



Sport and Social Change

Course Number SPMT 28000/MAIS 52800.020 (3 credits)
Course Meetings: Every other Tuesday (Oct. 25, Nov 8, 22, Dec. 7), 6:00 - 8:00 pm, online on Zoom

Instructor Information

Instructor: Dr. Jo Line (she/her/hers)

Year/Term: Fall '22, 2nd 8 Week

Office: 132 Hinsdale

Phone: 330.569.5326

Email: linejm@hiram.edu

Student Hours: MW 2:30 pm – 4:30 pm through 11/18, 3:00 – 5:00 pm 11/21 - end of term (in-person) & additional meetings (on Zoom or in-person) by appointment. Please send me a Moodle message or an email to schedule an appointment. Feel free to stop by my office at other times. I have an open-door policy. If the door is open, please stop by and say hello!

Teaching Delivery Method

This course will be taught in an online synchronous (ONSY) format. This means that weekly instructions for assigned reading and activities to be completed are provided via Moodle, and every other week, students will attend a required synchronous class session on Zoom. These meetings will take place on Tuesdays from 6:00-8:00 pm in weeks 1, 3, 5, and 7 (Oct. 25, Nov. 8, Nov. 22, and Dec. 7). Students also will work in groups and will schedule meetings outside of class time, which may be via Zoom or in-person.

Course Information

Description

Hiram College Catalog Course Description

Sport is a microcosm of society and therefore individuals and groups involved in sport are affected by and can affect broader social ideology and systems of power. In this class, students will develop a better understanding of social issues in sport and change-making. Drawing upon historical events and theoretical frameworks from the humanities and social sciences, students will explore how individual athletes, sport teams, and sport organizations have engaged in efforts for social change to promote equity, justice, and belonging.

Additional Information about This Section

What is unique about Sport and Social Change is that students do social action rather than just learn about it. Students in this course will work in groups to develop their own campaign to learn hands-on how they can create social change in and through sport.

Goals and Course Objectives

The goal of this course is to enable students to research and analyze social issues in American society and to develop collaborative strategies to advocate for change to ameliorate these social issues. In this course, students will focus on social issues within sport and social issues beyond sport that have been addressed by athletes and athletics staff members.

This course contributes to the Hiram College mission “to foster intellectual excellence and social responsibility, enabling our students to thrive in their chosen careers, flourish in life, and face the urgent challenges of the times.” By engaging in campaign development throughout this course, students will develop skills that will enable them to be active, collaborative, members of their communities, which are listed below. Students also will expand and deepen their understanding of several social issues, through researching a social issue of their choice and learning with and from classmates and guest speakers about additional social issues. Also, collaboration is a critical skill in the field of Sport Management. By working in project groups throughout this course, students will develop their skills for collaborating with team members, evaluating their own and peers’ contributions to group work, and applying peer feedback.

By the end of the course, successful students will be able to:

- CO1: Identify and explain social issues in the United States, within and beyond sport
- CO2: Research, analyze, and explain how change-makers, including athletes and sport staff have used their power in sport to advocate for social change, within and beyond sport
- CO3: Conduct research to understand the complexity of a social issue and propose actionable ways to address the social issue
- CO4: Create a comprehensive research-based campaign plan to advocate for a specific policy change
- CO5: demonstrate effective collaboration with team members to complete a campaign plan and support one another's' skill development.
- CO6: devise and follow a personal learning plan to achieve long-term and short-term goals for knowledge and skill development, and continuously reflect on their progress toward these goals.

Technical Skills and Technologies

Required Technical Skills

To learn more about the technical skills required to be successful in any Hiram course, please visit the [Technical Skills and Technologies webpage](#).

1. Use a mouse or keyboard to scroll, left-click, or right-click.
2. Navigate the Internet and the Learning Management System (Moodle).
3. Send and receive e-mails, including attachments.
4. Use office applications (e.g., Microsoft Office 365) to create and save documents.
5. Upload and download files in Moodle.
6. Take a quiz or exam in Moodle.
7. Post to discussion forums in Moodle.
8. Download and install required software or plug-ins on your computer.
9. Utilize Zoom to participate in class meetings, group project meetings, and virtual office hours.
10. Utilize DIGcation (ePortfolios) to organize and display their campaign plans.

Required Technologies

To learn more about the technology required to be successful in any Hiram course, please visit the [Technical Skills and Technologies webpage](#).

1. Be capable of handling Moodle. It works well with many browsers, but Firefox is particularly recommended. Internet Explorer is not. A Moodle app is now available for mobile devices.

2. Allow you to access and download and/or create and upload documents. Hiram College provides Microsoft Office 365 free to students. Documents should be submitted in Word, PowerPoint, or Excel format unless otherwise specified.
3. Allow you to access and/or create multimedia content, including audio content.
 - a. You may need to download Adobe Flash Player to access some content, e.g. closed captions.
4. Allow you to take online exams or quizzes.
5. Allow you to participate in a virtual classroom via Zoom, which may require a webcam and a microphone.

Tools Utilized in Course Delivery

To learn more about the common external tools utilized in Hiram College courses, please visit the [Tools Utilized in Course Delivery](#) webpage. [Privacy and accessibility statements](#) are included for each software.

The following external tools are utilized specifically in this course. Links to the accessibility policy and privacy statement of each are provided, or it is noted that no such policy exists.

1. Moodle learning management system. [Moodle privacy policy](#). [Moodle accessibility statement](#).
2. Microsoft Office. [Microsoft privacy policy](#). [Microsoft accessibility statement](#).
3. Adobe. [Adobe privacy policy](#). [Adobe accessibility statement](#).
4. Apple. [Apple privacy policy](#). [Apple accessibility statement](#).
5. Zoom. [Zoom privacy policy](#). [Zoom accessibility statement](#).
6. YouTube. [YouTube privacy policy](#). [Google accessibility statement](#). [Utilizing YouTube with a screen reader](#).
7. Google. [Google privacy policy](#). [Google accessibility statement](#).
8. DIGIcation (ePortfolios). [DIGIcation privacy policy](#). [Accessibility statement](#).

Texts and Materials

Required Texts and Materials

1. Meyers-Lipton, S. (2017). *CHANGE! A student guide to social action*. Routledge.
2. Additional texts and videos will be required. This content will be posted on Moodle.

You can [order required textbooks online at the Hiram College bookstore](#).

Two copies of *CHANGE! A Student Guide to Social Action* are available on reserve at the Hiram College Library.

Instructor Contact and Feedback Policy

The best way to reach me is via message through Moodle. I also encourage you to come by my office during drop-in hours or any time my office door is open. I will try to respond to your contact or provide feedback on your assessments in a timely manner:

1. I typically respond to your written contact within 24 work hours (9:00 am - 5:00 pm, Monday – Friday). I do not respond to emails on weekends or during official college holidays, and I do not expect students to respond to emails on weekends or during official college holidays.
2. I typically provide feedback on assignments within 5 working days (Monday – Friday). I do not grade on official school holidays and I expect students to plan ahead and utilize your time on school days so that you can rest during official college holidays.
3. I will respond to some but not all discussion forum postings.

In the event I need to contact you, I will message you through Moodle post a news announcement to the Moodle site for the course. Please check regularly for my communications. You are responsible

for the information they contain whether or not you open them.

Expectation—Average Hours Per Week

To successfully complete this course, you should plan on spending time on course activities each

Activity	Average Hours Per Week - Undergrad	Average Hours Per Week - MAIS
Face-to-face class hours	1	1
Meeting with project group	1	1
Reading/watching/listening to assigned materials	3	3
Study & project hours, including but not limited to the following: <ul style="list-style-type: none"> • Reading • Research • Journaling • Developing campaign materials 	9	7
Annotated Bibliography	N/A	2
Total Per Week	14	14
Grand Total for the Course (hours/week * number of weeks)	3-hour class: 112.5 hours	3-hour class: 112.5 hours

week. The table below summarizes the time commitment you should expect; however, spending the predicted amount of time on an assignment does not ensure any particular grade on that assignment or in the course.

Evaluation and Assessment

Grading Scale

Letter Grade	Percentage
A	93-100
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D+	67-69.99
D	63-66.99
D-	60-62.99
F	0-59.99

Breakdown of Final Grade

The final grade will be calculated using the following points and percentages. All assessments will appear in the Moodle gradebook. All assignments are weighted in this course.

Description	Total Points - Undergrad	Total Points - MAIS	Percentage of Final Grade
Individual Assignments (Social Action Portfolio (all students) + annotated bibliography (MAIS only))	111	211	30%
Campaign development	153	153	50%
Engagement	105	105	20%
TOTAL	369	469	100%

Assessments

A rubric for each assignment is provided in the assignment description provided on Moodle. All assignments will be submitted via Moodle.

Engagement

Engagement is assessed in several ways in this course:

- 1) All students will take a syllabus quiz.
- 2) All students will briefly introduce themselves via a discussion board on Moodle.
- 3) Each student is given the opportunity to assess their own engagement by completing a personal goal setting worksheet, and meeting with the professor at the beginning of the semester and at the end of the semester (2 total meetings) to discuss their personal goals for the course
- 4) Project group members will assess one another's engagement through a mid-course and end-of-course peer evaluation. Students will receive points for their effort to effectively collaborate with their group, based on their group members' peer evaluations. Students must complete the peer evaluation for their group members in order to receive credit for the evaluation from their group members.
- 5) All students will contribute to class dialogue through posting responses to prompts and classmates' posts on Moodle discussion boards. Instructions will be provided for each discussion board post.
- 6) All students are expected to attend the entirety of each synchronous class meeting and to actively participate throughout the meeting. Students will earn engagement points for attending the whole class meeting and actively engaging in the meeting. Attendance will be worth 5 points and one designated activity in class will be graded credit/no credit for the remaining 5 points.

Individual Assignments

- 1) Social Action Portfolio: Students will submit their social action portfolio 5 times over the course of the semester. 4 portfolios are individual assignments, and 1 will be completed as a group. Prompts will be provided for each portfolio submission. Social action portfolios will provide the opportunity for students to demonstrate their understanding of key concepts presented in the course materials, and synthesize this information with knowledge they develop through conducting research for the course and through the experience of designing a campaign plan, prior knowledge, as well as their prior knowledge that they bring to the course.

Student's portfolios must be formatted according to the guidelines included in the assignment description. If you submit a document that is corrupt or in a format that I cannot access, and you need to resubmit it, the resubmission will be considered late if it comes in after the due date.

- 2) Annotated Bibliography (MAIS students only): All MAIS students will complete an annotated bibliography. This annotated bibliography will help students expand and deepen their knowledge about social issues in sport and ways in which athletes and athletics staff have worked together to advocate for social change within and beyond sport. This knowledge will enable students consider how their group can develop their own campaign. The sources that they select and summaries that they write also will be compiled as a resource for future students in Sport and Social Change, thereby supporting campaigns in addition to their own.

MAIS students will submit a list of sources that they plan to include in their annotated bibliography during Week 3, and they will submit their complete annotated bibliography during Week 6.

MAIS students' annotated bibliographies must be formatted according to the guidelines included in the assignment description. If a student submits a document that is corrupt or in a format that I cannot access, and the student needs to resubmit it, the resubmission will be considered late if it comes in after the due date.

Campaign Plan

All students will join a group of 3 - 4 members, according to their interest in a specific social issue and related policy that they would like to address. Students will complete individual and group campaign assignments over the course of the semester, that will be incorporated into their campaign plan. A group presentation about their campaign plan and a complete ePortfolio with final drafts of all campaign plan components are the culminating assignments for this course. There are no quizzes or exams in this course.

- 1) Campaign Assignment 1: Group Name, Issue, Community Stakeholder, and Target
- 2) Campaign Assignment 2: List of Demands
- 3) Campaign Assignment 3: Organizational Rap
- 4) Campaign Assignment 4: Stakeholder Interview – 2 Students (conducted independently from group members)
- 5) Campaign Assignment 5: Flier & Social Media Post
- 6) Campaign Assignment 6: Recruitment Plan & Commitment Card
- 7) Campaign Assignment 7: Stakeholder Interview – Member of a Community Organization (complete as a group)
- 8) Campaign Assignment 8: Individual Historical Analysis
- 9) Campaign Assignment 9: Group Historical Analysis Summary
- 10) Campaign Assignment 10: Target Analysis, Power Map, Campaign Strategies
- 11) Campaign Assignment 11: Campaign Plan
- 12) Complete group ePortfolio
- 13) Final Campaign Presentation ([PechaKucha](#))

Extra Credit

There are not any extra credit assignments in this course.

Course Calendar / Topic Breakdown

The table below summarizes course activities for each week of the semester. Assignment descriptions, due dates, and class meeting details are posted on Moodle.

Week / Date	Topic	Summary of Assignments / Readings / Tasks*
Week 1 – 10/19- 10/25	<ol style="list-style-type: none"> 1. Course overview 2. Personal learning contracts 3. Social issue development 	<ol style="list-style-type: none"> 1. Take the Syllabus Quiz by 10/21 2. Introduce yourself to the class via the discussion board by 10/21 3. Schedule a Personal Goal Setting Meeting (Zoom or in-person) and submit your Personal Goal Setting Worksheet by 10/21. Meetings will take place during Week 2. 4. Reading: Chapter 1, Kaufman & Wolff (2010), NCAA (n.d.). Complete by 10/25, in preparation for our class meeting 5. Attend class meeting #1, Tuesday, Oct. 25, 6:00-8:00 pm. (Zoom link and meeting details posted on Moodle)
Week 2 – 10/26- 11/1	<p>Choose campaigns & set tone</p> <p>Change theory</p>	<ol style="list-style-type: none"> 1. Reading: Chapters 2 & 3, watch “Walk the Walk,” skim SJSU student reflections. Complete by 10/28 to help you prepare for the following activities and assignments. 2. Choose campaign by 10/28 via the Campaign Identification Discussion Board. 3. Contact group members and schedule a meeting. Together, complete Campaign Assignment 1 by 11/1. 4. Complete Social Action Portfolio #1 by 11/1 5. Learning Personal Goal Setting Meetings will take place throughout this week.
Week 3 – 11/2- 11/8	<ol style="list-style-type: none"> 1. Building power 	<ol style="list-style-type: none"> 1. Reading, podcast, & video: Chapter 4, ‘Power’ ft. Lisa VeneKlasen & Aruna Rao, & Liu (2014). Complete by 11/4 to help you prepare for the following activities and assignments. 2. With your group, complete Campaign Assignments 2 & 3 in preparation for our class meeting on 11/8. Be prepared to share with the class. You may revise based on class members’ feedback and submit by the end of the day. 3. Complete Social Action Portfolio #2 by 11/8 4. Complete your Stakeholder Interview (Campaign Assignment 4 (completed individually, Stakeholder Interview – 2 Students) by 11/8 5. MAIS – Submit your List of Sources for Annotated Bibliography by 11/8. 6. Attend class meeting #2, Tuesday, 11/8, 6:00-8:00 pm. (Zoom link and meeting details posted on Moodle)

Week / Date	Topic	Summary of Assignments / Readings / Tasks*
Week 4 – 11/9- 11/15	<ol style="list-style-type: none"> 1. Research 2. Strategy & Tactics 	<ol style="list-style-type: none"> 1. Reading: Chapters 5 & 6, UN Declaration of Human Rights, Hiram College Nondiscrimination Policy. Complete by 11/11 to help you prepare for the following activities and assignments. 2. Schedule your Personal Goal Setting Progress Check by 11/11 3. With your group, complete Campaign Assignments 5, 6, & 7 by 11/15 4. Complete Social Action Portfolio #3 by 11/15 5. Complete mid-course evaluation by 11/15 <p>(In progress: individual historical analysis, group historical summary, target analysis, power map, and campaign strategies)</p>
Week 5 – 11/16- 11/22	<ol style="list-style-type: none"> 1. Group dynamics 2. Campaign kickoff plan 	<ol style="list-style-type: none"> 1. Reading: Chapters 7 & 8. Complete by 11/18 to help you prepare for the following activities and assignments. 2. Individually, complete Campaign Assignment 8 by 11/18 3. With your group, complete Campaign Assignments 9 & 10 by 11/22. Be prepared to share with the class. You may revise based on class members' feedback and submit by the end of the day. 4. Complete Social Action Portfolio #4 by 11/22 5. Complete Peer Evaluation 1 by 11/22 6. Attend class meeting #3, Tuesday, 11/22, 6:00-8:00 pm. (Zoom link and meeting details posted on Moodle)
Week 6 – 11/23 -11/29	<ol style="list-style-type: none"> 1. Campaign plan 	<ol style="list-style-type: none"> 1. Reading: Chapter 9. Complete by 11/28 to help you prepare for the following activities and assignments. 2. With your group, complete Campaign Assignment 11 by 11/29. 3. MAIS – Complete your Annotated Bibliography by 11/29
Week 7 – 11/30- 12/6	<ol style="list-style-type: none"> 1. Final presentations and feedback 	<ol style="list-style-type: none"> 1. Schedule your Personal Goal Setting Review by 12/2 2. Submit Complete Group ePortfolio by 12/2 3. Complete final campaign presentation (PechaKucha) by class time on 12/6, group presentations will take place during our class meeting. 4. Attend class meeting #4, Tuesday, 12/6, 6:00-8:00 pm. (Zoom link and meeting details posted on Moodle) 5. Reading: Chapters 10 & 11. Complete by 12/7 to help you prepare for the following activities and assignments.
Week 8 – 12/7- 12/13	<ol style="list-style-type: none"> 1. Complete campaign plans and reflection 	<ol style="list-style-type: none"> 1. Complete Social Action Portfolio #5 by 12/13 2. Complete Peer Evaluation 2 by 12/13 <p>Learning contract evaluation meetings throughout the week</p>

Note: This schedule is intended to serve as a general outline and may be subject to change.

*Supplemental materials to help with campaign development will be posted on Moodle, such as samples of campaign materials and examples of athletes advocating for social change to address a variety of social issues.

Course Policies

Attendance Policy

Attendance is a critical part of engagement in this course. All students are expected to attend the entirety of each synchronous class meeting and to actively participate throughout the meeting. Students who log onto class meetings more than 10 minutes late, or who leave the meeting prior to the end of the meeting will be marked absent. Each class meeting is worth 10 engagement points. Please see the “Engagement” section above for additional information.

A student who is absent from class for any reason is responsible for arranging with the professor to make up the work missed. Excused absences require documentation and include illness, family emergencies, funerals, jury duty, and athletic competitions. Please submit your documentation to me via a message in Moodle within 1 week of your absence. Your absence will not be marked as excused until I receive your documentation. Absences due to scheduled appointments, work, and athletic practices will not be excused. In order to earn engagement points for the class session from which they were absent, students with an excused absence must contact Dr. Line within one week of their absence to schedule a meeting to discuss the course content that they missed.

For more information regarding the attendance policy for fully online courses at Hiram College, please visit the [Online Attendance Policy webpage](#).

Ground Rules

We will develop a set of ground rules together during our first synchronous meeting. These ground rules are set of expectations for conduct that we collectively agree to abide by in our work together this semester. I will post our ground rules on Moodle for your reference throughout the semester.

Campaign Development & Project Group Formation

All campaigns that are developed in this course must be non-violent, comply with the Hiram College Non-Discrimination policy, and uphold human rights as outlined in the [UN Universal Declaration of Human Rights](#). Importantly, there is no political indoctrination, as students develop and choose what campaigns to work on. My role as the professor is to offer guidance about strategy and tactics, and to help students consider the variety of options available, with the students deciding on how to best move forward.

If for some reason a student wants to leave a group prior to the first day of the 5th week of the term, please contact the professor. At that time, the student and professor will discuss what group you would like to join. After the student makes a choice, I will contact the other group. If the group believes there will be little disruption to the group, then the student is able to join. However, if the group feels that there would be a disruption to the group due to possible lack of trust and transparency issues, or negative behavior by the student, that group has the right to say no. If the student still wants to join the group even after the student group has said that it would cause a disruption, the professor will make the final decision, as I am ultimately in charge of the classroom environment. Personally, I am fine with any student joining another group if it would cause minimum disruption to the group. At the same time, I am not okay if, by a student joining the group, it would cause disruption to the group. As the professor, I am responsible for the classroom environment, and I will base my decision on the impact to the classroom environment. If the

student has no group to join, then the student will be given an independent study with no negative repercussions to her/his/their grade.

Late Work Policy

This is a highly collaborative course in which group members will depend on one another to develop a campaign plan. Additionally, each week you will take steps that build upon one another toward completing your campaign plan. Consequently, all students are expected to review the course schedule outlined in the syllabus and on Moodle, and plan ahead to complete assignments by the scheduled deadline posted on Moodle. I will accept assignments a maximum of three days late with the exception of the syllabus quiz, which will not be accepted after the deadline. Late assignments will be discounted accordingly:

- 10% of possible points if submitted within 3 hours of the deadline
- 20% of possible points if submitted 3:01 - 12 hours after the deadline
- 25% of possible points if submitted 12:01 - 24 hours after the deadline
- 50% of possible points if submitted 24:01- 48 hours after the deadline
- 75% of possible points if submitted 48:01- 72:00 hours after the deadline
- No credit if submitted 72:01+ hours after the deadline.

If the assignment is a group assignment, all group members will receive the same grade. So, group members are expected to plan and communicate with one another to ensure that group assignments are submitted. Extensions will not be permitted except in the case of a personal emergency.

In the case that a personal emergency arises (see excused absences described in the attendance policy) students are expected to contact me within one week of the assignment deadline to discuss a plan to complete the assignment.

Online Etiquette (Netiquette)

To view Hiram College's Netiquette policy, please visit the [Online Etiquette \(Netiquette\) page](#), which can also be found in the left-hand column in Moodle.

Hiram College Policies

To review the Hiram College policies, please visit the [Hiram College Policies webpage](#). The policies included on that page include, but are not limited to: Non-Discrimination Policy, Communication with Others, Disability Support Services for Students with Special Needs, Academic Dishonesty, Grade Appeals, Credit Hour Policy, and the Audio and Video Recording Policy. A link to this page can also be found in the left-hand column in Moodle.

Disability Services

To arrange for support services, a student must submit appropriate, current, detailed documentation to the office of [Disability Services](#) together with a completed [Requests for Academic Adjustments, Auxiliary Aids, and Services form](#). After verification and in the spirit of federal law, the student will provide the accommodations letter from the office of Disability Services to each faculty member(s) to initiate accommodation services. Faculty are not permitted to make accommodations without the authorization of the Director of Counseling, Health, and Disability Services (CHDS). Hiram College adheres to Section 504 of the Rehabilitation Act to provide requested services for disabled students as specified by the requirements contained in the Americans with Disabilities Act (ADA) policy guidelines. The Director of CHDS is located in the Julia Church Health Center (330-569-5418) P.O. Box 67, Hiram OH 44234. Additional information is available online at [Services for Students with Disabilities](#)

Hiram College Resources and Student Services

Hiram College offers many resources to assist you on- or off-campus. We encourage you to make yourself aware of all online student services, including, but not limited to: Academic Support, Academic Advising, Bookstore, Campus Safety, Career Development, Dray Technology Center, Student Financial Services, Health, Counseling, and Disability Services, Hiram Technology 101 Resources, Hiram College Library, Registrar, Student Accounts, Student Handbook, Writing Center. Several of these services are summarized on the Hiram College Academic Resources webpage. You can also find a link to the Hiram College Academic Resources webpage in the left-hand column in Moodle.