the impact of career aspirations of African American athletes

Required Work: Each student is responsible for two examinations, a group project, short assignments and class participation.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Grade Range</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>30%</td>
<td>93 - 100 = A, 73 - 76 = C</td>
</tr>
<tr>
<td>Assignments</td>
<td>30%</td>
<td>90 - 92 = A-, 70 - 72 = C-</td>
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<tr>
<td>Final Project</td>
<td>10%</td>
<td>87 - 89 = B+, 67 - 69 = D</td>
</tr>
<tr>
<td>Examination 1</td>
<td>15%</td>
<td>83 - 86 = B, 63 - 66 = D</td>
</tr>
<tr>
<td>Examination 2</td>
<td>15%</td>
<td>80 - 82 = B-, 60 - 62 = D-</td>
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</tbody>
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Regular class attendance is required and participation in all class activities is expected. In-class cooperative learning activities cannot be made up and students must attend and contribute to earn points. All assignments are to be turned in during class or will be considered late. Late papers will be reduced by 25% on the first day, 50% the second day late and will not be accepted thereafter unless extenuating circumstances (as determined by the instructor) have been verified by official documentation. All written assignments must be typed. Hand written assignments will not be accepted.
Religious Holy Days
By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Cultural Diversity Flag
This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

Use of Canvas and Squarecap
This course requires the use of Canvas, a Web-based course management system with password-protected access at http://canvas.utexas.edu/ to distribute course materials, to communicate and collaborate online, and to post grades. You can find support in using Canvas at http://guides.instructure.com/.

Squarecap is a web based classroom tool that your instructor has chosen to use in your course. This tool may be used for in-class questions to verify your attendance and to provide question specific feedback to you. Instructions for using squarecap will be furnished on Canvas.

Documented Disability Statement
Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD. (Note to Faculty: Details of a student’s disability are confidential. Faculty should not ask questions related to a student’s condition or diagnosis when receiving an official accommodation letter.)

- Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).

- Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD’s website for more disability-related information: http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php

Academic Integrity

University of Texas Honor Code
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.
The following information is required by the College of Education:

Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services web site at http://www.utexas.edu/depts/dos/sjs/ to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Please see the following website and view the video for information on plagiarism. http://www.lib.utexas.edu/plagiarism

* Please turn off (or place on silent mode) and put away all cellphones before entering class. Computers may be used only for note-taking or for class activities. Students who use laptops or other technology for non-class related activities will be marked absent and asked to leave for the remainder of that class.

Course Evaluation
The university course instructor survey will be given during the final week of the semester in order to gather information to improve the course. Course Evaluation will be done through your participation in the Measurement and Evaluation Center Course Instructor Survey.

Tentative Schedule

<table>
<thead>
<tr>
<th>Jan.</th>
<th>17</th>
<th>Introduction</th>
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</thead>
<tbody>
<tr>
<td>19-24</td>
<td>History of the African-American Athlete</td>
<td></td>
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<tr>
<td></td>
<td>View video: The Journey of the African American Athlete (<a href="http://www.youtube.com/watch?v=ov9F8qpI0Xo">http://www.youtube.com/watch?v=ov9F8qpI0Xo</a>)</td>
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<tr>
<td></td>
<td>African American Athlete Biography Assignment</td>
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<tr>
<td>26-31</td>
<td>Physiological, Anthropometric, and Psychological Differences in African Americans Athletes</td>
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<tr>
<td></td>
<td>View videos: Black Athlete Fact and Fiction (<a href="http://www.youtube.com/watch?v=ix7NVa-9_H8">http://www.youtube.com/watch?v=ix7NVa-9_H8</a>)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflection Paper: Why are African American athletes overrepresented in particular sports?</td>
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</tr>
</tbody>
</table>

|      | Group Assignment: TBA |
|      | African American Student Athletes, Social Justice & Economics |
|      | Interview Assignment: Interview an African American athlete utilizing the information discussed in class. Conclude with a reflection on the content of the interview. |
|      | Stereotypes and the African American Athlete |
Interview Assignment: TBA

23-28  Racial and Athletic Identity and Sport
Read articles:

March 2  Examination 1

7-9  African American Women in Sport
Black and White Women Far From Equal Under Title IX (http://www.nytimes.com/2012/06/11/sports/title-ix-has-not-given-black-female-athletes-equal-opportunity.html?_r=0)

14-16  Spring Break

21-23  African American Media and Sport Images
Media Assignment: TBA

28-30  Political Influences in Sport
Video: Not Just a Game: Power, Politics & American Sports.
Reflection assignment

April 4-6  Retirement, Transition, Myths and Paradoxes
View video: ESPN 30 for 30: Broke

11-18  African American Athletes and Social Activism
Shabazz Napier: 'There's hungry nights where I'm not able to eat' (http://www.sbnation.com/college-basketball/2014/4/7/5591774/shabazz-napier-uconn-basketball-hungry-nights)

20-25  The Future of African American Athletes (MULTIMEDIA SUBMISSION DUE!)

May 2  Panel Discussion

4  Examination 2  (VIDEO REVIEWS DUE!)