

SO


DR. ALEKSANDRA V. CREGLER



SPRING 2025

SPORTS IN SOCIETY

4300



IN SPORTS, WE'RE
NOT JUST ROOTING
FOR TEAMS - WE'RE
ROOTING FOR
STORIES,
STRUGGLES, AND
TRIUMPHS THAT
REFLECT THE
HUMAN SPIRIT.

Heywood Broun



SPORTS IN SOCIETY

IN THIS COURSE, WE'LL DISCOVER THE FASCINATING WAYS SPORTS SHAPE AND REFLECT THE WORLD AROUND US. FROM BUILDING PERSONAL IDENTITIES AND CHALLENGING SOCIAL NORMS TO ADDRESSING INEQUALITY AND FOSTERING COMMUNITY, SPORTS ARE FAR MORE THAN JUST GAMES - THEY'RE A POWERFUL FORCE IN SOCIETY.

WE'LL EXPLORE QUESTIONS LIKE: HOW DO SPORTS INFLUENCE CULTURAL VALUES? WHAT ROLE DO THEY PLAY IN ACTIVISM AND SOCIAL JUSTICE? HOW DO THEY BRING PEOPLE TOGETHER OR HIGHLIGHT DIVISIONS? THROUGH ENGAGING DISCUSSIONS, THOUGHT-PROVOKING EXAMPLES, AND CREATIVE ASSIGNMENTS, WE'LL UNCOVER THE DEEPER IMPACT OF SPORTS ON OUR LIVES AND THE WORLD AT LARGE.

WHETHER YOU'RE A DIE-HARD FAN OR SOMEONE WHO RARELY WATCHES A GAME, THIS COURSE WILL CHANGE THE WAY YOU THINK ABOUT SPORTS AND THEIR PLACE IN SOCIETY.

ASYNCHRONOUS ONLINE COURSE

INSTRUCTOR: DR. ALEKSANDRA V. CREGLER



"Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does." – Nelson Mandela

Sports are more than just games - they are stories of triumph, struggle, and change. They bring people together, challenge societal norms, and open doors to new possibilities. In this course, we don't just watch from the sidelines; we dig deeper into the cultural, political, and social dynamics of sports.

Few semesters ago, this course defied expectations when 85% of the students enrolled were women. Challenging the stereotype that sports are a "male-dominated" interest, these students brought fresh, dynamic perspectives to the discussions. Two of them were so inspired by what they learned that they pursued careers in sports management, proving that the study of sports is about much more than competition - it's about breaking barriers and creating opportunities.

By understanding the role of sports in society, you'll gain valuable insights into leadership, teamwork, and the power of shared experiences. Whether you're passionate about sports or simply curious, this course offers a unique lens through which to view the world... and maybe even your own future.

I hope you are ready to discover how sports can shape not only society but also your own path. Let's get started!

Dr. Aleksandra V. Cregler

In addition to the goal that "you will be thoroughly versed in the topics of "sports in society", there are a number of more specific learning outcomes the successful student will experience in this course:

- Understand how sports shape and reflect society.
- Explore social issues like inequality and identity through sports.
- Analyze real-world examples using sociological concepts.
- Engage in meaningful discussions and creative projects.
- Develop critical thinking and communication skills.

in THIS
class
you WILL
Learn...

MEET YOUR PROFESSOR

Hello!

My pronouns are **she/her**.

You may refer to me as **Professor Cregler**, or **Dr. Cregler**.

My preference is that you do not refer to me by my first name.

Born and raised in Macedonia (Eastern Europe), I come from a family with a rich tradition in education. I have collaborated with upper-level governmental departments in my native country, engaging with notable figures such as the President, the Secretary of Education and Foreign Affairs, the Mayor of Tyler, TX, and engaged with institutions like the FBI, the National Institute of Health, as well as various international diplomatic embassies and consulates.

My educational background includes a degree in Sociology, a master's degree in Cultural Studies with a focus on Intercultural Communication, and a doctorate specializing in Social Psychology. As a published author of two books, I bring extensive applied experience to my areas of expertise.

With a commitment to bridging theory and practice, I have fostered collaborations with renowned international universities, including Princeton University, Harvard University, and the University of Bologna. My work centers on adapting theoretical knowledge to real-world social situations. My current research focuses on addressing social issues affecting vulnerable groups and examining how social interactions contribute to shaping social realities and identities.

I am deeply committed to enhancing students' lives beyond the classroom, striving to instill growth by equipping them with valuable tools applicable across disciplines and various facets of life. These tools include fostering curiosity, cultivating open-mindedness, and nurturing a genuine thirst for knowledge.



 ACREGLER@UTTYLER.EDU
 CAS 144

 **OFFICE HOURS: THURSDAYS OR BY APPOINTMNET**



MY *values*

WHAT YOU CAN EXPECT FROM ME #1

PROFESSIONAL

What is a professor if they're not professional? All the professors you will meet at UT Tyler will treat you with respect. We understand that, even though you are students, you are adults. Classes are also constructed in a nondiscriminatory way that gives everyone an equal opportunity to learn and feel comfortable while taking the course.

You should never feel undermined. Being professional is in the job description at UT Tyler, and you can expect us to act like the professional professors we are.

REASONABLE

I am not going to be your best friend or your babysitter. I am here to teach and you're here to learn. Expect to be appropriately challenged. My goal is to help prepare you for the "real world" and get you to the level you need to be at to do well in the future.

i understand you're still human and life can be unpredictable. The professors at UT Tyler do their best to work with each student, especially when it comes to unforeseen circumstances. While every professor handles a situation differently (and in ways that can seem harsh), we're not trying to run you out of college, and nothing will be given to you that you can't handle.

ORGANIZED

You can expect a syllabus to be given to you at the beginning of every course and feel confident that I will make good use of your time.

FAIR

The professors at UT Tyler are required to treat every student equally. The same expectations are applied to everyone, and the grade you receive in a class is the grade you've earned. While the standards expected of the students varies by the professor, everyone is held to the same general academic ones, and they are certain to be clearly outlined in the course syllabus or on the first day of class.

ENTHUSIASTIC

The professors at UT Tyler are equally enthusiastic about the subject and their students. We want you to learn and grow, and in truth are still growing ourselves. Feel free to ask us about our experience in the field or questions outside of an assignment.

While Sociology isn't exactly an action movie, I will do my best to make the material entertaining. Expect each professor to put their own spin on the material and embrace that learning can be fun.

MY *values*

WHAT YOU CAN EXPECT FROM ME # 2

SINCERE

A professor can't be enthusiastic without being sincere. I truly want you to do well and spread our passion for a subject. You can rest assured that a professor isn't going to lie to you on a subject or waste your time when we are as passionate about your education as you are.

STRICT

I know this word has a negative connotation, but it's actually desirable in a professor. When I say strict, I mean I will ask that certain rules concerning behavior are followed. This is necessary to keep the class in order and genuinely help you focus on your education. Instead of 'getting in trouble', the strictness comes in making you take responsibility for your actions, often resulting in a failing grade and tuition money down the drain.

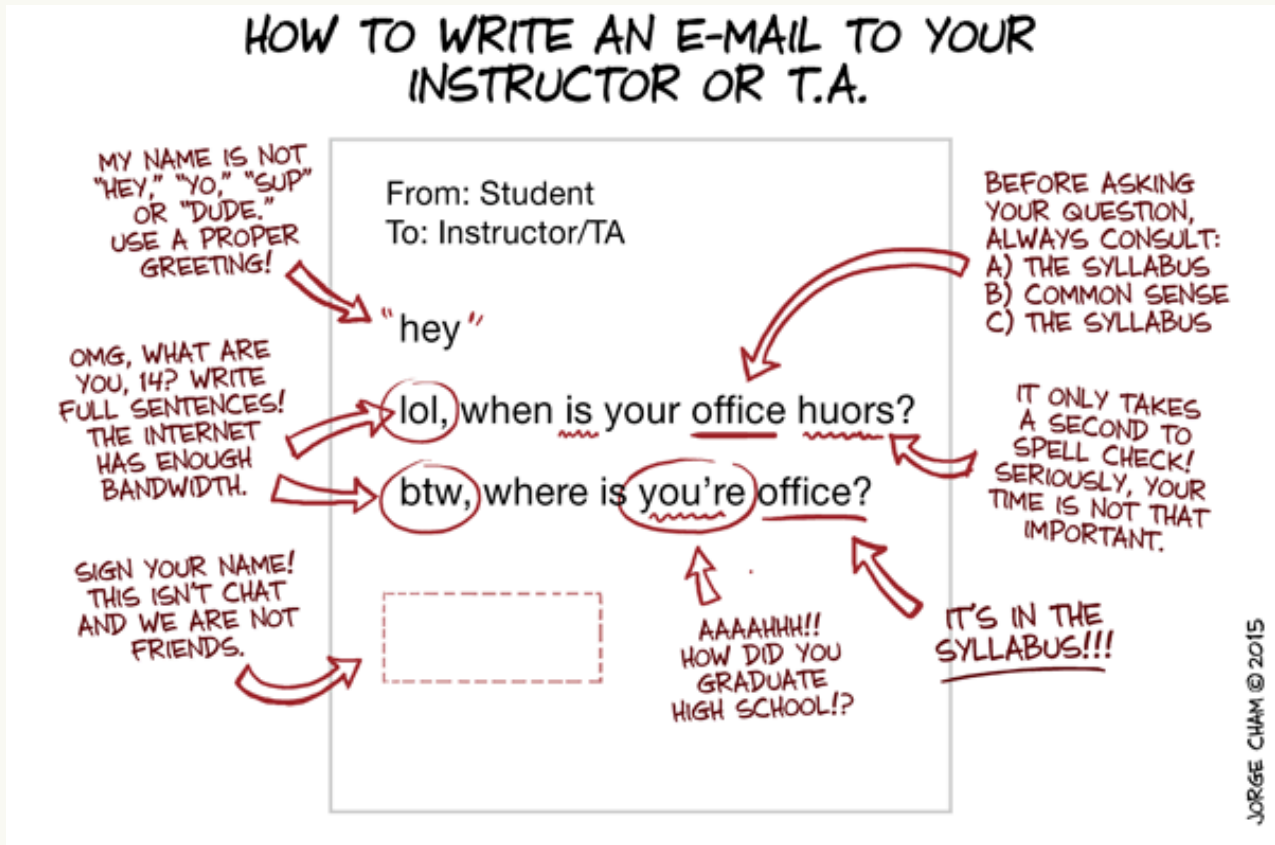
OPTIMISTIC

You come to college because you're excited about the future and what you'll make of it. Professors go into teaching because they feel the same passion for learning. While no, not every professor you have is going to be bubbly and bursting with smiles, we are always hopeful for our students, and grateful to be here at UT Tyler. As long as you're willing to learn, even if you've hit burnout, I'll be there to help you push forward and improve.

RESPONSIVE

Possibly the most important thing a professor should be is responsive. Questions, comments, and interaction both in and out of the classroom are encouraged. Professors usually have scheduled office hours when you can ask for help. I also share my email so you may get in contact that way.

COMMUNICATION



OFFICE HOURS:

When? My office hours are Tuesday and Thursday, 12:30 pm - 2:00 pm, or by appointment.

What are "office hours"? This is a time where you can reasonably expect to get in immediate touch with me. In university, office hours are times when your professor is literally in their office to answer questions, have meetings with students, walk you through an assignment, give you feedback, etc.

Why? If you have any questions, need feedback, are confused about an assignment, or just want to talk, I'll be available that time!

**Please note that these times are subject to change. This is time for all of my students, so I may not be available at all times. Please email me ahead of time to confirm you want to meet so that I make sure I have time for everyone. ALSO, even if it's not an "office hour" please feel free to reach out at ANY TIME. I will do my best to respond as quickly as possible.*

OFFICE ADDRESS: CAS 144

And I am always available via email.

EMAIL : Canvas (for class-related questions)
acregler@uttyler.edu (for non-class related questions)

- We receive a lot of emails and notifications. To lower the risk of emails getting lost in Junk folders, or system errors, I prefer Canvas for communication with current students.
- Due to large number of students this semester, if/when sending me a direct email, please indicate clearly to which class you are referring in your emails to me.
- I endeavor to respond to emails within 2 days. If you don't receive a reply from me longer than 3 days, it is likely that I did not receive your email, so please forward/re-send it again.

EMAIL ETIQUETTE

EMAIL ETIQUETTE IS IMPORTANT IN A COLLEGE SETTING BECAUSE EMAIL IS OFTEN THE MAIN MODE OF COMMUNICATION BETWEEN STUDENTS AND PROFESSORS. STUDENTS MAY HAVE TROUBLE COMMUNICATING IN THE CLASSROOM IF THE CLASS IS LARGE, AND STUDENTS MAY BE UNABLE TO VISIT PROFESSORS DURING THEIR OFFICE HOURS.

INNAPROPRIATE EMAIL TOPICS:

Be aware that most college professors receive copious emails daily. If you have a simple question about an assignment, such as the due date, try referring to the syllabus or asking a classmate before contacting your professor. **DO NOT** email you professor if

- you have a question about an assignment due the same day.
- you have a question or comment unrelated to the course content.
- you are turning in an assignment, and your professor does not accept assignments through email.
- you are requesting an extension (since your professor may not see it in time).
- your question or comment will require an extended response.
- you have a confidential personal issue or complaint you would like to disclose.**

APPROPRIATE EMAIL TOPICS:

You may email your professor if

- your question cannot be answered by a classmate or the syllabus.
- you have a question about an assignment due after the next class session.
- you have a question or comment related to the course material.
- you want to schedule a consultation/meeting with the professor

*** An email can potentially be read by anyone (e.g., if you accidentally send it to the wrong person). Try to arrange time outside of class to discuss confidential and/or personal matters face to face.*

- **I will not reply to emails asking some variant of 'How am I doing in this class?' I will reply to emails requesting an appointment to discuss your progress.**
- **I will not reply to emails that are not from @patriots.edu address.**
- **I will not reply to emails asking me to 'round up' or 'bump up' your final grade or emails asking for extra credit.**
- **I check email regularly, but not obsessively. It's unlikely you'll get an immediate response, but I will respond within 48 business hours.**

EXAMPLE EMAIL TEMPLATE FOR COLLEGE STUDENTS:

Dear Professor **(insert professor's last name)**,

My name is **(insert your name)** and I am in your **(insert class name)** class. I hope that this emails finds you well.

I am writing because **(insert problem/issue)**. Is it possible to **(insert proposed solution/question)**.

Thank you so much for your time. Have a great rest of your day!

Sincerely,

(insert first and last name)

What YOU'LL NEED:

NO TEXTBOOK IS NEEDED FOR THIS CLASS!

LECTURES, READINGS, AND ACTIVITIES' MATERIALS WILL BE POSTED ON CANVAS.

REQUIRED MATERIALS:

- Access to internet
- Access to Canvas
- A positive attitude



NO PERSONAL DEVICE? NO WORRIES!

You'll have access to technology via **The Campus Computing Center** located in the *Ratcliff Building North, Room 3022*.

Office Hours: M-TH 7 AM – 11 PM
FRI 7 AM – 8 PM
SAT & SUN Noon – 10 PM
Ph: 903.565.5555

HAVING AN INTERNET OUTAGE ?

If you are experiencing an internet outage, consider these alternatives:

- All 3 of our UT TYLER campuses have computers and internet
- Find a local retailer (coffee shop, restaurant) that offers free Wi-Fi
- Go to your public library

* Please do not email me if you are having an internet outage. I will not respond as there are many other reliable options for internet access.

RESOURCES FOR STUDENTS:

UT Tyler Writing Center (903.565.5995),
writingcenter@uttyler.edu

UT Tyler Tutoring Center (903.565.5964),
tutoring@uttyler.edu

UT Tyler Counseling Center (903.566.7254)

University Health Clinic (UNC) (903.939.7870)

Student Accessibility and Resources (903.566.7079)

Military and Veterans Success Center (903.565.5972)

IF YOU TEST POSITIVE FOR COVID-19

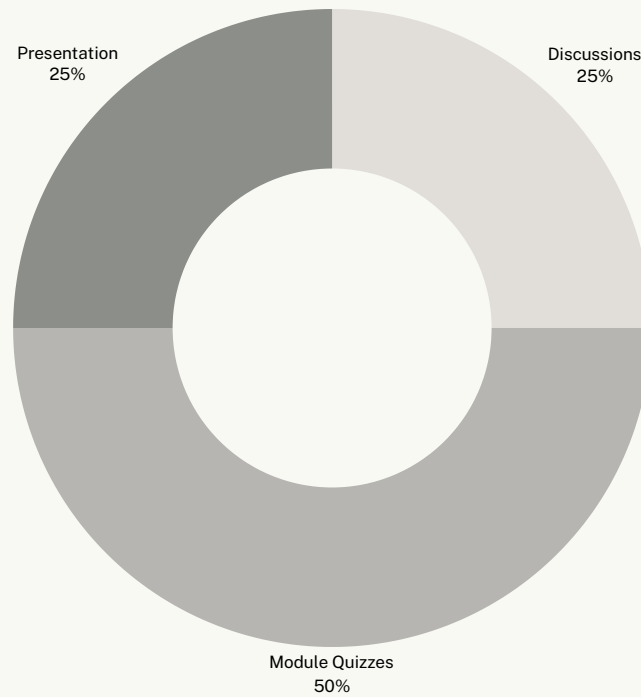
You are responsible for informing your faculty of absences due to COVID-19. Regardless of your vaccination status, stay home and follow the CDC Guidelines.



FREE AT-HOME COVID-19 TESTS

Every home in the U.S. is eligible to order a third round of free at-home tests. Order your test at covid.gov/tests.

EVALUATION CRITERIA



MODULE QUIZZES (10 quizzes, each worth 10 points) - Each quiz will comprise 20 questions in total, each worth 0.5 points. The mix of multiple choice and true/false question types ensures a thorough evaluation of your knowledge, covering foundational understanding and complex applications. While quizzes can be stressful, they play a crucial role in determining your final grade. True/false questions encourage deeper analysis and interpretation, fostering critical thinking beyond rote memorization. The quizzes provide an opportunity for me as a teacher to assess how effectively I can impart knowledge, ideas, abilities, skills, and attitudes to help you achieve your learning objectives and adapt to the evolving needs of society.

MODULE DISCUSSIONS (10 discussions, each worth 5 points) - In order to enhance your understanding of the subject matter and promote skill development, you will encounter real-life examples pertaining to the topic at hand, followed by thought-provoking questions intended to stimulate meaningful discussions. By actively participating in these module discussions, you can effectively apply the concepts to practical scenarios and engage in critical thinking and analysis. To receive full credit points for discussions, you must actively participate in the discussions by posting relevant and insightful comments.

PRESENTATION (worth 50 points) - Each student will need to prepare a presentation on a topic of their choice, giving them complete academic freedom to choose both the format and the subject matter. The purpose of this requirement is to encourage students to embrace the advantages of conducting research and delivering presentations. The complexities of research and presentation may seem daunting, but students will receive support throughout the process. By actively engaging in research, students will find it easier to comprehend the reasoning behind others' research endeavors. Also, exposure to a particular research area can help students explore potential career paths.

TOTAL: 200 points

MODULE QUIZZES	100 points
MODULE DISCUSSIONS	50 points
PRESENTATION	50 points

A **180 - 200 points**

B **160 - 179 points**

C **140 - 159 points**

D **120 - 139 points**

F **119 and below points**

** Grades will be based on a total number of points earned. More in-depth assignments will be worth more points. At the end of the course, each student is assigned a final grade, according to the grading scale proposed.*

EVALUATION OVERVIEW

A:

An "A" reflects a level of performance which is "distinctly superior" to that shown by the majority of students in a course. "A students" show a level of commitment to scholarship equal to that shown by the instructor; they often research a topic beyond that required by any assignment. "A students" are consistently prepared for every class period, keenly engaged in the conduct of the course, and always seeking implications to the content of a course beyond that offered by the text or by a lecture example. They are usually the first to ask questions in class and their comments always demonstrate more than a superficial appreciation of a topic. Usually, "A students" have a unique aptitude for the material that they study and have mature time management skills such that they never cram for exams or need additional time to complete an assignment. Because they carry these skills and attitudes with them to other courses, "A students" usually earn the top grades in other courses. Needless-to-say, "A students" always earn the highest grades on examinations and papers. Because of the high standards demanded of these students, "A's" are earned by a small fraction of course participants, usually as few as 15% of the students enrolled in a course

B:

A "B" is the result of consistently above average academic performance. A "B" may in fact reflect "superior" achievement but is not quite the equal of the very best in a class. "B students" may earn the highest grade on several exams or papers, but do not do so consistently as other demands, including other courses, may compete with their scholarship to produce inconsistent performance. "B" grades are typically earned by 25-40% of a class at this University.

C:

"C" results from consistently average work, or from highly variable work (periods of inferior achievement in addition to superior achievement). "C" grades often result from mere memorization of course content without an appreciation of the implications of the subject matter or an unwillingness to examine the subject in depth. Consequently, "C students" may be able to recognize a term or concept but may not be able to explain it or place it in its proper context. "C's" are often the result when individuals cannot effectively manage the demands of their day such that they are driven from deadline to deadline. In addition, "C students" may give infrequent, but clear indication that they are disinterested in class discussions, lectures or even in the discipline itself. "C's" are earned by approximately 30% of a class.

D:

A "D" reflects consistently below average work. While the "D student" may have performed passing work, usually she or he has never risen above average performance and may show significant periods of unacceptable performance. "D's" are the product of many factors, by other factors and activities for the student's time and attention. "D's" might result from factors such as illness or family emergencies that are beyond the student's ability to control; However, "D students" usually seek help only after irreparable damage has been done to their overall performance in a class. "D's" are earned by approximately 10-15% of students in a course.

F:

"F's" reflect failure to learn an appreciable amount in a course. There are many causes of this failure including poor preparation, lack of maturity, low scholastic aptitude, etc. "F's" result when an instructor cannot, in conscience, certify that a student shows any mastery of a subject beyond that level demonstrated by an uninformed lay person. Because of our liberal course withdrawal policies, "F's" are usually rare, but at least two or three individuals (4-6% of a course) receive one because their disinterest is so profound that they do not know or care about their impending failure until weeks following the last date to withdraw from a course.

I:

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an incomplete "I" for the course. The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year for both undergraduate and graduate students.

COURSE PHILOSOPHY

CLASSROOM ENVIRONMENT

Active Learning. This course will engage you in active learning, so your attendance and participation are critical. In this class, we will work together to make sense out of the material. I value your input and want you to participate in discussions as much as possible.

Discussion-Based Instruction. I prefer to lead discussions by asking questions. That means it's important for you to do the assigned readings and think about the concepts being discussed. I will come prepared with a series of questions to walk us through the material, but our discussions will be of higher quality and greater interest to you when you actively participate.

Be Respectful and Receptive. One of the most important aspects of our discussion-based class is that everyone comes to class with an open-mind about each other's ideas – myself included! We are discussing, interpreting, and applying sociological theories to examine complex social events. These are things about which reasonable people can disagree. I expect each one of you to be academic, mature, and open-minded. We should be able to have a lively debate with disagreement without getting personal or disrespectful.

HOW TO SUCCEED

Syllabus as Course Manual. This is a long syllabus – I've done that intentionally to give you all the information you will need to succeed in this course! You should think of this syllabus as your manual for this course. Read over it, get to know it, and start here if you have any questions about anything in this class.

I'm Here to Help! My goal is to support each of you while you learn this material, and I will do whatever I reasonably can to make this class a success for each one of you. If you're confused about anything, come talk to me. If you're having trouble keeping up, come talk to me.

Commit to the Class! It's important to put in the effort to make this class beneficial to you. This means doing the assignments, coming to class, and actively participating in our discussions. Be proactive about your education, and I'll do whatever I can to help you succeed!

COURSE POLICIES



LATE WORK

Dates for submission of papers or taking exams will be observed closely. I do not accept late work or provide extensions.

Deadlines are important because they make it possible to evaluate students' progress within a particular amount of time. For the sake of equity and fairness, all students will have the same amount of time to complete assigned work. That being said, life is complex and doesn't always go smoothly. If you have a serious illness, family emergency, or a similar problem, contact me as soon as possible. Do NOT wait until the last minute to contact me.



PLAGIARISM

As a UT Tyler faculty member, I am required to uphold the Honor Code established by the University. In the event that you are caught violating this code, I am required to notify the appropriate Judicial Affairs, which will negatively impact both your grade in this course and your permanent academic record. [http://www.uttyler.edu/mopp/documents/8Student Conduct and Discipline.pdf](http://www.uttyler.edu/mopp/documents/8Student%20Conduct%20and%20Discipline.pdf)



GRADING TIME

Exams evaluations will be completed within 2-3 weeks unless otherwise communicated.

Please keep in mind that this is a large class and grading takes time. There will be general exam review during class period. You may only receive feedback on your assignments if there are specific points or issues that need addressing.



FINAL GRADE

The final grade is based on points, not percentages, so rounding issues will not be a concern.

Do not ask me to "bump" your grade. Every point is laid out for you; it is your responsibility to earn the grade that you want/need.

Regrading request form is available on Canvas, so please bring any mistakes to my attention in a timely manner.



DECORUM

You are not required to agree with me or your peers. You are expected to be courteous, and your participation should demonstrate your understanding of rhetoric: careful listening, thoughtful acknowledgement of perspectives, and ethically constructed counterclaims that focus on the quality of the argument and not on the value of the person. Discriminatory language will not be tolerated.

NOTE ABOUT AI USE



Using AI tools responsibly is an emerging skill. This course encourages awareness of AI's capabilities and limitations. When used appropriately as a drafting aid, AI can help develop ideas and refine work. However, **directly copying or passing off AI-generated content as one's own violates academic integrity.** To uphold quality and transparency, please follow the following guidelines.

First, evaluate AI-generated text critically before adopting it as your own. Fact-check claims and watch for factual errors or omissions. **You are responsible for content you submit!**

Second, disclose any use of generative AI tools by briefly explaining how you used them to assist your process. For instance, you might describe using a tool to help brainstorm ideas or check grammar. This promotes transparency.

Third, focus prompts on clarifying your own thinking rather than outsourcing it. High-quality prompts elicit outputs that aid your learning and original analysis. Make sure to save the prompt language that you use, and include this language in your disclosure of AI use statement.

In examinations, the use of AI is discouraged! Answers will be evaluated based on the text and content provided, which may not always align with AI-generated responses. Sociology is an everchanging and interpretative discipline, and AI may not be a reliable or capable source for fostering critical thinking and interpretation. Therefore, students are advised to rely on their own understanding and knowledge in crafting their exam responses. Any use of AI-generated content may not accurately reflect the dynamic nature of sociological concepts and may impact the assessment of critical thinking skills.

UT TYLER POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: www.uttyler.edu/wellness/rightsresponsibilities.php

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.

UT Tyler a Tobacco-Free University:

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies:

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy:

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2- year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Student Accessibility and Resources:

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources (SAR) office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance:

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

UT TYLER POLICIES

Student Standards of Academic Conduct:

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

1. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test; failure to comply with I instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program.
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
 - "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

Recording of Class Sessions

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

COURSE

THIS IS PROPOSED SCHEDULE AND IT IS SUBJECT TO CHANGE BY THE IPROFESSOR DUE TO SPECIAL CIRCUMSTANCES

WEEK 1: COURSE INTRODUCTION

THIS WEEK IS FOCUSED ON GETTING FAMILIAR WITH THE COURSE STRUCTURE, TOPICS, AND EXPECTATIONS. TAKE TIME TO EXPLORE THE SYLLABUS, SET YOUR GOALS, AND NOTE IMPORTANT DUE DATES. BE SURE TO GO THROUGH ALL THE INTRODUCTORY MATERIALS CAREFULLY TO PREPARE FOR THE THEORETICAL MODULES THAT WILL BEGIN NEXT WEEK.

WEEK 2: THE SOCIOLOGY OF SPORT - WHAT IS IT AND WHY STUDY IT?

THIS CHAPTER INTRODUCES THE FIELD OF SPORTS SOCIOLOGY, EXPLORING HOW SPORTS ARE MORE THAN JUST GAMES - THEY ARE A REFLECTION OF SOCIETAL VALUES, STRUCTURES, AND INEQUALITIES. IT DISCUSSES WHY STUDYING SPORTS THROUGH A SOCIOLOGICAL LENS IS ESSENTIAL TO UNDERSTANDING THEIR IMPACT ON CULTURE, IDENTITY, AND SOCIAL CHANGE.

WEEK 3: PRODUCING KNOWLEDGE ABOUT SPORTS IN SOCIETY - HOW IS KNOWLEDGE PRODUCED IN THE SOCIOLOGY OF SPORT?

THIS CHAPTER EXAMINES THE METHODS AND PROCESSES SOCIOLOGISTS USE TO STUDY SPORTS, INCLUDING RESEARCH DESIGNS, DATA COLLECTION, AND THEORETICAL FRAMEWORKS. IT HIGHLIGHTS HOW KNOWLEDGE ABOUT SPORTS IS SHAPED BY SCIENTIFIC INQUIRY AND CRITICAL ANALYSIS, OFFERING INSIGHTS INTO THE RELATIONSHIP BETWEEN SPORTS AND SOCIETY.

WEEK 4: SPORTS AND SOCIALIZATION - WHO PLAYS AND WHAT HAPPENS TO THEM?

THIS CHAPTER EXPLORES HOW INDIVIDUALS BECOME INVOLVED IN SPORTS AND THE SOCIAL FACTORS THAT INFLUENCE PARTICIPATION. IT EXAMINES THE EFFECTS OF SPORTS ON PERSONAL DEVELOPMENT, IDENTITY, AND SOCIAL RELATIONSHIPS, AS WELL AS THE BROADER SOCIETAL IMPLICATIONS OF PARTICIPATION.

WEEK 5: SPORTS FOR CHILDREN - ARE ORGANIZED PROGRAMS WORTH THE EFFORT?

THIS CHAPTER EVALUATES THE BENEFITS AND CHALLENGES OF ORGANIZED YOUTH SPORTS PROGRAMS. IT EXPLORES HOW THESE PROGRAMS INFLUENCE CHILDREN'S PHYSICAL, SOCIAL, AND EMOTIONAL DEVELOPMENT WHILE QUESTIONING THEIR ACCESSIBILITY, STRUCTURE, AND SOCIETAL IMPACT.

WEEK 6: DEVIANCE IN SPORTS - IS IT OUT OF CONTROL?

THIS CHAPTER EXAMINES DEVIANT BEHAVIORS IN SPORTS, INCLUDING RULE VIOLATIONS, SUBSTANCE ABUSE, AND ETHICAL SCANDALS. IT ANALYZES WHY DEVIANCE OCCURS, HOW IT IS DEFINED, AND WHETHER IT REFLECTS BROADER SOCIETAL ISSUES OR UNIQUE PRESSURES WITHIN THE WORLD OF SPORTS.

WEEK 7: CATCH UP WEEK

NO NEW LECTURE THIS WEEK! TAKE THIS TIME TO CATCH UP ON ANY MISSED ASSIGNMENTS, REVIEW PAST MODULES, CHECK OUT DISCUSSION COMMENTS, AND FINISH ANY OUTSTANDING WORK. IT'S A GREAT CHANCE TO SOLIDIFY WHAT YOU'VE LEARNED SO FAR.

SCHEDULE

COURSE

THIS IS PROPOSED SCHEDULE AND IT IS SUBJECT TO CHANGE BY THE IPROFESSOR DUE TO SPECIAL CIRCUMSTANCES

WEEK 8: VIOLENCE IN SPORTS - DOES IT AFFECT OUR LIVES?

THIS CHAPTER EXPLORES THE PRESENCE OF VIOLENCE IN SPORTS, FROM ON-FIELD AGGRESSION TO FAN BEHAVIOR. IT EXAMINES THE CAUSES AND CONSEQUENCES OF VIOLENCE, ITS NORMALIZATION IN SPORTS CULTURE, AND ITS BROADER IMPACT ON SOCIETY AND INDIVIDUAL BEHAVIOR.

WEEK 9: GENDER AND SPORTS - IS EQUITY POSSIBLE?

THIS CHAPTER ANALYZES THE ROLE OF GENDER IN SPORTS, HIGHLIGHTING DISPARITIES IN PARTICIPATION, REPRESENTATION, AND OPPORTUNITIES. IT EXAMINES EFFORTS TO ACHIEVE GENDER EQUITY, CHALLENGES TO INCLUSION, AND THE IMPACT OF SPORTS ON GENDER NORMS AND SOCIETAL PERCEPTIONS.

WEEK 10: SPRING BREAK!

WEEK 11: SOCIAL CLASS - DO MONEY AND POWER MATTER IN SPORTS?

THIS CHAPTER EXPLORES THE INFLUENCE OF SOCIAL CLASS ON SPORTS PARTICIPATION, ACCESS, AND OPPORTUNITIES. IT EXAMINES HOW WEALTH AND POWER SHAPE THE SPORTS INDUSTRY, FROM PROFESSIONAL LEAGUES TO YOUTH PROGRAMS, AND HIGHLIGHTS THE ROLE OF SPORTS IN REINFORCING OR CHALLENGING SOCIAL INEQUALITIES.

WEEK 12: SPORTS AND THE MEDIA - COULD THEY SURVIVE WITHOUT EACH OTHER?

THIS CHAPTER EXAMINES THE SYMBIOTIC RELATIONSHIP BETWEEN SPORTS AND THE MEDIA, EXPLORING HOW EACH DEPENDS ON THE OTHER FOR GROWTH, POPULARITY, AND REVENUE. IT ANALYZES THE MEDIA'S ROLE IN SHAPING SPORTS CULTURE, NARRATIVES, AND PUBLIC PERCEPTION, AS WELL AS ITS IMPACT ON ATHLETES AND FANS.

WEEK 13: SPORTS IN HIGH SCHOOL AND COLLEGE - DO COMPETITIVE SPORTS CONTRIBUTE TO EDUCATION?

THIS CHAPTER EVALUATES THE ROLE OF COMPETITIVE SPORTS IN EDUCATIONAL SETTINGS, EXAMINING THEIR IMPACT ON ACADEMIC PERFORMANCE, PERSONAL DEVELOPMENT, AND SCHOOL CULTURE. IT DISCUSSES THE BENEFITS AND CHALLENGES OF BALANCING ATHLETICS AND ACADEMICS, AS WELL AS THE BROADER SOCIETAL IMPLICATIONS.

WEEK 14: END-OF-SEMESTER MOVIE VIEWING

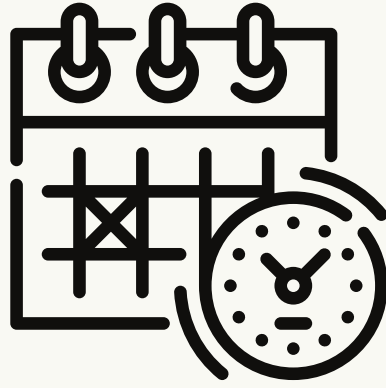
TO WRAP UP THE SEMESTER, WE'LL WATCH A DOCUMENTARY OR MOVIE (TITLE TO BE ANNOUNCED) THAT TIES TOGETHER THE THEMES WE'VE DISCUSSED. THE STREAMING WILL BE FREE - NO SUBSCRIPTION OR PURCHASE NEEDED. THERE'S NO GRADE ATTACHED TO THIS; IT'S SIMPLY AN OPPORTUNITY TO CONNECT OUR DISCUSSIONS TO IMPACTFUL STORYTELLING IN A NEW WAY.

WEEK 15: SUMMARIZING FINAL GRADES: THIS WEEK IS DEDICATED TO SUMMARIZING AND FINALIZING YOUR GRADES FOR THE COURSE. TAKE THIS TIME TO REVIEW YOUR PROGRESS! THIS IS ALSO A GOOD OPPORTUNITY TO REACH OUT WITH ANY FINAL QUESTIONS OR CONCERNS ABOUT YOUR PERFORMANCE BEFORE GRADES ARE FINALIZED.

FINAL GRADES DUE - MAY 6

SCHEDULE

IMPORTANT DATES



You have the flexibility to work through and complete each module weekly as it becomes available or choose a ‘campaign-style’ approach, completing all modules after a certain time.

However, please note that **all work must be completed and submitted by April 21st!**



IS (THIS) ONLINE COURSE FOR YOU ?!

THIS IS AN ASYNCHRONOUS ONLINE COURSE!

Asynchronous learning is marked as any type of learning mechanism that does not take place in the same place or at the same time. Hence, in this context, asynchronous classes are those which are not confined to the classroom or a specific schedule.

For students who will also be working and who therefore place flexibility first, it's an enticing style of learning. With asynchronous learning, the student dictates their learning schedule, for the most part. They need to complete assignments within a certain period but can access and review materials whenever they choose within a given period.

With online learning, professors typically expect students to do the following themselves:

- Review learning objectives
- Complete assigned readings
- Submit assignments
- Go through lecture materials
- Participate in discussion boards

Asynchronous online learning allows students to be more flexible in their schedule. Students may view instructional materials during the semester when they choose. There is no live video lecture component for this type of learning. There are still due dates, but students can finish coursework when it fits best for them.

Benefits of Asynchronous Learning

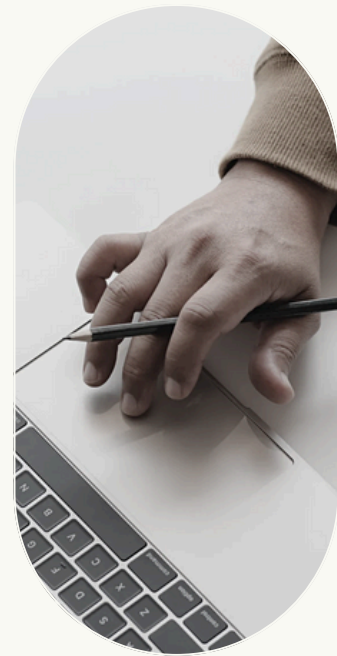
- **Students may complete work on their schedule, as long as deadlines are met.**
- **Students can go back and read/listen to lectures to review information or clarify concepts.**
- **Students have more time to think about a concept before they respond.**
- **Asynchronous learning appeals to different learning styles.**



IMPORTANT FACTORS TO CONSIDER:

Online courses may require more time than on-campus classes.

If you are interested in an online course because you think that it will be less work than a traditional face-to-face course, then this style of learning may not be right for you. Believe it or not, you may spend more time studying and completing assignments in the online environment than you will in an on-campus course. How can that be? The online environment is text- and activity-based. To communicate with your instructor and other participants, you must type messages, post responses, and upload written assignments that might occur more often than in traditional courses. Also, reading lecture materials and engaging in learning activities can take more time than listening to an instructor deliver a lecture. Many participants believe that an online course is at least as much work as an on-campus course; some say that their online course involved more work. However, most participants feel that this additional workload is more than compensated for by the fact that they were able to "go to class" whenever they had the time, whether it be 2 a.m. or 6 p.m. Participants also like the fact that online courses involve many creative activities and learning experiences. Rather than being lectured at, you are an active participant in the learning process. Many participants believe this is more enjoyable and enhances their ability to apply what they are learning to real life.



Online courses require good time-management skills.

One of the many advantages of online courses is that you will be able to work on your coursework when you want to and where you want to. However, online courses are NOT self-paced courses. There are assignment deadlines just like an on-campus course. It can be very easy to miss these deadlines and fall behind in their coursework. Not meeting deadlines is the leading reason why online participants do not succeed. It is easy to procrastinate and put off reading, delay posting of messages on the discussion forum, and forget to upload written assignments. As with most things, if you don't manage your time properly, you will find yourself buried beneath a seeming insurmountable mountain of coursework. Online courses require the self-discipline to set aside chunks of time to complete your studies. It means you have to make online studying a priority and not let other activities interfere.

This means that one quality you will need to have to be successful is 'discipline'. While you will be a part of an online community and will be working with others online, it is your responsibility to log in and participate. It can be all too easy to put off logging in when no one is telling you to do it at a specific time every day. It is up to you to create a schedule for yourself to make sure you participate in your class, and that you give yourself enough time to complete assignments.

An online course may create a sense of isolation from your peers.

Studying alone with only the computer as your companion may be unsatisfying for someone who needs high levels of social activity as part of their learning experience. The online environment is a much different atmosphere that takes some getting used to. You should be aware of such feelings of isolation and be ready to seek help if they start to impede your studies. A quick e-mail to a classmate or your professor can help you feel better connected if the sense of community you seek is missing. This is not to say that you will not have interaction with your classmates in an online course. Indeed, many online students attest that online courses tend to provide more interaction with your peers and instructors. In fact, many of our students say that they got to know their fellow classmates better in this type of learning environment.

Feedback for your posts and from instructors might be limited and delayed.

In a traditional classroom setting, participants will receive immediate feedback from their peers. Such immediacy will be lacking in the online environment. If you need more immediate feedback to your discussion comments, if you need to ask a lot of questions before you can understand a concept or an assignment, if you need the benefit of gestures or facial expressions to get your point across or to understand the comments of others, then online education might not be the best choice for you right now.

Also, feedback from your professor will exclusively be in the form of written comments rather than oral comments. In traditional courses, instructors do make arrangements for in-person office hours or make special arrangements to meet participants. In an online course there is usually no face-to-face contact with your professor. If you feel that you need to see your instructor often in order to succeed, then online learning may not be right for you. However, you should plan on the vast majority of your contact with your professor being via email or other electronic communications. Also, such communications will consist of delayed feedback, although most online professors are good about responding to electronic communications within a short period of time.



IMPORTANT FACTORS TO CONSIDER: (CONT.)

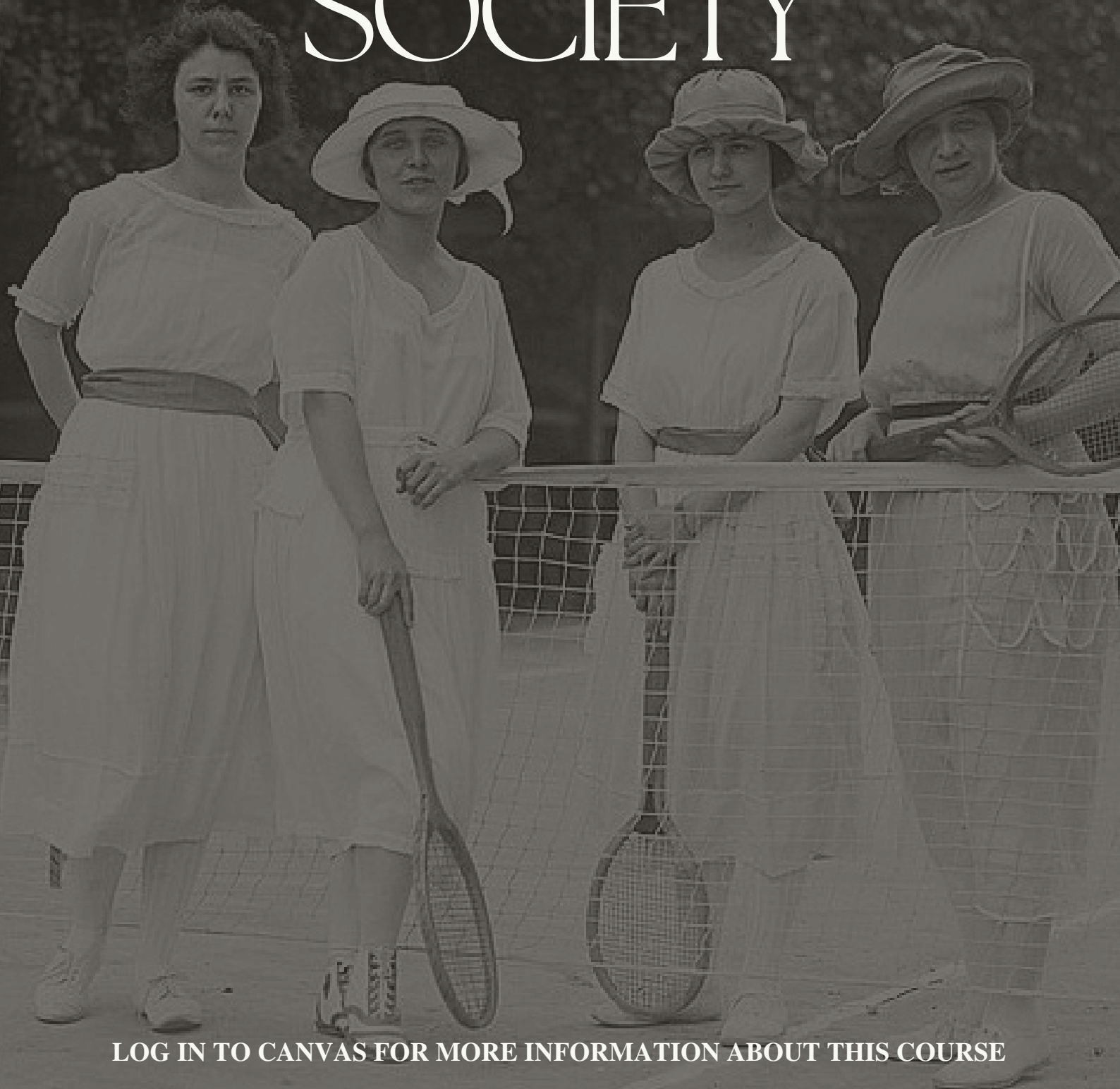
Online courses require you to be an active learner.

Online courses depend on participants being active learners, in the sense that there is an expectation that learners will seek out additional information from the internet (e.g., articles and web pages) that will be inserted onto posts and in written assignments. Most traditional courses consist of passive learning in the form of transmitting information via lectures in the classroom, which takes away time from discussion. In the online environment, there will be text / audio lectures to download, but most of the virtual classroom will consist of active learning activities, e.g., discussion forum, online group work, written assignments.

So, to do well in an online course you need to be (or become) an independent learner. There are, of, course, advantages to this as well. That online education offers the opportunity to be an independent learner is exactly what some people like about it. Many participants enjoy online discussions more than face-to-face discussions. Some participants are intimidated by speaking in front of a group or are reluctant to answer a question unless they know they are right. Online discussions give them time to reflect and compose discussion comments, as well as to read and reread the comments of others before they jump in the conversation themselves. Also, participants for whom English is a second language often feel more comfortable with the extra time to understand and reflect since it can be easy to get a little lost in a fast-paced class discussion.

One of the major advantages of online learning is the focus on an active learning style and learning from your peers. So, if you can manage the extra work that online learning might entail, develop good management skills, get used to the lack of face-to-face interaction, and tolerate delayed feedback, then be prepared to reap the benefits of online learning!

SPORTS IN SOCIETY



LOG IN TO CANVAS FOR MORE INFORMATION ABOUT THIS COURSE