

## **Course Syllabus**

Sociology of Sport (SOC 200B-J1), J-Term 2022, Prof. Jeff Seymour

Updated 1/6/2022

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### Sociological Research Methods (SOC 3020, Section 01), 4 Credits Sociology Department - Carthage College

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#### Course and Professor Information

When: Every weekday, January 6 to January 28, 9:00 a.m. to noon

Course Location: David Straz Center, Room 155

Website for Schedule, Assignments, Grades, Readings, etc.: [Schoolology](https://lms.carthage.edu) [lms.carthage.edu].

Zoom Link: When you're in COVID isolation or the entire class has to learn remotely you can [join our course through Zoom](#).

Instructor: Prof. Jeff Seymour, Ph.D. (he/him/his).

Email or iMessage: [jseymour@carthage.edu](mailto:jseymour@carthage.edu).

Office: Lentz Hall 426.

Virtual Office Hours: I am available to meet in the two hours after class. Please email me or speak to me in-person set up an appointment.

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#### Course Alterations and Accommodations for COVID-19

Social life has been disrupted by the arrival and persistence of COVID-19. We must be diligent in following [Carthage's stated protocols](#), patient with each other and ourselves, and as flexible as we can to achieve a worthwhile learning experience.

If you're gone from class for a positive COVID-19 test I'll do the best I can to facilitate your learning through Zoom. If you're having cold or flu symptoms, please stay home.

If my family is impacted by positive COVID-19 tests or school closings I will have to move some classes to Zoom or even cancel a class. I will communicate these changes as soon as possible through the Schoolology Updates page.

If positive cases continue to rise on campus, it's even *possible* we'll be asked to learn remotely for the remainder of the semester.

In short, there is real potential for rapid and substantial change. For example, all quizzes could be moved online or we'll find we don't have the time, space, or energy to do everything listed on this syllabus. Again, please be diligent, patient, and flexible. When changes are made to our course I will do so with the best intentions of inclusion and your overall wellness.

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### Statement of Inclusive Learning

I strive to be welcoming, honest, and fair. Your success is important to me and the Carthage community. If aspects of this course prevent you from learning or exclude you, please let me know as soon as possible so I can improve my teaching. I encourage you to make an office hours appointment or [email me](#) at any time—day or night—and I should be able to respond within 24 hours on weekdays. Together we'll develop strategies to meet both your needs and the course requirements.

At Carthage, all learning experiences should be as accessible as possible. If you anticipate or experience academic barriers due to a disability (e.g., mental health, learning disorders, and/or chronic medical conditions), please let me know as soon as possible. To establish reasonable accommodations for disabilities, you also need to register with the [Director of Learning Accessibility Services](#), Diane Schowalter ([dschowalter1@carthage.edu](mailto:dschowalter1@carthage.edu) or 262-551-5802). Additionally, please contact me or any other trusted Carthage faculty or staff member if you lack financial resources to meet your basic needs (e.g., food, shelter, transportation, technology, textbooks); we'll try to help you as best we can.

There are also other resources on campus available for all students, including the [Brainard Writing Center](#), [Academic Coaching](#), and the [Center for Student Success](#) for academic support; the [Health and Counseling Center](#) for free and confidential help for your physical, mental, and emotional well-being (including [After Hours / Crisis Care](#)); [Equity and Inclusion](#) for a directory of diversity-related resources including information on our [Bias Education Response Team](#); [Title IX Coordinators](#) for concerns about sex discrimination or sexual violence; the [Aspire Program](#) for vocational needs; and the [Big Red Book Fund](#) and [Luther's Lunchbox](#) for students facing financial and/or food insecurity.

See a description of a few important resources [here](#) on Schoology.

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### Course Description

In this seminar, students are introduced to the Sociology of Sport, the systematic and critical study of the complex and sometimes paradoxical role of organized sports in our society. Like any other social institution, organized sports reflect, reproduce, and transform widespread cultural values, meanings, and ideologies. We will examine these dynamics in sports, as well as the relationships between sports and other critical aspects of social life, such as race, gender, education, inequality, media, and socialization. We will also consider the positive and negative impacts of sports on society, from their capacity to bring us together, break down barriers, and showcase the best of the human spirit, to how—simultaneously—they have the capacity to tear us apart, facilitate damaging stereotypes, and normalize exploitation.

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### Course Prerequisites

There are no prerequisites for this course. All are welcome. Please note that this course does not qualify as a “Social Science” or “SOC” course needed for Carthage’s general education requirements. However, this course does qualify as an elective for Sociology majors / minors.

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### Course Learning Objectives

As a result of this course, you should be able to:

- 1) Employ a critical lens in examining sport as a social institution that has the capacity to shape social life for both positive and negative outcomes (i.e., it’s never “*just sports*”).
  - 2) Describe the necessary conditions and practices of *community* via sport.
  - 3) Demonstrate an understanding of how individuals’ sporting opportunities and identities are shaped by categories of gender, race, and class.
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### Required Texts

There are no required texts for this course. Everything you’re asked to read is in PDF format and will be posted on Schoology.

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### Methods of Evaluation

This course does *not* use a “point system.” Instead, we’ll use “weighted grades” that make some course categories worth more than others. Additionally, there is “equal weighting” for each assignment *within* each course category listed below (i.e., even though Quiz 1 might have 20 questions and Quiz 2 might have 15 questions, both quizzes are worth the same proportion of your final grade). You can learn more about the “weighted grades” system and “equal weighting” [here](#).

Course Component	Weight	Note
In-class Exercises / Activities	20%	Lowest score dropped.
Out-of-class Preparation / Application	30%	Two lowest scores dropped.
4 x Quizzes	20%	Lowest score dropped.
Project: Swyers’s <i>Wrigley Regulars</i> Application	10%	
Project: College Sports Research Application	10%	
Self-assessed Improvement Goal	10%	

#### 1) In-class Exercises / Activities

- We’ll often have in-class exercises or in-class writings. These are usually graded as “satisfactory” (+100) or “unsatisfactory” (+0) based on attendance and good faith effort.

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- ❑ Aside from officially excused absences you *must* be in class to have a chance to earn these points. However, every student is allowed to miss one in-class exercise with no impact on their final grade.

### 2) Out-of-class Preparation / Application

- ❑ This isn't the type of class where you're regularly meant to be exposed to new information during in-class "lecture." Instead, you're challenged to engage with assigned material and independently learn on your own *before* coming to class. For nearly every class period you'll be asked to do some assessment related to our course content that will prepare you for that day's topic (i.e., pre-class work) or extend what we've discussed in a previous class (i.e., post-class work). This might mean taking a short reading assessment before class, written reflection on key ideas from assigned texts, completing an online simulation, etc.
- ❑ Unless otherwise announced, these assessments will be completed on Schoology.
- ❑ Assessments on Schoology are untimed, "open-book," and due before class begins.
- ❑ When these assessments are in "quiz" form with right/wrong answers, you'll almost always have **two** chances to select the correct responses before the due date. This essentially means you're allowed to "retake" an online assessment on Schoology after your first submission.
- ❑ If you miss class, check Schoology to see what is due for the next class period.
- ❑ Your **two** lowest scores will be dropped when computing your final grade.

### 3) Quizzes

- ❑ Four non-cumulative quizzes will assess your knowledge and application of concepts from course readings, lectures, media, and class discussion.
- ❑ Quizzes include multiple-choice questions and short answer/essay questions.
- ❑ Your lowest quiz score will be dropped.

### 4) Projects on Swyers's *Wrigley Regulars* and College Sport

- ❑ You will complete two projects during this term: one on an application of Swyers's *Wrigley Regulars* and another on a research-based assessment of college sport that you'll apply to Carthage.
- ❑ Details on these assignments will be distributed in class and posted on Schoology.

### 5) Self-assessed Improvement Goal

- ❑ Think about what you *do* as a student. Now, what would you like to practice getting better at over this semester? In the second week of our course you'll set a goal and track your progress resulting in a self-assessed report.

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## Course Policies

### Academic Discourse Expectations

Borrowed from [Evelyn Alsutany](#): "Each student is encouraged to take an active part in class discussions and activities. Honest and respectful dialogue is expected. Disagreement and challenging of ideas in a supportive and sensitive manner is encouraged. Hostility and disrespectful behavior is not acceptable. Just as we expect others to listen attentively to our own

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views, we must reciprocate and listen to others when they speak, especially when we disagree with them.”

Additionally, I encourage you to fully commit to our class. The unique and intensive structure of J-term asks you to think of our course almost like a full-time job: put in at least as much time outside of class preparing and reviewing (three hours per day) as you do in class.

### Grades

Grades are updated on Schoology. Your final grade is calculated with [weighted](#) means of each course component’s mean score resulting in a letter grade:

A+	Not awarded	B+	87 - 89.99	C+	77 -79.99	D+	67 - 69.99	F	0 - 59.99
A	93 - 100	B	83 - 86.99	C	73 - 76.99	D	63 - 66.99		
A-	90 - 92.990	B-	80 - 82.99	C-	70 - 72.99	D-	60 - 62.99		

Borderline final grades that fall within one tenth of the next level will be adjusted upward to the next level (e.g., 92.90 becomes an “A”) if you fulfill both criteria: 1) Turn in *all* assignments on time, and 2) Have perfect attendance (i.e., no unexcused absences beyond your personal day).

[Incomplete grades](#) are generally only given in exceptional cases of illness or other uncontrollable factors and must be approved by me before the last day of our course.

### Late/Make-up Work

See policies on late/make-up work below:

Course Component	Late/Make-up Work Course Policy
<ul style="list-style-type: none"><li>• Out-of-class Preparation / Application</li><li>• Quizzes</li><li>• Swyers’s <i>Wrigley Regulars</i> Application</li></ul>	Marked down 10% for each 24-hour period after the due date. Assignments that are 10 days late will receive 0%. All missing assignments before the last day of the semester will be 0%.
<ul style="list-style-type: none"><li>• In-class Exercises / Activities</li></ul>	No late or make-up work is accepted. Aside from officially excused absences and your “personal day,” you must be in class to earn these points.
<ul style="list-style-type: none"><li>• College Sports Research Application</li></ul>	Because you will be assigned a day to share in class, no late or make-up work is accepted.

### “Extension Bank” for Late Work

All students will experience circumstances outside class that make it difficult to turn in assigned work on time. Because of this, I’ve created an “Extension Bank” that you can “withdraw” from throughout the semester. With “no-questions-asked,” you have up to five days to use for extensions.

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Visit [this link](#) before the assigned due date if you want extra time to complete an assignment. You can use these five days however you choose, splitting them up between various assignments. Extensions aren't meant to be used for in-class assignments and activities.

### Disputed Grades

Contact me in writing if you feel you have been incorrectly awarded a particular grade to begin a conversation regarding your grades. When regrading it's possible your initial grade could go up or down. Include a paragraph describing:

- 1) How your work fulfills the assignment's expectations,
- 2) What specific components of your work are deserving of a higher grade,
- 3) What text and page numbers you based your original work on, and
- 4) What you believe your modified grade should be.

### Attendance

Although this semester presents continued challenges to consistent attendance, I still hope you will attend every class session when you're healthy enough to do so.

Q: Prof. Seymour, do you have an attendance policy?

A: I keep daily attendance records and I encourage you to attend every class if you don't have a contagious illness. First, I think our class is better when we have a wider range of voices, skills, and experiences. Second, being present is the only way you can earn credit for in-class exercises. Third, accumulating a significant and unusual number of unexcused absences (i.e., 4 or more) will result in automatic failure of this course. It's also almost always a sign that something else is happening in your life, and we should figure out a way for you to get any help you might need. A written warning will be issued to you and your advisor before a failing grade is given for excessive absences.

Q: What about "excused" absences that won't count against me? Is that a thing?

A: Yes, there are three categories of "excused" absences in this course. Email me with as much notice as possible if you'll miss class for one of these three reasons:

- 1) Documented health issue confirmed by a medical professional or the Dean of Students' Office. Note: this does not include events such as scheduling a routine visit to your dentist/doctor during regular class hours.
- 2) Death in the immediate family confirmed by the Dean of Students' Office.
- 3) Required participation at an official Carthage event as a member of a Carthage organization or athletic team confirmed by your coach or advisor.

To keep my records straight, your absence will not be marked as "excused" until *after* all appropriate documents are shared with me.

Q: What if I have a bad cold or stomach ache and don't go to the doctor? Or, what if I accidentally sleep in? Or, if my car runs out of gas? Or, if my family surprises me with a cruise vacation?

A: Yes, life happens. I try to account for this in my grading criteria in a way that addresses this as simply and fairly as possible. Each student is given **one** unexcused absence with no

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penalties for missing an in-class exercise. Think of this as a “personal day.” No need to notify me when you’re taking a “personal day.” Note that a “personal day” is separate from assignment extensions; you’re still expected to complete all assignments on their original due dates even if it’s your “personal day.”

### Accommodations for Religious Observances

Provide me with a written request within the first three weeks of class to better accommodate any course conflicts with specific religious observances.

### Extra Credit

There will be no opportunities for extra credit. Our grading policies are already quite flexible.

### Academic Honesty

I will follow the [Academic Honesty Guidelines](#) in Carthage’s Community Code. The following acts are never acceptable: plagiarism, cheating, unauthorized cooperative work, false citation, unauthorized resubmission of your work prepared for a separate class, false data, and submitting work prepared by others. Penalties for academic dishonesty can include warnings, point deductions, failure of assignments, failure of the course, or dismissal from the college. These penalties are dependent on the extent of the violation, history of violations, and instructor discretion.

A portion of this class will rely on the honor system. For example, if you’re asked to take an online quiz without consulting our assigned text it’s impossible for me to enforce this policy. However, I trust you to make ethical decisions.

The most common forms of academic dishonesty seem to be the intentional use of uncited information from Google searches and the use of online paraphrase tools in writing assignments. Both are easily detectable through programs like [CopyLeaks](#). You should avoid these techniques and instead do the following: 1) Rely on the information in your assigned materials instead of turning to Google, and 2) Be transparent in where you get your information by acknowledging the inclusion of someone else’s ideas or words with an appropriate citation and reference even if you don’t use direct quotations. A major goal of this course is for you to *interact with* others’ ideas and words, *not* to simply repeat others’ words and ideas.

The American Psychological Association (APA) citation method is **suggested** but not required for this class (see [Purdue’s Online Writing Lab](#) for an overview of APA style). Whatever citation method you use, be sure to give credit to the original author(s).

### Masks On Campus

Carthage College has adopted a policy requiring masks to be worn by all individuals in all buildings. Masks must be worn at all times in the classroom, laboratory, studio spaces, hallways, bathrooms, and during in-person meetings. The face covering must conform to CDC guidelines and must cover both the nose and mouth at all times. Note that bandanas, neck gaiters, and masks with exhalation or external valves are not acceptable and are not sufficient for protection of others or yourself. Acceptable masks tie behind the head or loop behind the ears, fit snugly over the nose and chin, and can include cloth masks, medical/surgical masks, and N95s or KN95s. Eating and/or drinking are discouraged while in the classroom (because those activities interfere with consistent mask wearing).

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Any student who refuses to wear a mask or consistently forgets one will be dismissed from the class and not be given an opportunity to make up missed work. The student will also be referred to the Dean of Students, as outlined by the process on Carthage's Stay Safe website.

[StaySafeCarthage Practices | Carthage and COVID-19](#)

### Technology

We'll frequently use your laptop computers, smartphones, or tablets in class. If you do not have a reliable device please let me know as soon as possible. Please be "present" in class and keep your non-academic online activities to a minimum. When you're using your devices for class try to focus on the academic task at hand.

Although not required, when at all possible I encourage you to take notes by hand. Recent research demonstrates that when compared to taking notes by hand, students' in-class laptop use typically presents "a significant distraction to both users and fellow students" ([Fried, 2008, p. 906](#)) and tends to lead to shallower understanding of conceptual issues discussed in class ([Mueller & Oppenheimer, 2014](#)). Additionally, in-class text messaging can significantly impair classroom comprehension and retention, so much that "on average, students who text during class can decrease their initial learning from a B level (i.e., 81.11%) to a D level (i.e., 66.78%)" ([Gingerich & Lineweaver, 2013, p. 49](#)). As a social scientist I'm eager to make decisions based on empirical evidence, and although it doesn't really seem possible at this moment in time, we should also consider the empirical evidence that suggests [the best way to take notes isn't on your laptop](#).

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### Course Schedule

Our course schedule will *only* be updated on Schoology. The "Calendar" link on Schoology seems to be the clearest way to present assignments and other important information about scheduling.