Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

SPMT 336 (Diversity in Sport Organizations) examines an encompassing perspective of diversity within North American and international sport organizations. Specifically, the course provides students with an analysis and understanding of the various ways that people within sport organizations can differ, and how power differences based on this diversity impact life and work experiences and outcomes. The course treats issues of the non-dominant, historically under-represented elements of U.S. society, with a particular emphasis placed on racial, ethnic, and gender issues.

---

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Critical thinking will be addressed by requiring students to read short articles (i.e., from both the academic and popular press) and write reaction papers to the readings. More specifically, students will not only have to provide a brief summary of the article key points, but most importantly, critically reflect on the arguments made in the article (i.e., discuss the strengths and weaknesses, detail why they agree and/or disagree with the arguments made, and provide implications the arguments have for theory and practice). We will use a rubric to grade and evaluate whether or not the students have sufficiently addressed the requirements: 1) summary, 2) critique, 3) implications. In addition, students will also be required to conduct a critical “racial awareness autobiography” (or similar assignments, e.g., “cultural awareness autobiography”) detailing how they came to know themselves as a racialized, human being, and the implications this has for their life experiences and career aspirations. Students will be assessed in a similar manner to how they would be for the reaction papers.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Communication will be addressed by requiring students to write papers (e.g., reaction papers to various topics related to diversity in sport). A rubric will be created to test/evaluate how well the students adhere to proper grammar and the APA format in their writing. Students (in live-classes) will be required to give short oral presentations on various topics related to diversity in sport and physical activity. In this case, students will be graded/evaluated on a) how well and clearly they convey their message, and b) level of
Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Empirical and Quantitative Skills will be addressed by requiring students to read about research and theory in the diversity and diversity management literature, and conduct brief field studies (i.e., interviews and observations) of social phenomena related to diversity in sport. Multiple chapters in the book we use discuss the importance of research and theory related to diversity in sport. Students' knowledge of these skills will primarily be tested/evaluated on exams and quizzes (i.e., multiple choice and true/false).

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Social Responsibility will be addressed primarily by having students read about various topics related to diversity (e.g., religion, race, ethnicity, sex, gender, sexual orientation, social class, age, appearance, physical and mental ability, legal issues) in sport. Students will be encouraged and required to complete a “becoming a minority” assignment, where they place themselves in a setting for a period of time where they are the the “minority” (i.e., member of a marginalized population) and write and talk about the experience. Students will be evaluated primarily on exams (i.e., multiple choice and true/false). In the case of the becoming a minority assignment, a rubric will be created to evaluate students’ adherence to a) site visit, and b) brief written responses to questions about the experience.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.