

**DEPARTMENT OF KINESIOLOGY**  
**HLHP 8970 – SPECIAL TOPICS: CONCEPTS OF DIVERSITY IN**  
**KINESIOLOGY**

Instructor:	Jared A. Russell, Ph.D.
Meeting Times:	Tuesday 2:30 – 5pm
Meeting Place:	Memorial Coliseum Rm. 2043
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Office Hours:	Tues/Thur 12pm – 2pm & by appointment
Credit Hours:	3 semester hours (Lecture 3)
Pre-requisites:	None
Co-requisites:	None
Date Syllabus Prepared:	Fall 2010
Date Syllabus Reviewed and Updated:	Fall 2010

**COURSE PURPOSE:**

This course aims to provide the student with conceptual knowledge and information relevant to the examination of diversity as a socio-cultural phenomenon. Moreover, issues of diversity, relevant to the field of kinesiology and the sporting culture of America and international communities, will be discussed. Specifically, students will be asked to evaluate sociological concepts, apply critical thinking processes, and take part in reflective practices as part of the educational experience. Throughout the course literature, video clips and written commentaries will be utilized as focal points of discussion and debate. Students will be encouraged to critically reflect on and express their opinions concerning seven key areas:

1. Race/ethnicity
2. Gender
3. Sexual orientation/affinity
4. Physical disability/impairment
5. Socio-economic status
6. Age
7. Religion/belief system

**COURSE DESCRIPTION:**

Course instructional topics will include (but are not limited to):

1. History of the socio-cultural concept of diversity
2. History of sport as an American and international past-time
3. Stereotyping
4. Issues of diversity and multiculturalism
5. International games and activities
6. Effective articulation of arguments in the form of debates
7. Relevant issues of diversity that permeate the field of kinesiology and the sporting world's culture

**COURSE INSTRUCTIONAL OBJECTIVES:**

The student will:

1. Identify significant trends in physical education, exercise science, wellness, fitness and health promotion and place them in their historical perspective. [(1) (a) 1.i]
2. Examine issues of diversity and multiculturalism as they apply to the sport, physical education, physical activity, wellness and health settings. [D]
3. Examine the role of sport, physical education, and health in the twentieth century society, with particular emphasis on current issues.
4. Identify the effects of physical activity participation. [(1) (a) 1.ii]
5. Identify some concepts of sport, physical education, fitness, wellness and health such as those related to the physiological, sociological, psychological, and philosophical aspects.
6. Examine the role of technology in enhancing personal wellness and fitness. [T]

*Objectives that reflect the college's commitments to diversity and technology are coded as "D" and "T," respectively.*

**REQUIRED TEXTBOOK:**

No required text. Readings will be provided by the instructor.

**GRADING SCALE:**

The grading scale for this course is as follows:

**A = 92 -100**

**B = 91 – 80**

**C = 79 – 70**

**D = 69 – 60**

**F = 59 pts and lower**

**ASSIGNMENTS:**

➤ *Student-led Class Discussions of Course Readings	10% (1 reading)
➤ * Class Discussion of Course Readings	20% (4 readings)
Diversity in Kinesiology Paper	20%
Kinesiology & Diversity Reaction Report #1 - #4	20% (4 reports)
➤ <u>Kinesiology &amp; Diversity Debate</u>	<u>20%</u>
100% of total possible final grade	

- Assignment grading and evaluation is impacted by class participation.

Assignment rubrics and detailed descriptions of each assignment will be provided in a timely manner prior to due dates. All submitted work should be typed and neatly arranged. Cite all sources that are not your original thinking for your work (see APA 5<sup>th</sup> edition). This format typically includes beginning each citation at the end of your work with the last name of the author(s), followed by copyright date, title of article, name of journal (or book), and volume, issue, and page range for journal articles.

**CLASS PARTICIPATION:**

For the purposes of this course, class participation will be defined as the active engagement in the discussion of course materials which is demonstrated by (but not limited to) effectively answering questions posed by class participants, having read the assigned materials, properly preparing for class prior to the course meetings, being on time for class, and any other relevant and reasonable expectations by the course participants (instructor and students) for active involvement in class activities. Class participation is ultimately defined and evaluated by the course instructor.

**ATTENDANCE POLICY:**

The material and experiences in this class are important and if you are not in class, you cannot take an active role as a student. Class attendance and appropriate participation is paramount to your success as a student. At the discretion of the instructor, students arriving tardy to class will lose 1% of their final grade per offense. Unexcused absences cannot be made up and will result in a 3% deduction from the student's final grade per absence. Once a student has accrued more than five (5) unexcused absences he/she will not be permitted to take the final examination and will receive a grade of FA (as stipulated by the Physical Activity and Wellness Program guidelines). Moreover, students who accrue eight (8) or more excused absences will not be permitted to take the final examination and will receive a grade of FA. Excused absences will be treated as follows:

- a. Students must provide the instructor with a valid excuse upon returning to class (refer to Auburn University's policy concerning class attendance and excused/unexcused absences):  
and
- b. Make-up work developed and assigned at the discretion of the instructor must be completed within a week of the student returning to class.

If the student fails to follow these instructions the excused absence in question will be calculated as an unexcused absence. There are times when unforeseen circumstances will not allow you to attend class. Exceptions to this policy due to extreme circumstances are only permitted with the professor's timely knowledge and approval. Arrangements to make up missed assignments and examinations due to properly authorized excused absences shall be initiated by the student within a week of the excused absence as mandated by Auburn University. Again, the format of any make-up work/assignments will be at the instructor's discretion. Finally, the instructor will address all issues concerning absences at his/her discretion. Students are encouraged to refer to Auburn University's policies concerning attendance, absences, academic honesty, and make-up work as found in the Auburn Bulletin.

**LATE/REMEDIAL WORK:**

No late assignments will be accepted outside of extreme circumstances noted by the professor. In such a case the professor will have the discretion of lowering the assignment **Five (5)** points for each day that it is late.

**PROFESSIONALISM:**

As faculty, staff, individuals in the community and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

### **ATTIRE AND CONDUCT:**

Normal and appropriate dress and conduct is expected of each student during each class. There will be times when you will be asked to participate in light physical activity. You will be notified prior to these days via e-mail and during class. When notified please come dressed appropriately (tennis shoes, shorts, sweat pants, etc.). You will be expected to dress and conduct yourself as a professional at all times. **More specifically, the student will be expected to meet the following expectations:**

1. On a daily basis, come to class prepared and ready to generate a sincere and consistent effort to learn and apply content and skills; and to become willing and open to alternative perspectives, viewpoints, ideas, approaches, techniques, and practices intended to elicit that effort and teach that content.
2. To adhere to the principles and policies of academic/performance and honesty as defined by Auburn University.
3. To be respectful and supportive of the professor, fellow students, and any faculty, teachers, staff and students they encounter.
4. To be punctual.

*Failure to meet these expectations will result in the lowering of the final grade and/or possible failure of this class.*

### **STUDENT ACCOMMODATIONS:**

Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a

conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

**HONESTY CODE:**

The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

**UNANNOUNCED QUIZZES:**

There will be no unannounced quizzes.

**COURSE SCHEDULE:**

Week 1: Introduction to Diversity Concepts and Application in Kinesiology Settings

Week 2: Diversity Concept – Gender Identification and Roles

Week 3: Diversity Concept - Race/Ethnicity

Week 4: Diversity Concept - Sexual Orientation/Affinity

Week 5: Diversity Concept – Ability/Disability

Week 6: Student-led Class Discussions of Course Readings (Diversity Topic chosen by Student)

Week 7: Student-led Class Discussions of Course Readings (Diversity Topic chosen by Student)

Week 8: Student-led Class Discussions of Course Readings (Diversity Topic chosen by Student)

Week 9: Student-led Class Discussions of Course Readings (Diversity Topic chosen by Student)

Week 10: Student-led Class Discussions of Course Readings (Diversity Topic chosen by Student)

Week 11: Student-led Class Discussions of Course Readings (Diversity Topic chosen by Student)

Week 12: Student-led Class Discussions of Course Readings (Diversity Topic chosen by Student)

Week 13: Student-led Class Discussions of Course Readings (Diversity Topic chosen by Student)

Week 14: Student-led Class Discussions of Course Readings (Diversity Topic chosen by Student)

Week 15: Kinesiology & Diversity Debate

Week 16: Diversity in Kinesiology Paper and Presentation

**The above content, schedule and procedures in this course are subject to minor amendments at the discretion of the instructor.**