

SPST/AMST/GWSS 1074 (OEXW/OEXV) – Inequality in American Sport

Department of American Studies
The College of Liberal Arts and Sciences
The University of Iowa

Winter 2022, Online

M/W: Asynchronous lectures
T/Th: Synchronous discussions
9:30am-12:00pm CST

Instructors:

- Jennifer Sterling (OEXW)
 - jennifer-sterling@uiowa.edu
- Ashley Loup (OEXV)
 - ashley-loup@uiowa.edu

Student hours (Zoom):

- In-class T/Th 10:30-11:00am (CST)
- Jennifer Sterling Th 8:30-9:30am (CST) and by appointment
- Ashley Loup Th 12:00-1:00pm (CST) and by appointment

Course description

This course offers students an introduction to current scholarship and debates surrounding issues of diversity, equity, and inclusion in sport. Students will learn how to use a critical perspective to examine the meaning of sport within the U.S. In particular, the course focuses on the relationships and dynamics of inequalities in sport structured along such lines as class, gender, sexuality, age, ability, race, ethnicity, and religion. The class is offered in a lecture/discussion section format. Requirements include course readings, critical autobiographical reflections and research and research outlines on key course concepts, and lecture and discussion section participation.

GE CLAS Core

This course fulfills a Diversity and Inclusion (Culture, Society, and the Arts) CLAS Core requirement. *Inequality in American Sport* explores fundamental questions regarding human experience from a socio-cultural perspective. The purpose of the course is to challenge assumptions about sport as apolitical and heighten awareness of the cultural significance and impact of sport in the U.S., creating a greater awareness and appreciation of a diversity of persons and perspectives, including students' own values and actions.

GE Diversity and Inclusion Outcomes

- Students explore the historical and structural bases of inequality.
- Students learn about the benefits and challenges of diversity.
- Students reflect critically on their own social and cultural perspectives.
- Students increase their ability to engage with people who have backgrounds or ideas different from their own.

Course website

The course website can be accessed at: www.icon.uiowa.edu. Course lectures, readings, announcements, assignments and other important course information can be located here. As the course will be delivered fully online please be sure to thoroughly familiarize yourself with the course ICON site and set **ICON notification** preferences to best stay up-to-date with the course (ICON > Account > Notifications).

Required course text & technology*

McGraw Hill Connect

The required textbook for this course is the Connect (digital) format of Coakley's "Sports in Society" (2020). The Connect platform provides an interactive eBook and integrates with ICON for online access to readings and assignments.

Additional readings and resources required for the course will be made available on ICON. The course text and readings are assigned to complement lectures and supplement course discussions and activities. Reading expectations for the course include the detailed reading of one to two (1-2) 20-30 page textbook or academic articles or chapters or shorter primary sources per topic. In addition, students will be expected to engage in additional research and reading to fulfill course assignment criteria. Students should complete course readings prior to their assigned lectures to prepare and fully engage in the course lectures.

Clickers

This course utilizes the Top Hat student response system, or 'clickers', for interacting with asynchronous course lectures (see lecture participation below). Students can access their Top Hat account through ICON.

Inclusive Access

The University of Iowa's Inclusive Access program will be used to provide required course materials. Your Iowa student account (UBILL) will be charged **\$52.50** for the required Coakley text and **\$15** for the Top Hat license, **unless you opt out** by the last 'add date' for Winter 2022 (**Fri 12/23**). Student who have already purchased a more extended Top Hat license will also not be charged. Specific opt out information and additional information about access to, and use of, Top Hat and McGraw Hill is provided on ICON (Modules > Resources).

Please note: Opting out of this content may affect outcomes in this course since students doing so would:

- **not have electronic access** to the assigned chapters from Coakley required as course readings and assignment resources
- **not have access** to the required Smartbook assignments associated with assigned Coakley chapters (10% of course grade)
- **not have access** to the required lecture Top Hat engagement and knowledge check questions (20% of course grade)

***Please contact the instructor** if your access to any of the above technology required for the class is limited due to economic or technological reasons.

Course assessment and requirements

The following is an overview of course assignments and their contributions to the final course grade. Please see ICON for complete descriptions and criteria for each of the course assessments. Assignment criteria will be available on ICON the day assignments are introduced, and assignments should be submitted as specified on ICON upon their completion. Assignment grades and feedback will also be provided on ICON.

Assessments in this course are designed around principles that guide diversity, equity, and inclusion efforts at the University of Iowa (and elsewhere) – that inclusivity is active, ongoing, and intentional. Thus, students are expected to actively engage in lecture and discussion sections and complete assigned coursework as a way to participate in this process. Students will be evaluated for their thorough and thoughtful responses to assignment prompts and their evolving ability to integrate and synthesize course content with 'real world' and related personal experiences.

Course Participation & Engagement – 50%
Our Sporting Lives – 50%

Course Participation & Engagement – 50%

Success in this course is dependent upon your preparation and active engagement with course lectures and discussions. Students are expected to prepare for and participate in course ICON and Zoom discussions and to actively listen to (e.g. take notes) and engage with (e.g. complete Top Hat questions) posted lectures.

Lecture engagement (Top Hat) – 20%

Participation in course lectures is key to student learning as it is where key course concepts are introduced and illustrated. Points are awarded to encourage engagement with the posted asynchronous (i.e. not in real time) lectures and will be earned through interactive clicker-based activities (e.g. short answer, multiple choice, true/false, polling questions) through Top Hat. Activities are designed to promote active learning, and to provide opportunities for early assessment and feedback, and critical thinking and reflection.

There are two (2) types of questions students will engage with on Top Hat. Both count towards the final lecture participation grade:

- Lecture engagement questions (individual reflection and review)

- These questions will be embedded in course lectures on Top Hat and often referenced in the pre-recorded lectures. Students can complete the questions while they view the assigned course lecture or afterwards. The questions are to ensure engagement with the lecture content and provide opportunities for related individual reflection and review. The questions will be graded for participation (rather than being graded for correctness).

- Lecture knowledge check questions (comprehension)

- Instead of module exams or weekly quizzes students will be expected to complete a 5-question 'knowledge check' at the end of each lecture. These questions are intended to check for comprehension and will be graded as correct/incorrect (rather than for participation). Knowledge checks are 'open-book' questions and students are welcome (and encouraged) to refer to their course materials (e.g. lecture slides, assigned readings) to answer them.

Top Hat questions should be completed alongside of each of the assigned lectures and are due by **midnight on Wednesday** each week. While the number of questions per lecture may vary, each question is worth 1 point, and lecture participation makes up 20% of the final course grade. Points for clicker activities will be synced with the ICON gradebook weekly, though individual lecture and question totals are available anytime through Top Hat's gradebook. These are **not** collaborative assignments and must be completed individually. **Please note:** Students will receive zeros for any unanswered Top Hat question. Nonsensical responses (answers that have no relevance to the question asked) for participation-based questions will also be graded as a 0.

Reading engagement (McGraw Hill Connect) – 10%

Students will be expected to complete an assignment for each of the assigned readings (i.e. from the course textbook (Coakley, 2020) and additional complementary lecture readings). The reading assignments for each week (for Monday's and Wednesday's lectures) are due by **midnight on Wednesday** but should be completed **prior to** their assigned lectures (see the course outline below) to better ensure comprehension of lecture content and so lectures can be utilized to clarify and reinforce reading content. These are **not** collaborative assignments and should be completed individually.

The assigned Coakley chapters provide important groundwork for each of the course modules, and the associated Smartbook assignments (**20 points each**) on McGraw Hill's Connect platform engage students in active reading and adaptive learning. While additional complementary lecture readings will be accessed through ICON, the associated reading assignments (**10 points each**) will be completed on the McGraw Hill Connect platform. All reading assignments are set for mastery learning, so students can repeat the questions as many times as necessary to earn a perfect score.

Discussion attendance & participation – 20%

While course lectures are key to introducing and understanding course concepts, discussions are where the concepts are discussed in more detail and where their application is practiced. In addition to completing 'Our Sporting Lives' topic reflections during our synchronous discussions, students are expected to be prepared for, and engaged with, Zoom discussion curriculum such as small group discussions and activities. Students will earn points through their on-time and complete attendance and engaged participation in synchronous Zoom discussion sections. Students are expected to stay engaged with the course during synchronous discussions. Please quiet notifications, mute unless speaking, engage in chats appropriately (and when appropriate), utilize hand raising, embrace emojis, and leave your video on to enhance our virtual classroom experience.

Zoom discussions will be graded as complete (present and participating; 10 points), incomplete (students arriving late to, or leaving early from, class or otherwise not fully participating; 5 points), or absent (0 points). The instructor will record attendance in ICON for each Zoom discussion section.

Our Sporting Lives – 50%

The 'Our Sporting Lives' project is a course-long focus on autobiography designed to critically reflect on students' own social and cultural perspectives while fostering an understanding of the social and cultural diversity of people who have backgrounds or ideas different from their own. The project moves from critical and reflexive freewriting, to personal reflections and exploration of additional resources, and finally, dialogues in sporting diversity.

Topic reflections – 10%:

The **Course Introduction** (Structural Bases of Inequality in American Sport) will focus on autobiographical reflections *only* to familiarize students with critical thinking and writing, and begin to draw connections between their sport and physical activity experiences and wider social structures, ideologies, and inequities. Following the Course Introduction, students will be expected to extend their reflections to integrate relevant course concepts and additional resources to more thoroughly explore how our sporting lives both confirm and (can) challenge inequities. **Topic reflections will be completed during our synchronous discussion sections.** Each of the topic reflections (3 x Course Introduction, 3 x Module 1, 3 x Module 2, 1 x Course Conclusion) are worth 5 points (10 topic reflections x 5 points = 150 points).

Module Roundtables – 30%: Each Module will culminate with topic-related roundtables. Roundtables will offer opportunities to engage with people, organizations, and resources outside of those assigned in the course to better situate students to understand and interact with people who have backgrounds or ideas different than their own. The Roundtables will additionally prepare students to think further about information useful for challenging inequities in and through American sport and additionally tracks evolving understandings of diversity, equity, and inclusion for the course's concluding dialogues.

Prior to the Roundtables students will be required to engage with additional resources (e.g. readings, reports, videos) and create relevant questions. **Following** the Roundtables, students will be required to submit a reflection focusing on takeaways and additional resources. Each of the Module Roundtables are worth 15% of the course grade (30% of the total course grade combined).

Diversity Dialogues – 10%: The course and the 'Our Sporting Lives' project will conclude with a 2-part small-group ICON discussion. Returning to earlier writing, students will reflect on course content and goals by dialoguing with their peers about moments of understanding diversity, the evolution of their sporting lives, and moving toward inclusion in sport.

Grading System

93-100% = A
90-92% = A-
87-89% = B+
83-86% = B
80-82% = B-
77-79% = C+

73-76% = C
70-72% = C-
67-69% = D+
63-66% = D
60-62% = D-
59 or below = F

Please note: This course does not award A+ letter grades.

Course Policies

Timely Completion of Assignments

Assignments are due by the date and time indicated on ICON. **Late work will not be accepted** (late submissions will receive a zero (0)) unless it is related to an excused absence (see 'Attendance' below) and/or alternative arrangements have been made with the instructor or teaching assistant ahead of the due date.

Attendance

Students are responsible for all material covered in their absences, and for the academic consequences of their absences. Students are permitted to make up work missed due to an **excused absence** (e.g. physical or mental health, mandatory religious obligations, official University activities, or other unavoidable circumstances) and are expected to provide documentation of their excused absence when appropriate. To the extent possible, students should submit notification in advance of any anticipated absence, or as soon as possible thereafter. Unless alternative arrangements are made, students must complete missed work **prior to the end of the Module** (Course Introduction, Module 1, Module 2, Course Conclusion) the absence occurred during. Work incomplete at the end of the relevant Module will be graded as a 0.

Electronic Communication

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences (Operations Manual, III.15.2, k.11). FERPA guidelines require that course instructors only correspond with student via their official university email address. Please do **not** send emails from personal (e.g. gmail, yahoo) accounts, as we cannot reply directly to them.

While we recognize we live in a world with numerous and instantaneous forms of communication, it is not always possible for instructors to respond to emails immediately. Please allow **1 day (24 hours)** for a response – though we will aim to reply as soon as possible given the nature of condensed online learning for Winter term courses. We will check email more frequently around major course deadlines, however, students should plan their correspondence accordingly. In other words – please do not wait until the evening an assignment is due to email a question about it.

Cell Phone and Laptop Policy

While we will be learning online, students are expected to stay engaged with the course during synchronous sessions. Please silence cell phones and **do not text** during class and please quiet notifications and use your **laptop for course purposes only**.

Course Outline

The course calendar is subject to change at the instructor's discretion. Any changes will be announced in a timely fashion in class and posted on ICON. Please refer to ICON for the most up-to-date schedule and for more detailed information about course lectures, readings, assignments, deadlines, etc.

---- Week 1 (12/19-12/22)----

Course Introduction – Structural Bases of Inequality in American Sport

Mon 12/19 (ICON; asynchronous) (assignments due by **midnight Wed 12/21**)

1. Course orientation:

- Review syllabus and course ICON site
- Review McGraw Hill Connect and Top Hat information on ICON (Modules > Course Resources)
- **Assignment:** Complete **McGraw Hill Connect** Smartbook orientation
- **Assignment:** Complete practice questions on **Top Hat**

2. Readings: *Read selections from and complete McGraw Hill Connect assignments*

- Coakley, Chapter 1 – The sociology of sport: What is it and why study it?
- **Assignment:** Chapter 1 Smartbook 1

3. Lecture: *Watch recorded ICON lecture and complete Top Hat assignment*

- Lecture 1 (Part 1): Sports for ? : Studying Diversity and Inclusion in our American (Sporting) Lives
- **Assignment:** Lecture 1 (Part 1) Top Hat

4. Readings: *Read selections from and complete McGraw Hill Connect assignments*

- Coakley, Chapter 1 – The sociology of sport: What is it and why study it?
- Coakley, Chapter 3 – Sports and socialization: Who plays and what happens to them?
- **Assignment:** Chapter 1 Smartbook 2 & Chapter 3 Smartbook

5. Lecture: *Watch recorded ICON lecture and complete Top Hat assignment*

- Lecture 1 (Part 2): Sports for ? : Studying Diversity and Inclusion in our American (Sporting) Lives
- **Assignment:** Lecture 1 (Part 2) Top Hat

Tue 12/20 (Zoom; synchronous, 9:30am-12:00pm)

1. Monday recap and Q & A:

- Course introduction & syllabus overview
- Coakley, Chapter 1 & 3 Smartbook (review and complete/revise)
- Lecture 1 Top Hat (Parts 1 & 2) (review and complete/revise)

2. Lecture discussion:

- What is your sporting biography?
 - **Assignment:** Course introduction topic reflection 1 (Our sporting selves)
 - Introductions (Course introduction topic reflection 1 discussion)
- What role do sports play in our lives?
 - **Assignment:** Course introduction topic reflection 2 (Exploring our sporting selves)

3. Wed prep and Q & A:

- Course expectations and goals; discussion guidelines
- Learning strategies introduction (planning)

Wed 12/21 (ICON; asynchronous) (assignments due by **midnight Wed 12/21**)

1. Readings: *Read selections from and complete McGraw Hill Connect assignments*

- Coakley, Chapter 13 – Sports and politics: How do governments and global political processes influence sports?
- Coakley, Chapter 14 – Sports in high school and college: Do competitive sports contribute to education?
- **Assignment:** Chapter 13 & 14 Smartbook

2. **Lecture:** *Watch recorded ICON lecture and complete Top Hat assignment*
 - Lecture 2 – Politics and Sport, Nation and Communities
 - **Assignment:** Lecture 2 Top Hat

3. **Readings:** *Read selections from and complete McGraw Hill Connect assignments*
 - Coakley, Chapter 9 – Social class: Do money and power matter in sports?
 - Coakley, Chapter 11 – Sports and the economy: What are the characteristics of commercial sports?
 - Coakley, Chapter 12 – Sports and the media: Could they survive without each other?
 - **Assignment:** Chapter 9, 11, & 12 Smartbook
4. **Lecture:** *Watch recorded ICON lecture and complete Top Hat assignment*
 - Lecture 3 – Money Matters: Class and Commercial Sports in America
 - **Assignment:** Lecture 3 Top Hat

Thu 12/22 (Zoom; synchronous, 9:30am-12:00pm)

1. **Wednesday recap and Q & A:**
 - Lecture 2 & 3
2. **Lecture discussion**
 - Who makes up our sporting communities?
 - How does our consumption of sport affect us?
 - **Assignment:** Course introduction topic reflection 3 (Our sporting selves)
3. **Week 2 prep and Q & A:**
 - Learning strategies (monitoring)
 - Introduce Last Week Today (extra credit)
 - Module 1 Roundtables introduction and preparation

---- Week 2 (12/26-12/29)----

Module 1 – Gender, Sexuality, and Ability in American Sport

Wed 12/28 – Part 1 (ICON; asynchronous) (assignments due by **midnight Wed 12/28**)

1. **Reading:** *Read selections from and complete McGraw Hill Connect assignment*
 - Coakley, Chapter 7 – Gender and sports: Is equity possible?
 - **Assignment:** Coakley, Chapter 7 Smartbook 1
2. **Lecture:** *Watch recorded ICON lecture and complete Top Hat assignment*
 - Lecture 4: Gender, Sex, and Sexuality in American Sport
 - **Assignment:** Lecture 4 Top Hat

3. **Reading:** *Read selections from and complete McGraw Hill Connect assignment*
 - Coakley, Chapter 6 – Violence in sports: Does it affect our lives?
 - **Assignment:** Coakley, Chapter 6 Smartbook
4. **Lecture:** *Watch recorded ICON lecture and complete Top Hat assignment*
 - Lecture 5: Negotiating Sporting Masculinities
 - **Assignment:** Lecture 5 Top Hat

5. **Readings:**
 - *Read selections from and complete McGraw Hill Connect assignment*
 - Coakley, Chapter 7 – Gender and sports: Is equity possible?
 - **Assignment:** Coakley, Chapter 7 Smartbook 2
 - *Read and complete associated McGraw Hill Connect assignment*
 - Anthamatten, 2014, “What does it mean to ‘throw like a girl’?”
 - **Assignment:** Anthamatten reading assignment

6. **Lecture:** *Watch recorded ICON lecture and complete Top Hat assignment*
 - Lecture 6: Girls and Women in American Sport
 - “No Girls Allowed”: A History of Women in American Sport
 - Performing Sporting Femininities
 - **Assignment:** Lecture 6 Top Hat

Wed 12/28 – Part 2 (ICON; asynchronous) (assignments due by midnight Wed 12/28)

1. **Readings:** *Read and complete associated McGraw Hill Connect assignments*
 - Messner, 1999, “Becoming 100% Straight”
 - **Assignment:** Messner reading assignment
 - Karkazis & Jordan-Young, 2014, “The trouble with too much T”
 - **Assignment:** Karkazis & Jordan-Young reading assignment
2. **Lecture:** *Watch recorded ICON lecture and complete Top Hat assignment*
 - Lecture 7: LGBT Populations in American Sport
 - Sexuality and Homophobia in American Sport
 - Intersex and Trans Athletes in American Sport
 - **Assignment:** Lecture 7 Top Hat
3. **Readings:**
 - *Read selections from and complete McGraw Hill Connect assignment*
 - Coakley, Chapter 10 – Age and ability: Barriers to participation and inclusion
 - **Assignment:** Coakley, Chapter 10 Smartbook
4. **Lecture:** *Watch recorded ICON lecture and complete Top Hat assignment*
 - Lecture 8: Sport as a Model of Perfect-Ability: Issues of Age and Disability
 - **Assignment:** Lecture 8 Top Hat

Thu 12/29 (Zoom; synchronous, 9:30am-12:00pm)

1. **Wednesday Part 1 recap and Q & A:**
 - Lecture 4, 5, & 6
2. **Wednesday Part 1 discussion:**
 - Examining our (gendered) sporting lives
 - **Assignment:** Module 1 topic reflection 1 & 2
3. **Module 1 Roundtable**
4. **Wednesday Part 2 recap and Q & A:**
 - Lecture 7 & 8
5. **Wednesday Part 2 discussion:**
 - How can we create more inclusive sporting spaces? 1
 - **Assignment:** Module 1 topic reflection 3
 - How can we create more inclusive sporting spaces? 2

---- Week 3 (1/2-1/5)----

Module 2 – Race and Ethnicity, and Religion in American Sport

Tue 1/3 (ICON; asynchronous) (assignments due by midnight Wed 1/4)

1. **Assignment:** Module 1 Roundtable reflection
2. **Reading:** *Read selections from and complete McGraw Hill Connect assignment*
 - Coakley, Chapter 8 – Race and ethnicity: Are they important in sports?
 - **Assignment:** Coakley, Chapter 8 Smartbook
3. **Lecture:** *Watch recorded ICON lecture and complete Top Hat assignment*
 - Lecture 9: Race, Ethnicity, and Religion: Respecting Diversity in American Sport
 - **Assignment:** Lecture 9 Top Hat

4. **Reading:** *Read and complete associated McGraw Hill Connect assignment*
 - McIntosh, 1989, "Unpacking the invisible knapsack"
 - **Assignment:** McIntosh reading assignment
5. **Lecture:** *Watch recorded ICON lecture and complete Top Hat assignment*
 - Lecture 10: Is Sport a White Privilege?
 - **Assignment:** Lecture 10 Top Hat
6. **Readings:** *Read and complete associated McGraw Hill Connect assignment*
 - Hylton & Lawrence, 2016, " 'For your ears only!' Donald Sterling and backstage racism in sport"
7. **Lecture:** *Watch recorded ICON lecture and complete Top Hat assignment*
 - Lecture 11: Racism(s) and Racial Inequities in American Sport
 - **Assignment:** Lecture 11 Top Hat

Wed 1/4 (ICON; asynchronous) (assignments due by **midnight Wed 1/4**)

1. **Readings:** *Read and complete associated McGraw Hill Connect assignments*
 - *Selections from* Thangaraj, 2015 *Desi Hoop Dreams*
 - **Assignment:** Thangaraj reading assignment
 - *Selections from* Guiliano, 2015, *Indian Spectacle*
 - **Assignment:** Guiliano reading assignment
2. **Lecture:** *Watch recorded ICON lecture and complete Top Hat assignment*
 - Lecture 12: Racial and Ethnic Inequities in American Sport
 - Latinx and Asian Americans in American Sport
 - American Indians in American Sport
 - **Assignment:** Lecture 12 Top Hat
3. **Readings:** *Read selections from and complete McGraw Hill Connect assignment*
 - Coakley, Chapter 15 – Sports and religions: Is it a promising combination?
 - **Assignment:** Coakley, Chapter 15 Smartbook
4. **Lecture:** *Watch recorded ICON lecture and complete Top Hat assignment*
 - Lecture 13: Religion(s) in American Sport
 - **Assignment:** Lecture 13 Top Hat

Thu 1/5 (Zoom; synchronous, 9:30am-12:00pm)

1. **Tuesday (1/3) recap and Q & A:**
 - Lecture 9, 10, & 11
2. **Tuesday Lecture discussion:**
 - Examining our (racial, ethnic, and/or religious) sporting lives
 - **Assignment:** Module 2 topic reflection 1 & 2
3. **Wednesday (1/4) recap and Q & A:**
 - Lecture 12 & 13
4. **Wednesday Lecture discussion:**
 - How do race and ethnicity affect our sporting experiences?
 - **Assignment:** Module 2 topic reflection 3
5. **Week 4 prep and Q & A**
 - Module 2 Roundtables introduction and preparation
 - Learning strategies (evaluation)

---- Week 4 (1/9-1/12) ----

Course Conclusion – Towards Diverse and Inclusive Sport

Mon 1/9 (ICON; asynchronous) (assignments due by **midnight Wed 1/11**)

1. **Lecture:** *Watch recorded ICON lecture and documentary and complete Top Hat assignment*
 - Screening: *Fordson: Faith, Fasting, Football* (2011)
 - **Assignment:** *Fordson Top Hat*

Tue 1/10 (Zoom; synchronous, 9:30am-12:00pm)

1. **Monday recap and Q & A and Lecture Discussion:**
 - *Fordson: Faith, Fasting, Football* (2011)
2. **Module 2 Roundtable**
3. **Wednesday prep and Q & A:**
 - Diversity Dialogues introduction

Wed 1/11 (ICON; asynchronous) (assignments due by **midnight Wed 1/11**)

1. **Assignment:** *Module 2 Roundtable reflection*
2. **Reading:** *Read selections from and complete McGraw Hill Connect assignment*
 - Coakley, Chapter 16 – Sports in the future: What do we want them to be
 - **Assignment:** *Coakley, Chapter 16 Smartbook*
3. **Lecture:** *Watch recorded ICON lecture and complete Top Hat assignment*
 - Lecture 14: Sport for all: (Re)defining Sport, Diversity, and Inclusion in Our American Sporting Lives
 - **Assignment:** *Lecture 14 Top Hat*
4. **Lecture:** *Watch recorded ICON lecture and complete Top Hat assignment*
 - Lecture 15: Course Conclusion and Reflection
 - **Assignment:** *Lecture 15 Top Hat*

Thu 1/12 (Zoom; synchronous, 9:30am-12:00pm)

1. **Assignment:** *Our Sporting Lives diversity dialogues Part 1*
2. **Assignment:** *Our Sporting Lives diversity dialogues Part 2*

UNIVERSITY POLICIES & RESOURCES

[Accommodations for Students with Disabilities](#)

[Basic Needs and Support for Students](#)

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[Exam Make-up Owing to Absence](#)

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[Military Service Obligations](#)

[Non-discrimination](#)

[Religious Holy Days](#)

[Sexual Harassment/Misconduct and Supportive Measures](#)

[Sharing of Class Recordings](#)

Student Resources

- Writing Center: 110 English-Philosophy Building, 335-0188, <http://writingcenter.uiowa.edu/>
- Speaking Center: 12 English-Philosophy Building, 335-0205, <http://clas.uiowa.edu/rhetoric/students/speaking-center>
- Mathematics Tutorial Laboratory: 314 MacLean Hall, 335-0810, <http://www.math.uiowa.edu/math-tutorial-lab>
- Campus Inclusion Team: <https://inclusionteam.uiowa.edu/>
- Student Disability Services: (319) 335-1462 <https://sds.studentlife.uiowa.edu/>
- Office of Sexual Misconduct Response Coordinator: (319) 335-6200 <https://studentlife.uiowa.edu/departments/office-of-the-sexual-misconduct-response-coordinator/>
- CLAS Academic Programs and Student Development: (319) 335-2633 <https://clas.uiowa.edu/students>
- Academic Resource Center: (319) 335-1497 <https://uc.uiowa.edu/student-success/arc>
- Conversation Center: <https://clas.uiowa.edu/rhetoric/conversation-center>
- TRIO Student Support Services: (319) 335-1288 <https://diversity.uiowa.edu/trio-sss>
- Office of Student Care and Assistance: (319) 335-1162 <https://dos.uiowa.edu/assistance>
- Women's Resource and Action Center: (319) 335-1486 <https://wrac.uiowa.edu/>