



# The University of Georgia

University Council  
Athens, Georgia 30602  
April 11, 2012

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Dear Colleagues:

The attached proposal to allow the following courses to satisfy the Cultural Diversity requirement for the majors in Sport Management (B.S.Ed.), Health and Physical Education (B.S.Ed.), Athletic Training (B.S.Ed.) and Exercise and Sport Science (B.S.Ed.) for the College of Education will be an agenda item for the April 18, 2012, Full University Curriculum Committee meeting:

KINS 3580, Sport and Black Culture  
KINS 4150, Global Issues in Sport Medicine  
KINS 4610, Adapted Physical Education  
KINS 4800, Education and Sport  
KINS 4820, Social Aspects of Sports  
KINS 5250, Gender and Sport

Sincerely,

David E. Shipley, Chair  
University Curriculum Committee

cc: Provost Jere W. Morehead  
Dr. Laura D. Jolly



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# The University of Georgia

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**College of Education**  
**Department of Kinesiology**

TO: Jim Marshall  
Associate Dean for Academic Programs

FROM: Kirk Cureton *Kirk J. Cureton*  
Head, Department of Kinesiology

RE: Request for Kinesiology Courses to Satisfy the University Cultural Diversity Requirement

DATE: October 15, 2011

Please consider the attached proposals from Department of Kinesiology program coordinators for KINS 4820, 3580, 5250, 4800, 4610 and 4150 to satisfy the University cultural diversity requirement. We would like these courses added to the list of courses identified by the College of Education as satisfying the requirement for sport management, health and physical education, athletic training, and exercise and sport science majors. Thank you for your assistance

Cultural Diversity Courses  
Sport Management and Policy  
*Billy Hawkins*

I am requesting that the following course be accepted for the UGA Cultural Diversity Requirement. I have attached the most recent syllabi that outline areas of diversity covered in the courses:

- *KINS 4820 Social Aspects of Sport* - This course is designed to advance students' knowledge and understanding about issues of diversity in sport and society. This course addresses how race, gender, religion, and sexual orientation are a part of the landscape of sport in the U.S., specifically, and the global sport industry, in general. Students also learn how sport reflect and reinforce dominant ideologies about race, gender, religion, and sexual orientation, and how sport is also a site of resistance against prevailing beliefs about marginalized groups. The goal of these classes is to have students to think critically about the roles sport play as a business venture and a cultural practice.
- *KINS 3580 Sport and the Black Culture* – This course provides students with content to enhance their understanding of the impact the Black Culture has had on the global sporting experience. From Jack Johnson to Venus and Serena Williams to LeBron James, the Black community has produce iconic figures that are consumed globally and who challenges historical assumptions about race, gender, and athletic performance.
- *KINS 5250 Gender and Sport* – This course focuses on gender and sport from global-local perspectives to include specifically historical, sociological, and psychological aspects. The course will also focus on global issues connected to gender and development, gender and women's issues, and gender and sports participation. The intent is to inform students about the contributions of pioneering women who have laid the foundations for others to follow in creating opportunities for women today and to increase their understanding of how gender ideologies impact women and men's access to sport participation.
- *KINS 4800 Education and Sport* - This course provides students with knowledge about indigenous and introduced educational and sporting systems, and comparative perspectives based on European-derived models of education, physical education and sport in Africa. The course also covers education, physical education, and sport in varying cultural, social, and geographical environments, as well as historical, physiological, psychological, sociological and environment factors that influence sports performance. The theoretical perspectives used in this course to enhance students understanding are postcolonial, postmodernism, and globalization.

**Department of Kinesiology at the University of Georgia**

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**Course:** KINS 4820  
Social Aspects of Sport

**Instructors:** Dr. Billy Hawkins  
Office 367 Ramsey Student Center  
Telephone: 706.542.4427  
[bhawk@uga.edu](mailto:bhawk@uga.edu)

Joey Gawrysiak  
Office 354 Ramsey Student Center  
Email: [joey31@uga.edu](mailto:joey31@uga.edu)

**Office Hours:**  
T & R 11-12 or  
W by appointment

**Required Book and Materials for the Course:**

- Coakley, Jay. J. (2009). *Sports in Society: Issues and Controversies (10<sup>th</sup> Ed.)*. St. Louis: C.V. Mosby Co.
- Videos and additional articles will also be used to supplement course materials

**Course Description:**

This course examines sport sociology and contemporary issues and controversies of various pertinent topics in sport to assist the sport management practitioner in understanding the broader societal aspects of sport. There will be contributions ranging from theoretical perspectives to the study of social life, to include interactions and relationships of sport in the social context.

**This course syllabus is a general plan for the course: deviations announced to the class by the instructor may be necessary.**

**Course objectives:**

- Demonstrate the use of sport sociology to study sport in society.
- Provoke critical examination of sport in daily lives.
- Facilitate research, theory, and practical application of sport in society.

**Evaluation Requirements:**

• Group Class Assignments and Activities*	10%
• Exam 1 - (MC/Essay)	15%
• Midterm Exam - Cumulative (MC/Essay)	20%
• Exam 3 - (MC/Essay)	15%
• Final Exam - Cumulative (MC/Essay)	30%
• Attendance	<u>10%</u>
	100%

\*Group projects and discussions will consist of gathering information to lead class discussion on a pertinent sport topic that is related to course topics or as assigned by instructor.

**Grading Scale:**

<b>A = 4.0</b>	<b>A- = 3.7</b>	
<b>B+ = 3.3</b>	<b>B = 3.0</b>	<b>B- = 2.7</b>
<b>C+ = 2.3</b>	<b>C = 2.0</b>	<b>C- = 1.7</b>
<b>D = 1.0</b>		
<b>F = 0.0</b>		

The instructor reserves the right to change the structure of the assignments, exams, etc.

**Grading Policy:**

Students with questions/concerns regarding the grading of assignments may discuss their concerns after 24 hours from the assigned grade. Student must submit a written grievance outlining the points of concern. Upon receipt of the notice a meeting will be set up to discuss improvements.

**Tentative Course Outline**

<b>Week</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignment Due</b>
1	Introduction to Course Material: Sociology of Sport	Chapter 1	
2	Sociology of Sport: What is it and why study it?	Chapter 1	
3	Using Theories: How can they help us study sports in society?	Chapter 2	
4	Sports and the Media: Could they survive without each other?	Chapter 12	
5	Sports and the Economy: What are the characteristics of commercial sports?	Chapter 11	Exam 1
6	Deviance in Sports: Is it out of your control?	Chapter 6	
7	Violence in Sports: How does it affect our lives?	Chapter 7	
8	Sports and Socialization: Who plays and what happens to them?	Chapter 4	
9	Sport and Children: Are organized programs worth the effort?	Chapter 5	Midterm Exam
10	Sports in High School and College: Do varsity sport programs contribute to education?	Chapter 14	
11	Sports and Politics: How do governments and globalization influence sports?	Chapter 13	
12	Sports and Politics: How do governments and globalization influence sports?	Chapter 13	
13	Social Class: Do money and power matter in sports?	Chapter 10	Exam 3
14	Gender and Sports: Does equity require ideology changes?	Chapter 8	
15	Race and Ethnicity: Are they important in sports?	Chapter 9	
16	Sports and Religion: Is it a promising combination?	Chapter 15	Final Review
17	Dec. 8 <sup>th</sup> – Thurs. 8am – 11am		Final Exam

## **Performance Objectives**

At the completion of each of the following chapters, the student should be proficient in the areas below.

### The Sociology of Sport

- Define and discuss various terms associated with the social aspects of sport.
- Be able to define what the sociology of sport is and how it is different from psychology of sport.
- Discuss how sport is related to various social institutions in our society.

### The Use of Social Theory

- Describe and know the limitations of the major theoretical approaches to the study of sport in society.
- Provide examples of research inspired by these theoretical approaches.
- Describe the policy implications associated with these major theoretical approaches.

### Sports and the Media

- Know the unique features of the media in today's society.
- Know the ways in which sport and the media have become inter-connected.
- Describe the images and messages that are often emphasized in the media coverage of sport in North America.
- Discuss media logic and how it is fulfilled in sport.

### Sports and the Economy

- Discuss the conditions that must exist for commercial sports to emerge and prosper.
- Understand how commercial sports influence the way sport is played and organized.
- Know who owns, sponsors, and promotes sport, and what their interests are.
- Discuss how the amount professional athletes earn correlate with their legal status in different sports.

### Deviance in Sport

- Define the problems that researchers face when studying deviance in sport.
- Define deviance and know how to identify deviant behavior in sport.
- Discuss why athletes use performance-enhancing drugs and why it is difficult to control the use of drugs in sport.

### Violence and Aggression in Sport

- Define and know the differences between violence and aggression.
- Discuss whether sport is a cure or a cause for violence and aggression in our society.
- Know the causes of violence among spectators and the recommendation for reducing this form of violence.

### Sports and Socialization

- Define competition and discuss how it is different from other social processes.
- Know how competition is incorporated into sport and sport behaviors.
- Discuss whether competition in sport provides people with experiences that will make them more successful in the rest of their lives.

### Sports and Children

- Define formal and informal games and know the differences between both forms.
- Know the difference in play activities and informal games of boys and girls.
- Have an understanding of what happens in organized sport programs for youth.

### Sports in High School and College

- Know the arguments for and against interscholastic and intercollegiate sport.
- Discuss whether sport participation has an impact on the academic performance and social development of student athletes.
- Know the advantages or disadvantages (if any) schools, colleges and universities experience with athletic programs.
- Define some of the major problems associated with interscholastic and intercollegiate sport programs.

### Sports and Politics

- Discuss why governments become involve in the sponsorship and control of sport, and how does this involvement occur in different societies.
- Know the political consequences of international sport events such as the Olympic Games.
- What are the political consequences of the Globalization of certain sports?

### Social Class and Sport

- Discuss whether sport participation is truly open and democratic or is it connected with class relations.
- Define social mobility and its relationship to sport participation.
- Know how the opportunities in sport limit certain athletes' social mobility.

### Gender and Sports

- Know the participation and equity issues, and the ideological and structural issues involved with women and sport.
- Define and discuss gender logic and how it is perpetuated in this society.

### Race and Sports

- Define race and ethnicity.
- Discuss how racial ideology affects race and ethnicity in sport.
- Discuss sport participation patterns for different racial and ethnic groups in the United States.
- Define and discuss race logic and how it is perpetuated in this society.

### Sports and Religion

- Know the similarities and differences that exist between sport and religion.
- Discuss why Christian organizations and sport beliefs closely related.
- Discuss if there are consequences of combining Christianity and sport.

### **Classroom Etiquette**

Students are expected and required to exhibit the highest forms of good manners, behavior, and respect for the University community and its inhabitants. The classroom environment should be conducive for learning and such that it prepares students for behavior that is expected in the professional and corporate environments in which they are preparing to live and work.

The following are examples of inappropriate, disrespectful, and disruptive behavior:

1. Tardiness – some tardiness is unavoidable, but excessive tardiness sends a negative signal to the professor and other students.
2. Coming late to class and being disruptive to the flow of class; e.g., making excessive noise upon entry; talking to students when you arrive.
3. Talking during lecture or while other students are presenting.
4. Use of cell phones – answering calls, texting, etc. – is inappropriate behavior for a classroom setting.
5. Use of computers to surf web during a lecture or while other students are presenting.
  - a. Remember, the use of computers in class is a privilege, not a right. In order to maintain this privilege no web-surfing, updating your social network site(s), or emailing is allowed. The use of computers in class should be restricted to taking notes only.
6. Use of offensive, abusive, or derogatory language during class discussions.
7. Threatening students who share different viewpoints.

The above list is just a sample of inappropriate, disrespectful, and disruptive behavior. For further information on student responsibilities regarding appropriate behavior, respecting the rights of other students, etc., please read the university student's handbook.

### **Academic Honesty Policy**

Students at the University of Georgia are responsible for adhering to the Academic Honesty Policy. Specific regulations governing student academic content are contained in the Student Handbook. Please familiarize yourselves with these regulations.

All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work.

The link to more detailed information about academic honesty can be found at:

<http://www.uga.edu/ovpi/honesty/acadhon.htm>

### **Disability or Health Related Issues:**

Students with a disability or health related issue who need a class accommodation should make an appointment to speak with instructors as soon as possible. See the Disability Service website for more information: <http://www.dissvcs.uga.edu/>

### **Attendance Policy:**

In order to receive full credit for attendance and participation, perfect attendance is required. The only absences that will be excused are absences that are officially approved. More than two unexcused absences will result in a one-letter grade reduction in the final grade.



**The University of Georgia  
Department of Kinesiology  
Sport Management and Policy**

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**Course:**

KINS 3580  
Sport and the Black Culture

**Instructors:**

Dr. Billy Hawkins  
542-4427  
bhawk@uga.edu  
Office: 367 Ramsey  
Office Hours: T/R 10:45-12; or by appointment

**Course Description:**

This course will be a cultural analysis of sport and the Black culture. It will address the way sport has evolved from being merely a physical activity to a cultural expression in the Black community. It will view the historical patterns and current conditions of Blacks' participation in sport through various articles, videos, and books. Various theories used to explain Black's participation and dominance in certain sports will be addressed. The course will also examine how many Blacks have used sport as a means of resistance, survival, and social mobility. This course will use a cultural studies approach to examining sport and the Black Culture.

**Course Objective:**

Upon completing this course, students should be able to:

- Deconstruction of the concept race
- Define the concept of Black Culture and discuss its origin
- Understand the historical presence of Blacks in Sport and there current impact of Sport, nationally and internationally
- Demonstrate an understanding of how sport has functioned in Black communities as a cultural expression, political tool, and a means of social mobility
- Demonstrate knowledge of the theories used to explain Black's presence and dominance in certain sports
- Demonstrate knowledge of the current issue involving sport, race, and the global market

**Required Readings Books:**

*Forty Million Dollar Slaves: The Rise, Fall, and Redemption of the Black Athlete* – William C. Rhoden  
*Play Their Hearts Out: A Coach, His Star Recruit, and the Youth Basketball Machine* - George Dohrmann  
*The New Plantation: The Internal Colonization of Black Student-Athletes* - Billy Hawkins

**Articles:**

There will be additional articles assigned. These articles will be put on ELC or distributed in class.

**Videos that will supplement class discussions:**

Race, Culture, and Biology  
 White Man's Burden  
 The Journey of the African-American Athlete  
 Will to Win  
 Soul of the Game  
 Stride to Glory  
 Don't Look Back – Satchel Paige Story  
 The Great White Hope  
 Muhammad Ali: The Greatest  
 White Men Can't Jump  
 The Air Up There (1994)  
 The Hurricane  
 The Jesse Owens Story  
 The Jackie Robinson Story  
 Hoop Dreams  
 Michael Jordan - His Airness  
 Remember the Titans  
 He Got Game  
 Ali – The Muhammad Ali Story  
 The Bingo Long Traveling All-Stars and Motor Kings  
 Hank Aaron: Chasing the Dream  
 The Joe Louis Story  
 The Tiger Woods Story  
 Third and a Mile: The Emergence of the Black Quarterback  
 Black Magic

**Course Requirements and Grading**

Grades will be determined by the following:

- 10% Class participation and attendance (discussion groups performance)
- 20% Midterm Exam (M/C and/or essay format)
- 20% 4 Viewpoint essays on selected videos (5 points each)
- 30% 3 Book Summary & Critiques (10 points each)
- 20% Final Exam (M/C and/or essay format)

**Grading Scale:**

Letter Grade	GPA	Modified College Board Conversion Scale
A	4	100-94
A-	3.7	93-89
B+	3.3	88-87
B	3	86-83
B-	2.7	82-79
C+	2.3	78-77
C	2.0	76-73
C-	1.7	72-69
D	1.0	68-60
F	0	

Some of the videos will be viewed in class, and some will need to be viewed outside of class. You will need to view the video, write a review, and/or answer questions that will be assigned in class. The answers to the questions should be typed, spell & grammar checked, double-spaced using 12-point font, and turn in the class immediately following the showing of the video for full credit (late assignments will lose a letter grade for each class day it is late).

Book critiques will include a brief summary of the book: thesis, main points, and conclusions. They should be no more than two pages in length, typed, spell & grammar checked, double-spaced using 12-point font. Date of each critique will be announced.

### Tentative Course Outline

#### **Week 1**

**Introduction** - (course objective, requirements, and discussion on Black culture); define Cultural Studies as a tool for examining sport and the Black culture. Examining the Black Culture from the perspectives of Dr. E. Franklin Frazier and Dr. Melville Herskovits: What is the origin of Black Culture?

#### **Week 2-3**

##### Issues in Defining & Deconstructing Race in America:

- *Who is Black?* – Dr. Floyd James Davis

#### **Week 4-5**

##### History of Blacks Influence in Sports:

- The Journey of the African-American Athlete – Arthur Ashe, Jr. (Video)
- *Elevating the Game* – Nelson George (Excerpts)

#### **Week 6-7**

##### Professional Sport, Race, and the Media:

- *Forty Million Dollar Slaves: The Rise, Fall, and Redemption of the Black Athlete* – William C. Rhoden

#### **Week 9-11**

##### Black Athletes Experiences at the Youth & Interscholastic Level:

- *Play Their Hearts Out: A Coach, His Star Recruit, and the Youth Basketball Machine* - George Dohrmann

#### **Week 12-15**

##### Black Athletes Experiences at the Collegiate Level:

- *The New Plantation* – Dr. Billy Hawkins

#### **Week 16**

Review

#### **Final Exam**

- **Thurs, May 5, 2011 (8:00 - 11:00 am)**

### **Course Expectations:**

Students are expected to attend every class on time, be responsible for assigned readings, and actively take part in class discussion with quality contributions. It is also assumed that each student will be familiar with the University Honor Policy and accept full responsibility for the code with covers cheating, plagiarism, and other ethical concerns.

Written work submitted for this class is expected to conform to the APA Guidelines (Publication Manual of the American Psychological Association, newest edition). It is expected, at this level of education, that students have well-developed writing styles.

### **Classroom Etiquette**

Students are expected and required to exhibit the highest forms of good manners, behavior, and respect for the University community and its inhabitants. The classroom environment should be conducive for learning and such that it prepares students for behavior that is expected in the professional and corporate environments in which they are preparing to live and work.

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4. Use of cell phones – answering calls, texting, etc. – is inappropriate behavior for a classroom setting.
5. Use of computers to surf web during a lecture or while other students are presenting.
  - a. Remember, the use of computers in class is a privilege, not a right. In order to maintain this privilege no web-surfing, updating your social network site(s), or emailing is allowed. The use of computers in class should be restricted to taking notes only.
6. Use of offensive, abusive, or derogatory language during class discussions.
7. Threatening students who share different viewpoints.

The above list is just a sample of inappropriate, disrespectful, and disruptive behavior. For further information on student responsibilities regarding appropriate behavior, respecting the rights of other students, etc., please read the university student's handbook.

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<http://www.uga.edu/ovpi/honesty/acadhon.htm>

**KINS 5250/7250: Gender and Sport**  
**Department of Kinesiology**  
**University of Georgia**  
**Spring 2011**

Professor: Rose Chepyator-Thomson, Ph.D.  
 Class location: 224 Ramsey Center  
 Office: 365 Ramsey Center  
 Meeting time: 11:00-12:15 TR  
 Office hours: TR: 12:30-1:00pm, and by appointment.  
 Office phone: 706.542.5947 Dept. Fax: 706.542.3417  
 e-mail: jchepyat@uga.edu

**Course Description:**

The course focuses on gender and sport from global-local perspectives to include specifically historical, sociological, and psychological aspects. The course will also focus on global issues connected to gender and development, gender and women's issues, and gender and sports participation.

**Course Objectives:**

Students will be able to know the following at the completion of the course:

1. Describe the academic disciplines of sport sociology and sport and exercise psychology.
2. Understand women's participation in sport across age and race/ ethnicity
3. Comprehend cultural perspectives on sport in context of feminism.
4. Deconstruct and understand meanings related to sport experiences.
5. Appreciate the contributions of pioneering women who have laid the foundations for others to follow in creating opportunities for women today.
6. Learn and appreciate the vast differences in experiences and perceptions of others through class participations and discussions.
7. Understand how gender ideologies impact women and men's access to sport participation.
8. Define the meaning(s) of various terms associated with course content.
10. Discuss appropriate approaches for exploring the relationship between and sociological implications of sport and gender.

**Required Readings:**

1. Messner, M. A. 2007. *Out of Play: Critical Essays on Gender and Sport*. Albany, NY: State University of New York Press. ISBN: 978-0-7914-7172-2 (\$28.95)
2. Guthrie, S. R. et. al. 2006, 2009. *Women, Sport & Physical Activity*. Dubuque: IA. Kendall/ Hunt Publishing Co. ISBN: 0-7575-3218-7.

--Additional course readings will be provided--

**Class Expectations:**

- Attend class on time and regularly.
  - Inform the Professor in advance if you must miss class.
  - If you do miss a class, then you contact peer to get copy of notes/ announcements, etc.
  - Pay attention and participate and be alert during lectures.
  - Come to class prepared to contribute to discussion and stay current with course readings.
  - Must turn in assignments on time.
  - Be respectful of the professor and your classmates.
  - Listen when others are talking, do not talk while others are talking.
- Debate and discussion is encouraged, however we must respect the opinions of others--*

**Class Attendance and Participation:**

Regular attendance is required in order to perform well on assignments and exams. *Students are required to attend all classes. In case of emergency or other legitimate reasons, call the physical education department 542-5947. For each unexcused absence, 5 points will be deducted from your total points for the course. You can miss up to three absences without any penalty. Tardiness will not be tolerated.*

**Class Behavior:**

Students who engage in disruptive behavior will be asked to leave the class. Disruptive behavior includes but is not limited to: disrupting class by talking while other students or the instructor is talking, inappropriate comments, disrespecting students or the instructor. Further disruptions will result in the student dropped from the course.

**Disability or Health Related Issues:**

Students with a disability or health related issue who need a class accommodation should make an appointment to speak with instructors as soon as possible. See the Disability Service website for more information: <http://www.dissvcs.uga.edu/>

**University Honor Code and Academic Honesty Policy:**

All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. More detailed information about academic honesty can be found at: <http://www.uga.edu/ovpi/honesty/acadhon.htm>.

**This course syllabus is a general plan for the course: deviations announced to the class by the instructor may be necessary.**

**Reading Summary/ Response Papers:** To facilitate course discussion you will be asked to complete written assignments for selected readings. I will announce in class which type of reading you will read for the monthly readings. Summaries should be no more than 1-page typed, doubled spaced. As long as you make a good faith effort to complete the

assignment you will receive full credit. Late papers will not be accepted for credit. Papers must be turned in at the beginning of class.

**Discussion questions:**

Discussion questions/topics will be provided to facilitate student learning. The questions/topics should be grounded in the readings for that day and should stimulate discussion.

**Semester Paper/ Presentation:** The objective of this assignment is for you to explore a topic or theme related to course content in greater depth. You may chose from a variety of issues, but I must approve of your topic choice. Papers will be due on April 27. Possible project ideas include: a review of literature on a topic related to gender and sport (recommended for graduate students who wish to write a thesis on gender/ sport); qualitative interviews with 1-2 women who grew up prior to Title IX (could be your mother, aunt, grandmother, etc.); a journal-style book review of a book on gender and sport; a media analysis of the coverage of women's sport or an ideological analysis of a film on gender and sport. I encourage you to be creative in this endeavor and to explore a topic that is of personal interest to you. Undergraduate students will be expected to complete a minimum of 7.5 page paper. Graduate students will be expected to complete a 10-page paper. Remember to use a professional style format such as APA style. Also, when you quote from a journal or textbook, you cannot exceed 40 words. Use many references that would allow you to come up with a 7.5 or 10-page for undergraduate or graduate students respectively.

**Graduate Student Grading:** Graduate student papers, and projects will be evaluated according to the standards expected of graduate student work.

**Evaluation:**

Exam 1	20%
Monthly reading assignment/ summary of articles	10%
Semester Paper/ Project:	30 %
Attendance at TWO Multicultural events (March 31-Global Forum)	10%
Exam 2	30%

TOTAL 100%

**Grading Scale:**

A= 100-93%	A-= 92-90%
B+= 89-87%	B= 86-83%
B-= 82-80%	C+= 79-77%
C= 76-73%	C-= 72-70%
D+= 69%-67%	D= 66-63%
D-= 62-60%	F= ≤59%

DATES	TOPICS/SECTIONS	Readings	Assignment Due
<b>January:</b>	Section 1: -Introduction -Controversial women in sporting entertainment -Appropriate athletics for women in USA --Black women athletes --Japanese American girls -Legal history of women in sport -- Female athlete as contested ideological terrain	Text: Guthrie et al. pp. 7-85  Messner (2007)	Monthly Summary of readings: <b>January 27</b>
<b>February</b>	Section 2: -Social construction of gender -Sport, bodies and gender -All of my hopes and dreams -The ongoing saga of homophobia in women's sport -Masculinities and athletic careers -When bodies are weapons	Guthrie et al. pp113-175  Messner (2007) Messner (2007)	Monthly Summary of readings: <b>Feb. 25</b>
<b>March</b>  <b>SPRING BREAK</b> <b>March 14-18</b>	Section 3 --Psychological dimensions of girls' physical activity participation --Women and sport leadership --Cultural beliefs and attitudes of black and Hispanic college-age women toward exercise --Psychological mediators of a walking intervention among African American women -The revolution is not being televised	Guthrie et al. pp199-261  Messner (2007)	<b>March 1, EXAM 1</b>  Monthly Summary of readings: <b>March 29</b>  <b>March 31</b> <b>Multicultural Event</b> <b>11:00am-12: 15 pm</b>
<b>April</b>	Section 4 --Too much of a good thing: Overtraining and the female athlete triad --Metabolic syndrome and physical activity: Move to a better health -Physical activity: The magic bullet fro chronic disease	Messner (2007) Messner (2007)	<b>April 19</b> <b>Projects/final papers presentations</b> <b>April 20-27</b>
<b>May</b>			<b>Final Exam</b> <b>Exam: Thu, May 5</b> <b>12:00 - 3:00 pm</b>



**January Readings: January 27**

- Fear of feminism: Why young women get the willies (Guthrie, pp. 175) (all)
- Barbie girls versus sea monsters: children constructing gender Messner (2007)
- White men misbehaving: feminism, Afrocentrism, and the critical standpoint. Messner (2007)

**February Readings: February 24**

- Caster semanya (all)
- Studying up on sex
- Scoring without consent: Confronting male athletes sexual violence against women. Messner (2007)

**March Readings: March 29**

- The male consumer as a loser (all)
- Out of the frame Messner (2007)
- Cultural beliefs and attitudes of black and Hispanic college-age women toward exercise

April 19: Student presentations

**KINS 4800/6800  
Education and Sport**

**Professor: Dr. Jepkorir Rose Chepyator-Thomson,  
E-mail address: [jchepvat@uga.edu](mailto:jchepvat@uga.edu)**

**COURSE DESCRIPTION**

This course focuses mainly on African indigenous education and sport, with comparative perspectives incorporated throughout the course.

The course will cover indigenous and introduced educational and sporting systems, and comparative perspectives based on European-derived models of education, physical education and sport in Africa. The course will also cover education, physical education, and sport in varying cultural, social, and geographical environments, as well as historical, physiological, psychological, sociological and environment factors that influence sports performance.

Postcolonial, postmodernism and globalization theoretical perspectives will be used in the course.

**COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES:** The objectives of this course are as follows:

1. Gain knowledge about African indigenous education as related to learning about society, ethnic groups, sport systems, and geographical and cultural environments.
2. Learn information on different models of education, physical education, and sport introduced into the continent by European countries' administrators and missionaries as well as forms of sport entrepreneur activities and sport communication evident in the continent.
3. Understand international issues and challenges that face Africans in sports, and reflect on sports opportunities and life experiences as compared with counterparts in Africa.
4. Comprehend different ways to broaden your understanding of African people through presentation of critical social, postmodern, and post-colonial theoretical perspectives and experiential-based discourse on education and sport systems in Africa.
5. Gain knowledge to understand why Kenyans are unbeatable at the world and Olympic games in distance running.

Assessment of learners: Written examinations, group discussions, term papers or projects, and reflective journals on diverse experiences.

Grades will reflect the following:

- A. Essays, true/false, multiple-choice, and short answer questions (First exam 15% (Second exam 20%), (Final exam 20%)
- B. Class discussion 5%
- C. Term paper or project 30% (examples-physical education, Public policy and curriculum development, the sporting African woman, physical activity and indigenous education, issues of ethnicity and class in educational opportunities, physical activity and health, and physiology, psychology, historical, and sociological and environment factors that influence Kenyan running. Also you can look at diet and training regimen. *Thirteen pages minimum excluding references (APA style writing; font, Times Roman 12; double-spaced)*. Sample topics for your term paper: you could focus on the topics provided below (whatever you choose must be acceptable to the professor). Number of pages: *14 excluding references for graduate students and 9 for undergraduate students excluding references. If two people write the paper then 18 pages excluding references for graduate students and 12 pages excluding references for undergraduate students.*
  - a. African Athletes Defection to Other Countries
  - b. African Athletes' Sport Performances
  - c. Identity through sport participation
  - d. Sport and politics
  - e. People with disabilities and education
  - f. Others; must clear with the professor.
- D. African sports person-story-based summary 10%

**\*\* Graduate students will do extra-class assignments: As a group, you give two class presentations on a topic related to education and sport in Africa. You will select your own articles and show them to professor for approval. The articles selected maybe related to your term paper.**

**Class Expectations:**

- Attend class on time and regularly.
  - Inform the Professor in advance if you must miss class.
  - If you do miss a class, then you contact peer to get copy of notes/ announcements, etc.
  - Pay attention and participate and be alert during lectures.
  - Come to class prepared to contribute to discussion and stay current with course readings.
  - Must turn in assignments on time.
  - Be respectful of the professor and your classmates.
  - Listen when others are talking, do not talk while others are talking.
- Debate and discussion is encouraged, however we must respect the opinions of others--*

**Class Attendance and Participation:**

Regular attendance is required in order to perform well on assignments and exams. Students are required to attend all classes. In case of emergency or other legitimate reasons, call the physical education department 542-5947. For each unexcused absence, 5 points will be deducted from your total points for the course. You can miss up to three absences without any penalty. Tardiness will not be tolerated.

**Class Behavior:**

Students who engage in disruptive behavior will be asked to leave the class. Disruptive behavior includes but is not limited to: disrupting class by talking while other students or the instructor is talking, inappropriate comments, disrespecting students or the instructor.

**Disability or Health Related Issues:**

Students with a disability or health related issue who need a class accommodation should make an appointment to speak with instructors as soon as possible. See the Disability Service website for more information: <http://www.dissvcs.uga.edu/>

**University Honor Code and Academic Honesty Policy:**

All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. More detailed information about academic honesty can be found at: <http://www.uga.edu/ovpi/honesty/acadhon.htm>.

**This course syllabus is a general plan for the course: deviations announced to the class by the instructor may be necessary.**

**Required Readings**

Books:

Kenyatta, J. (1938). *Facing Mount Kenya*. Nairobi, Kenya: Kenway Publications.

Achebe, C. (1958). *Things fall apart*.

Armstrong, G., & Giulianotti, R. (2004). *Football in Africa. Conflict, Conciliation and Community*. Palgrave Macmillan. ISBN: 978-0-333-91979-8, ISBN10: 0-333-91979-3,

**Required books and book chapters and periodical readings: Please see course syllabus below as per dates.**

**Course Outline**

**AUGUST 2011**

**DATES: 15-19, 22-26**

## WEEK ONE-WEEK TWO

*Introduction*

*Lectures:*

*Topic: Indigenous education, and sport and games in culture*

African philosophy and Education

*Pre- and post-colonial Africa*

*Student reading:*

Understanding Africa Through the Eyes of a President

Kenyatta, J. (1938). *Facing Mount Kenya*. Nairobi, Kenya: Kenway Publications.

pp. vii-xiv; pp. xv-xxi; *Chapters 1-10: Tribal origins and kinship system WEEK ONE: pp. 1-19 ; pp. 20-52(WED); WEEK TWO: pp. 53-69; pp. 70-97 (MONDAY 22/AUGUST); pp. 98-129; pp. 130-154 (WED. 24/AUGUST); pp. 155-162; 163-185 (FRIDAY 26/AUGUST);*

## WEEK THREE –WEEK FOUR

**DATES: August 29-Sept. 2; Sept. 7-9**

Kenyatta, J. (1938). *Facing Mount Kenya*. Nairobi, Kenya: Kenway Publications.

*Chapters 11-13: Tribal origins and kinship system: WEEK THREE pp. 186-230; pp. 231-268 (MONDAY 29/AUGUST) pp. 269-279; pp. 280-308 (WED. 30/AUGUST); pp. 309-318 (FRIDAY, 2/SEPTEMBER).*

Achebe, Chinua (1958). *Things fall apart.*

PART ONE (WEEK FOUR): pp. 1-119 (MONDAY)

Chinua Achebe, pp. 119-191 (WED)

Discussion on FRIDAY

## WEEK FIVE

**DATES: Sept. 12-16**

**Friday September 16: EXAM I: 15%. The exam is going to be made up of an essay and short-answer-based.**

*-Globalization and African Sport*

Bale, J., & Cronin, M. (Eds.). (2003). Introduction: Sport and postcolonialism. In J. Bale and M. Cronin (Eds). *Sport and postcolonialism* (pp.1- 13). New York, NY: Berg.

*-Giulianotti, R. (2004). Between colonialism, independence and globalization.*

In G. Armstrong and R. Giulianotti (Ed.), *Football in Africa* (pp. 80-102). New York, NY: Palgrave Mcmillan.

*-Popular Culture as Critical Process in Colonial Africa: A Study of Brazzaville Football*  
Jay Straker

<http://www.ohio.edu/sportsafrica/journal/Volume1/INDEX.HTML>

- Socio-cultural construction in the creation of the periphery in Africa

By Olutayo  
Vol 8 (2), 2008.

**-Soccer and post-colonialism and globalization**

Vidacs, B. (2003). The postcolonial and the level playing-field in the 1998 World Cup. In J. Bale and M. Cronin (Eds). *Sport and postcolonialism* (pp. 147-158). New York, NY: Berg.

Drama, fields and metaphors: An introduction to football in Africa. In G. Armstrong and R. Giulianotti (Ed.), *Football in Africa* (pp. 1-26). New York, NY: Palgrave Mcmillan.

The Other Algeria: Zidane, World Cup Soccer, Globalization, and the Media

By David Winterstein

Ohio University

[http://www.ohio.edu/sportsafrica/journal/Volume3/theotheralgeria\\_winterstein.htm](http://www.ohio.edu/sportsafrica/journal/Volume3/theotheralgeria_winterstein.htm)

**WEEK SIX-SEVEN**

**DATES: Sept. 19-23; Sept. 26-30**

**Geographical and historical perspectives on sport**

*Guest Speaker: Kipchumba Byron, Doctoral student, Kinesiology (SEPT. 19)*

Bale, J. (2004). Three geographies of African footballer migration: Patterns, problems, and postcoloniality. In G. Armstrong and R. Giulianotti (Ed.), *Football in Africa* (pp. 229--246). New York, NY: Palgrave Mcmillan.

Last, A. (2004). Containment and counter-attack: A history of Eritrean football. In G. Armstrong and R. Giulianotti (Ed.), *Football in Africa* (pp. 27-40). New York, NY: Palgrave Mcmillan.

**LEISURE IN AFRICAN HISTORY: AN INTRODUCTION** By Emmanuel Akyeampong and Charles Ambler

***Sport and politics***

Soccer, South Africa and Celebrity Status: Mark Fish, Popular Culture and the Post-Apartheid State by Chris Bolsmann and Andrew Parker

Playing to the gallery? Sport, cultural performance, and social identity in South Africa. 1920s-1945 By Peter C. Alegi

Fates, F. (2004). Football in Algeria: Between violence and politics. In G. Armstrong and R. Giulianotti (Ed.), *Football in Africa* (pp. 41--58). New York, NY: Palgrave Mcmillan.

Sport, Culture and politics in Ethiopia By Chappell and Seifu

FILM: Invictus

**October 2011**

**WEEK EIGHT-NINE**

**Monday October 3<sup>rd</sup>**

*Write a brief summary on an African sport's person of your choice and turn it in to the professor (a minimum of one page- 10%). Plus give a presentation.*

**DATES: Oct. 3-7; 10-14**

**Gender issues**

The Birmingham Four: Affirmative Action in South African Women's Sport  
JAN RYAN

*Organizational Justice: A Case Study of Female Sport Managers in Morocco*  
Kimberley Bodey, Indiana State University

[http://www.ohio.edu/sportsafrica/journal/Volume2/morocco\\_organization\\_justice.htm](http://www.ohio.edu/sportsafrica/journal/Volume2/morocco_organization_justice.htm)

*The Paradox of Gender and Sport Development: The Case of Nelson Mandela Metropolitan.*

*By David Bogopa*

*Nelson Mandela Metropolitan University*

[http://www.ohio.edu/sportsafrica/journal/Volume3/theparadoxofgender\\_bogopa.htm](http://www.ohio.edu/sportsafrica/journal/Volume3/theparadoxofgender_bogopa.htm)

Saavedra, M. (2003). Football Feminine: Development of the African Game: Senegal, Nigeria and South Africa. *Soccer and Society*, 4, (2/3), 225-253.

Chepyator-Thomson, J. R. (2005). African Women Run for Change: Challenges and Achievements in Sports. In J. R. Chepyator-Thomson (Ed.), *African women and globalization*. Trenton, New Jersey: Africa World Press.

Chepyator-Thomson, J. R. (1993). Kenya: Culture, history, and formal education as determinants in the personal and social development of Kalenjin women in modern sports. *Social Development Issues*. 15(3), 30-44.

*Chappell, R. (2010). Race, Gender and Sport in Post-Apartheid South Africa. The Sport Journal*, 13(2).

<http://www.thesportjournal.org/article/race-gender-and-sport-post-apartheid-south-africa>

**GUEST speaker, 14th/October: Jeremy Lackman, Doctoral Student, Kinesiology**

***“Kenyan running”***

- Chepyator-Thomson, J. R. (2003). Kenyan scholar-runners in the United States: Their thirst for education and intercollegiate experiences. *AVANTE Journal*, 9(3), 1-22.
- Onywera VO, Scott RA, Boit MK, Pitsladis YP (2006). Demographic characteristics of elite Kenyan endurance runners. *Journal of Sport Science*, 24(4), 415 – 422.
- Pitsiladis YP, Onywera VO, Geogiades E, O'Connell W, MK Boit (2004) The dominance of Kenyans in distance running. *Equine and Comparative Exercise Physiology*, 1(4), 285-291.

**WEEK TEN-ELEVEN**

**DATES: October 17-21 October, 24-26,**

***Health issues in Africa***

- Kruger, Puoane, Senekal. Merwe, M-T. (2005). Obesity in South Africa: Challenges for government and health professional. *Public Health Nutrition*, 8(5), 491-500.
- Calain , P. (2008). Oil for health in sub-Saharan Africa: health systems in a 'resource curse' environment. *Globalization and Health*, 10.

Volume 8, No. 1, June 2008. The African Symposium (ISSN# TX 6-342-323).  
Prevalence of obesity and pre-disposition to metabolic syndrome among school-based adolescents by Grace Otinwa. 2009, vol. 9, #2

**LECTURES:**

**-African Public Education**

- Awolowo, O. (2005). The contemporary African novel as a tool for cultural education. *On-Line African Journal*, Vol 5 (1).
- Dei, G. J.S. (2005). The challenge of inclusive schooling in Africa: a Ghanaian case study. *Comparative Education*. 41(3), 267-289.
- Secondary Education Provision In Africa: What Form Should It Take In The Twenty-First Century? By Dr. Nana Adu-Pipim Boaduo  
FRC.....  
Vol. 5 (4), 2005, 3-17.

**-After-School Sports**

- The Law as an Instrument for Enhancing Interscholastic Sports in Africa  
By Ebenezer O. Morakinyo
- An evaluation of inter-scholastic sports administration in selected secondary schools in Ibadan Municipality of Oyo State, Nigeria.



## **28-October—FALL BREAK**

### ***OCTOBER 31: EXAM TWO: 20%***

*Multiple-choice, True-false, matching, short answer (all except graduate students who have, in addition, essays and definition of terms)*

## **NOVEMBER**

### **WEEK TWELVE**

**DATES: 2-4**

Keech, M. (2000). At the center of the web: The role of Sam Ramsamy in South Africa's readmission to international sport. *Culture, Sport, Society*, 3(3), 41-62.

Vidacs, B. (2004). France in the Cameroonian football imagination. In G. Armstrong and R. Giulianotti (Ed.), *Football in Africa* (pp. 169-182). New York, NY: Palgrave Mcmillan.

Fair, L. (2004). Ngoma Reverberations: Swahili music culture and the making football aesthetics in Early 20th Century. In G. Armstrong and R. Giulianotti (Ed.), *Football in Africa* (pp. 102-113). New York, NY: Palgrave Mcmillan.

### **WEEK THIRTEEN**

**DATES: 7-11**

#### *Sport and society*

Armstrong, G. (2004). Life, death, and the biscuit: Football and the embodiment of society in Liberia, West Africa. In G. Armstrong and R. Giulianotti (Ed.), *Football in Africa* (pp. 183-209). New York, NY: Palgrave Mcmillan.

Stanton, G. (2004). Chasing the ghosts: Narrative of football and nation in Morocco. In G. Armstrong and R. Giulianotti (Ed.), *Football in Africa* (pp. 150-168). New York, NY: Palgrave Mcmillan.

Hognestad, H., & Tollisen, A. (2004). Playing against deprivation and development in Nairobi, Kenya. In G. Armstrong and R. Giulianotti (Ed.), *Football in Africa* (pp. 27-40). New York, NY: Palgrave Mcmillan.

Alegi, P. (2004). Football and Apartheid society: The South African Soccer League 1960-66. In G. Armstrong and R. Giulianotti (Ed.), *Football in Africa* (pp. 114-134). New York, NY: Palgrave Mcmillan.

*Learning to Kick: African Soccer Schools as Carriers of Development*

*Kate Manzo*

*University of Newcastle*

<http://www.ohio.edu/sportsafrica/journal/Volume2/learntokick.htm>

*GUEST Speaker: Janet M'mbaha, Doctoral Student, Kinesiology*

*"African women in sport leadership"*

### **WEEK FOURTEEN**

**Dates: 14-18**

Boer, W. (2004). A story of heroes, of epics: The rise of football in Nigeria. In G. Armstrong and R. Giulianotti (Ed.), *Football in Africa* (pp. 59-79). New York, NY: Palgrave Mcmillan.

Edensor, T., & Koodoruth, I. (2004). Football and ethnicity in Mauritius: (Re)producing communal allegiances. In G. Armstrong and R. Giulianotti (Ed.), *Football in Africa* (pp. 135-149). New York, NY: Palgrave Mcmillan.

Armstrong, G. (2004). The migration of the Black Panther: A interview with Eusebio of Mozambique and Portugal. In G. Armstrong and R. Giulianotti (Ed.), *Football in Africa* (pp. 229--246). New York, NY: Palgrave Mcmillan.

### **WEEK FIFTEEN**

**NOV. 21-25: THANKSGIVING BREAK**

### **WEEK SIXTEEN**

**Nov 28—Dec. 1, 2, 5**

*Term paper presentations*



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The University of Georgia

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College of Education

*Department of Kinesiology*

**Date:** October 12, 2011

**To:** Krista Vanderpool, COE Curriculum Committee

**From:** Bryan McCullick, Physical Education Program Coordinator

**Re:** Acceptance of *KINS 4610/6610* for the UGA Diversity Requirement

I am requesting that *KINS 4610/6610- Adapted Physical Education* be accepted for the UGA Cultural Diversity Requirement. I have attached a syllabus and the topical outline from Fall Semester 2011 to show what this course covers. As described in the syllabus, this course is an

*introductory course in the field of Adapted Physical Education that provides an understanding of the nature, behavioral characteristics and motor limitations of various disabilities and basic skills necessary to prepare meaningful individualized movement experiences of individuals with special needs functioning in an integrated, segregated, community or home environment.*

That description addresses diversity with its specific focus on persons with disabilities. Students are given ample opportunity to develop an understanding how their different backgrounds influence their perceptions, values, and judgments. Additionally, students become familiar with an extended number of disabilities with which they may encounter in their careers as teachers.

Making this course even more valuable is the embedded practical element. Students are required to prepare meaningful individualized movement experiences for a child with disabilities and for an extended period of time. Student responsibilities include developing lessons and teaching individuals in a clinical setting, applying research findings to practice. Ultimately, it is our goal to help students understand how to provide the rehabilitative, restorative, and pleasure producing power of developmentally appropriate physical education/activity to individuals with disabilities.

**KINS 4610/6610 Adapted Physical Education  
Syllabus  
Fall 2011**

**Course Description**

Introductory course in the field of Adapted Physical Education that provides an understanding of the nature, behavioral characteristics and motor limitations of various disabilities and basic skills necessary to prepare meaningful individualized movement experiences of individuals with special needs functioning in an integrated, segregated, community or home environment. The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

<b>Instructor:</b>	<b>Dr. Michael Horvat</b>
<b>Phone:</b>	<b>706-542-4455</b>
<b>Office:</b>	<b>323 Ramsey Center</b>
<b>Time:</b>	<b>Monday - Wednesday 11:15-12:05 p.m. Tuesday lab 6:15 - 7:45 p.m.</b>
<b>Office Hours:</b>	<b>Monday – Wednesday 8:00-9:00 a.m. Tuesday 5:30 - 6:30 p.m.</b>

**Course Texts**

Horvat, et al., (2011). Developmental/Adapted Physical Education, (5<sup>th</sup> Ed.).  
Selected readings and journals as assigned.

**Course Requirements: (KINS 4610)**

Three examinations (possibly four exams).  
Abstract 5 journal articles in Adapted Physical Activity.  
Develop homework task cards.  
Practicum experience in Pediatric Exercise and Motor Development Clinic.

**Additional Course Requirements (KINS 6610)**

Three examinations (possibly four exams).  
Clinical experience in Physical and Motor Development Clinic.  
Abstract 10 research articles on Adapted Physical Activity.  
Course paper or project.

**Expected Learning Outcomes**

To receive a passing grade in this course, all students will be able to:

1. **Legislation:** Demonstrate knowledge of current state and national issues and problems, legislation related to the education of individuals with disabilities.

**2. Assessment:** Demonstrate knowledge of appropriate tools for the assessment of motor development, physical fitness and perceptual motor performance. Use the available information to evaluate physical fitness and perceptual motor performance. Use the available information to evaluate physical and motor performance, evaluate program effectiveness and student progress.

**3. Concepts of Exceptionality:** Demonstrate knowledge of the causes, characteristics, etiology and implications of learning disabilities, sensory defects, physical disabilities and other conditions effecting individuals in an integrated, special school, or inclusion settings.

**4. Program Development:** Demonstrate the ability to plan and implement appropriate teaching methodology based on assessment and knowledge of various exceptionally, and awareness of development of the Individualized Educational Plan, Task Analysis and Behavioral Intervention Techniques to enhance learning and program effectiveness.

**5. Community Agencies and Related Services:** Demonstrate knowledge of the role of community agencies and related services which are appropriate in the education of children with disabilities.

**6. Parental Involvement:** Demonstrate the ability to effectively work with parents on the development of the IEP, homebound instruction, and appropriate home learning materials.

**Grading System: (KINS 4610)**

Exams	150 pts.	A = 185-200 pts.
Practicum (Teaching 25 pts./Planning 20 pts.)	45 pts.	A- = 180-184 pts.
Abstracts	5 pts.	B+ = 176-179 pts.
		B = 165-175 pts.
		B- = 160-164 pts.
		C+ = 156-159 pts.
		C = 145-155 pts.
		C- = 140-144 pts.
		D = 130 pts.
		F = below 120 pts.

**Grading System: (KINS 6610)**

Exams	150 pts.
Course Paper/Project	30 pts.
Practicum	20 pts.

**Absence Policy**

Students are allowed 4 (four) teaching hours of absences without penalty. Absences exceeding four teaching hours will result in a deduction of 5 pts./hr. missed. Absences from clinical experiences will result in a 10 pt. deduction.

**Academic Honesty Policy**

You will be held to the University Honor Code and Academic Honesty Policy. All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work.

### **Late Assignments**

Late assignments will be penalized 1 pt. per day.

### **Helpful Hints**

If you want to do well in this course, the following may be helpful:

1. Read all materials prior to lecture.
2. Attend all classes.
3. Ask questions if you need assistance or do not understand a particular topic.
4. During exams ask for clarification if you are confused.
5. Complete the study guide questions.
6. If available, attend review sessions.
7. Do not wait until prior to the test to read; staying abreast of assignments is critical to performance on your exams.
8. Web sites will be assigned on most topics. They are designed to provide additional information on the subject matter. They are very important and may appear on the exams.
9. Videos are not for entertainment. You are responsible for terminology, content, etc.

### **Extra Credit**

A student can develop a course notebook for a maximum of 5 pts. extra credit. The format will be discussed in class and will include all handouts, study guide questions, program plans and information from specific websites and organizations.

## TENTATIVE COURSE CALENDAR AND ASSIGNMENTS

*\*\*The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

*Week 1 Course Overview - Impact of Federal and State Legislation*  
Integration into Physical Education  
Read Chapters 1- 5  
Individualized Educational Plan

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*Week 2 Continuum of Placement and the Least Restrictive Environment.*  
Read Chapters 21-23.  
Evaluation  
Read Chapter 3, Clinic Program Materials  
Clinic Preparation

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*Week 3 Physical & Motor Proficiency, Fundamental Motor Skill Development Read Chapters 6-8*  
Pediatric Exercise & Motor Development Clinic Preparation (1)  
Read chapters 21-23

**L A B O R D A Y -- O B S E R V E D - S E P T E M B E R 5, 2011**

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*Week 4 Read Chapters 9-11, Clinic Program Materials*  
Intellectual Disabilities, Learning Disabilities/Attention Deficits  
Pediatric Exercise and Motor Development Clinic (2)

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*Week 5 First Exam (Tentative)*  
Read Chapters 9-11  
Autistic Spectrum Disorders  
Pediatric Exercise and Motor Development Clinic (3)  
Abstracts Due

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*Week 6 Read Chapters 12-13*  
Pediatric Exercise and Motor Development Clinic (4)  
Visual Impairments

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*Week 7 Second Exam (Tentative)*  
Deafness/Hearing Loss  
Pediatric Exercise and Motor Development Clinic (5)  
Read Chapter 13

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*Week 8 Posture and Orthopedic Deviations (Part 1)*  
Read Chapter 14  
Pediatric Exercise and Motor Development Clinic (6)

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*Week 10 Orthopedic Deviations (Part 2)*  
Read Chapters 15  
Pediatric Exercise and Motor Development Clinic (7)

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*Week 11 Neurological Impairments (Part 1)*  
Cerebral Palsy, Traumatic Brain Injury, Seizure Disorders  
Pediatric Exercise and Motor Development Clinic (8)

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*Week 12 Seizure Disorders, Spina Bifida and Muscular Dystrophy*  
Pediatric Exercise and Motor Development Clinic (9)  
Seizure Disorders  
Read Chapter 16

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*Week 13 Neurological Impairment (Part 2)*  
**Third Exam (Tentative)**  
Read Chapter 17

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*Week 14 Respiratory Disorders (Part 1)*  
Reading on Homework  
Read Chapters 18-20

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*Week 15 Respiratory Disorders (Part 2)*  
Read Chapter 18  
Diabetes  
Fourth Exam

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***NOVEMBER 21 – 25<sup>th</sup> THANKSGIVING BREAK***

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*Week 16 November 30, 2010 Nutritional Disorders*  
Cardiovascular Disorders  
Sports for the Disabled, Diabetes  
Final Project  
Read Chapter 24

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**Class Evaluation:**

[http://www.coe.uga.edu/course\\_evaluation/index.html](http://www.coe.uga.edu/course_evaluation/index.html)  
Login and select: 4610/6610 and complete the evaluation  
Website Address: <http://mhorvat.myweb.uga.edu>





# The University of Georgia

College of Education  
Department of Kinesiology

Date: October 11, 2011

To: Krista Vanderpool  
COE Curriculum Committee

From: Cathleen Brown Crowell PhD, ATC  
Department of Kinesiology *Cathleen Brown*

Re: Requesting KINS4150 for the UGA Diversity Requirement

I would like to request that KINS4150 Global Issues in Sports Medicine be accepted for the UGA Cultural Diversity Requirement. The syllabus and topical outline from Maymester 2009 are attached to describe course content. As stated in the syllabus,

By the end of the program, the student will:

1. Discuss the global issues in the practice of athletic training and sports medicine.
2. Apply core concepts related to understanding human movement and resultant injuries.
3. Give examples of complimentary and alternative medicine used in the management of sport-related injuries in a global sports medicine practice.
4. Discuss cultural differences in the clinical athletic training techniques and practice settings.
5. Discuss laws and regulations related to the practice of athletic training in different countries.
6. Students will gain a cross-cultural perspective to understand and appreciate global sports medicine practices in the evaluation, treatment and rehabilitation of injuries.

This course focuses non-traditional, non-Western medical practices through observation, lectures and laboratory experiences at a major Taiwanese university. Students have the opportunity to partner with their Taiwanese counterparts to learn about traditional Asian sports such as Wu-Shu and other martial arts and how injuries are treated with Traditional Chinese Medicine techniques. A variety of practitioners offer lectures and labs in techniques such as Original Pain Point Therapy, acupressure, acupuncture, herbal medicine, and Qi Gong. Students are challenged to learn and apply the laws and regulations regarding athletic training in different countries, as well as cultural practices in sports and medical treatment. As a Maymester study abroad course, these in-class opportunities are coupled with out of class experiences in the Taiwanese athletic training room and on-campus housing, as well as broader cultural experiences in nearby Taipei and the rest of the country.

## **KINS 4150 - Global Issues in Sports Medicine**

**Instructors: Michael Ferrara, Ph.D., ATC, [mferrara@uga.edu](mailto:mferrara@uga.edu)**

**Course Description** – A study abroad experience in athletic training and sports medicine. There will be an examination of global athletic training/sports medicine clinical practice through lecture and laboratory sessions, clinical experiences with local sports medicine teams, and seminars/presentations from faculty associated with the National Taiwan Sport University.

### **Course Objectives**

The class will focus on the theories and techniques used in traditional Chinese medicine. Specific topics will include:

- Injury epidemiology and injury characteristics for Taiwanese sports
- Biomechanics of movement and related stress and strains that cause injury.
- Traditional Chinese medicine therapy used to reduce inflammation
- Learn various joint mobilization, tissue release and manual therapy techniques used Taiwan.
- Treatment of injuries through acupressure therapy and massage.
- The use of acupuncture and herbal medicine used to treat injuries and illnesses.
- Learn the theory and use of cranial therapy techniques for the treatment of illnesses.
- Laws and regulations used in different countries related to the practice of athletic training.

By the end of the program, the student will:

1. Discuss the global issues in the practice of athletic training and sports medicine.
2. Apply core concepts related to understanding human movement and resultant injuries.
3. Give examples of complimentary and alternative medicine used in the management of sport-related injuries in a global sports medicine practice.
4. Discuss cultural differences in the clinical athletic training techniques and practice settings.
5. Discuss laws and regulations related to the practice of athletic training in different countries.
6. Students will gain a cross-cultural perspective to understand and appreciate global sports medicine practices in the evaluation, treatment and rehabilitation of injuries.

### **University Honor Code and Academic Honesty Policy**

Students in this course are expected to conform to the UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." Academic honesty means performing all academic work without plagiarism, cheating, lying, tampering, stealing receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge. Examples of academic dishonesty are copying answers from another student during an exam, giving a false excuse for failing to show up for an exam, obtaining advance exam copies by unauthorized means, and damaging a computer disk to prevent evaluation of the work on that disk. Students who assist other students in academically dishonest acts are in violation of the policy. Consequences of academic

dishonesty may include receiving a lower grade, community service, a notation on the student's transcript, or suspension or expulsion from the University. Students have the responsibility for knowing the University's policy and procedures on academic dishonesty, which are described in the publication, *A Culture of Honesty*. Copies of this publication can be obtained from the Office of the Vice President for Instruction or may be viewed at the following web site: <http://www.uga.edu/ovpi/>. All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. The link to more detailed information about academic honesty can be found <http://www.uga.edu/ovpi/honesty/acadhon.htm>

#### **Attendance and Lateness Policy**

Punctual attendance at all scheduled, program-related activities is required, including group meetings, discussions, field excursions, as well as lectures and any other scheduled activities. Unless an absence is approved by one of the instructors or the program directors, students will lose 10% of their final grade for each day or part-day they fail to participate. Any unexcused absences *or continued late arrival* to program activities may, at the discretion of the Program Director, be grounds for dismissal from the program.

#### **Conduct Regulations**

All students must be familiar with the general conduct regulations described in the Student Manual. Failure to obey these policies may result in dismissal from the program, at the discretion of the Program Director.

#### **Special Accommodations**

Any student with a disability who needs an accommodation or other assistance in this course must contact the program director at least 4 weeks before the program begins.

#### **Research Paper**

You are to select a specific injury or medical condition and describe the commonalities and differences in the treatment of this injury between the US and Taiwan. The paper should address the clinical history, common signs and symptoms, clinical course and rehabilitation program. The paper should be 4-7 pages in length (types and double spaced) and have at least 5 scientific references. **Topic is due on May 28 and paper is due June 5.**

#### **Clinical Skills Assessment**

You will be taught a variety of clinical skills as part of this class. Each student will be evaluated on his/her ability to perform the skill related to each week's topic. For example, the student will learn new manual therapy techniques and you will be expected to be able to apply and perform these tests correctly.

### Proposed Class Schedule

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Date	Course Topic
May 21	Introduction to Oriental Medicine
May 22	Chi Gong "Chi Therapy"
May 23	Manual Therapy: Acupressure
May 24	Far Therapy: Part I
May 27	Subcutaneous Acupuncture: Placement and Theory
May 28	Craniosubcutaneous Therapy: Modified manual therapy
May 29	Herbal therapy
May 30	Mid-Term and clinical Eval #1
June 3	Far Therapy: Part II
June 4	Final and clinical eval #2 with faculty
June 5	Research Paper due and clinical examination

### Grading

Clinical Skills Assessment	25 %
Test 1	25 %
Test 2	25 %
Research Paper	25 %

#### Final grade

A = 92-100%	B+ = 87-89%	C+ = 77-79%	D = 65-69%
A- = 90-92%	B = 84-86%	C = 74-76%	F = below 65%
	B- = 80-83%	C- = 70-73%	