

1. General Information

1a. Submitted by the College of: EDUCATION

Date Submitted: 1/15/2016

1b. Department/Division: Kinesiology - Health Promotion

1c. Contact Person

Name: Justin K. Nichols

Email: justin.nichols2@uky.edu

Phone: 257-4746

Responsible Faculty ID (if different from Contact)

Name: Jonell Pedescleaux

Email: jonell.pedescleaux@uky.edu

Phone: 257-5879

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: KHP 684

2c. Full Title: Diversity in Sport & Fitness Organizations

2d. Transcript Title: Diversity in Sport

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

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SENATE COUNCIL

2j. Course Description for Bulletin: This course offers an examination of the increasingly prominent diversity-related issues in sport organizations. With references to policy, theoretical frameworks, and a growing body of social science literature, students will explore such issues as, but are not limited to, race/ethnicity, gender, religion, sexual orientation, and disability and the various challenges that have emerged in sport organizations. These information exchanges will ultimately lead us to consider the role of key sport leaders and their strategies (or lack thereof) to promote and effectively maximize the benefits of a diverse workforce.

2k. Prerequisites, if any: Admission to the program or consent of the instructor.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 15-20

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: KHP 684: Diversity in Sport & Fitness Organizations will replace KHP 781: Diversity in Sport. KHP 781 is a trial-based numbering and courses with evidence of need must apply for permanent 600-series numbers. A minor program change form was submitted with this proposal.

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|MNOLA01|Melody P Noland|KHP 684 NEW Dept Review|20141125

SIGNATURE|MYRT|Martha L Geoghegan|KHP 684 NEW College Review|20150114

SIGNATURE|MNOLA01|Melody P Noland|KHP 684 ZCOURSE_NEW Approval Returned to Dept|20150917

SIGNATURE|MYRT|Martha L Geoghegan|KHP 684 NEW College Review|20151124

SIGNATURE|ZNNIKO0|Roshan Nikou|KHP 684 NEW Graduate Council Review|20160129

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Open in full window to print or save

Generate F

Attachments:

Browse...

Upload File

	ID	Attachment
Delete	6096	KHP 684 (new).pdf
<input type="button" value="First"/> <input type="button" value="1"/> <input type="button" value="Last"/>		

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: EDUCATION Submission Date: 1/15/2016
- b. * Department/Division: Kinesiology - Health Promotion
- c.
 - * Contact Person Name: Justin K. Nichols Email: justin.nichols2@uky.edu Phone: 257-4746
 - * Responsible Faculty ID (if different from Contact) Jonell Pedescleaux Email: jonell.pedescleaux@uky. Phone: 257-5879
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year¹
- e. Should this course be a UK Core Course? Yes No
 If YES, check the areas that apply:
 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes⁴ No
- b. * Prefix and Number: KHP 684
- c. * Full Title: Diversity in Sport & Fitness Organizations
- d. Transcript Title (if full title is more than 40 characters): Diversity in Sport
- e. To be Cross-Listed² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other		If Other, Please explain:	
- g. * Identify a grading system:
 - Letter (A, B, C, etc.)
 - Pass/Fail
 - Medicine Numeric Grade (Non-medical students will receive a letter grade)
 - Graduate School Grade Scale
- h. * Number of credits: 3
- i. * Is this course repeatable for additional credit? Yes No
 If YES: Maximum number of credit hours:
 If YES: Will this course allow multiple registrations during the same semester? Yes No

j. ⁴ Course Description for Bulletin:

This course offers an examination of the increasingly prominent diversity-related issues in sport organizations. With references to policy, theoretical frameworks, and a growing body of social science literature, students will explore such issues as, but are not limited to, race/ethnicity, gender, religion, sexual orientation, and disability and the various challenges that have emerged in sport organizations. These information exchanges will ultimately lead us to consider the role of key sport leaders and their strategies (or lack thereof) to promote and effectively maximize the benefits of a diverse workforce.

k. Prerequisites, if any:

Admission to the program or consent of the instructor.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. ⁵ Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. ⁶ Course will be offered (check all that apply): Fall Spring Summer Winter

b. ⁷ Will the course be offered every year? Yes No

If No, explain:

5. ⁸ Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. ⁹ What enrollment (per section per semester) may reasonably be expected? 15-20

7. Anticipated Student Demand.

a. ¹⁰ Will this course serve students primarily within the degree program? Yes No

b. ¹¹ Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. ¹² Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. ¹³ Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. ¹⁴ Will this course be a new requirement⁵ for ANY program? Yes No

If YES⁵, list affected programs:

KHP 684; Diversity in Sport & Fitness Organizations will replace KHP 781; Diversity in Sport. KHP 781 is a trial-based numbering and courses with evidence of need must apply for permanent 600-series numbers. A minor program

10. Information to be Placed on Syllabus.

a. ¹⁵ Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. ¹⁶ The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

⁴ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

¹² The chair of the cross-listing department must sign off on the Signature Routing Log

- In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
- You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- In order to change a program, a program change form must also be submitted.

Rev 8/09

UNIVERSITY OF KENTUCKY
DIVERSITY IN SPORT & FITNESS ORGANIZATIONS
KHP 684
Seaton Building-Rm.207
Wednesday, 4:00pm- 6:30pm

Professor:	Dr. Jonell Pedescleaux
Office Address:	207B Seaton Building
Email:	Jonell.pedescleaux@uk.edu
Office Phone:	(859) 257-5879
Office Hours:	Monday – 12:00 12:50pm, 3:00 – 4:00pm, Wednesday – 12:00 12:50pm Friday – by appointment

Required Readings (To be purchased and read by all students)

1. Cunningham, G. (2011). *Diversity in sport organizations* (2nd edition). Holcomb Hathaway Publishers
2. Powell, Shaun (2008). *Souled Out? How Blacks Are Winning and Losing in Sports*. Human Kinetics

“**Research and Reflection for Learning and Leading**” is the theme of the College of Education’s conceptual framework. This statement summarizes how the College and this course approach the preparation of professional educators, exercise scientists, and sports professionals. The skills and teaching methods you will learn in this course have been developed through **research** in the areas of pedagogy, motor learning, motor development and biomechanics, and thus are research-based. It is important that teachers and science professionals choose research-based strategies when preparing evaluation techniques. During this course, **reflection** will also be emphasized. You will be expected to reflect on what you have learned through the development of an evaluation process within kinesiology and health promotion. As in all areas of education, **learning** is an important component of this course. **Leading** is an expectation of both faculty and students. This course will assist you in developing leadership qualities within individual and group projects.

Course Description

The influence of diversity on organizations has been critical in redefining policy, practices, procedures, and key stakeholder interests. This course offers an examination of the increasingly prominent diversity-related issues in sport organizations. With references to policy, theoretical frameworks, and a growing body of social science literature, students will explore such issues as, but are not limited to, race/ethnicity, gender, religion, sexual orientation, and disability and the various challenges that have emerged in sport organizations. These information exchanges will ultimately lead us to consider the role of key sport leaders and their strategies (or lack thereof) to promote and effectively maximize the benefits of a diverse workforce.

Learning Outcomes and Specific Indicators:

- A. Understand diversity and diversity management.
- B. Describe various forms of diversity.
- C. Broaden students’ perspectives of diversity and the impact on sports.

Objectives: Each of the following course objectives will be met through **class lectures, classroom discussions, outside reading assignments, critical thinking questions and class presentations.**

At the end of this course students will be able to demonstrate the following competencies:

- B. The ability to define diversity and diversity management.
- C. Analyze why diversity warrants attention by students and managers.
- D. The ability to discuss and present information on various forms of diversity including race, sex, gender, age, mental and physical ability, religious beliefs, sexual orientation, and social class.

Course Structure

This course assumes that each member of the class is a valuable resource. The instructor and students are both teachers and learners, who collectively make this course meaningful. We are equally responsible to contribute to the pool of knowledge.

An underlying assumption in this course is that learning is not a mere transmission of knowledge. It is a process of constructing meaningful experiences within a political community of learners. Meaningfulness is personal and depends on the amount of participation and willingness to take a risk. Therefore, there is a degree of ambiguity in this course as students discover personal connections to the curriculum.

***Cell phones must be turned off and should not be visible during class.**

Course Requirements

Class Participation

All students are expected to attend class regularly and enter fully in class discussions. As such, students should be prepared to, actively, participate in both class discussions and online platforms, by critically analyzing, posing questions, and/or making observations about the assigned readings and lecture materials.

Grading:

To encourage thoughtful reflection of course materials and commitment to course objectives, you will be assessed on your ability to master course requirements. Specifically, you are required to do each of the following:

- 1.) Facilitator/Participation- 25%
- 2.) Biographical Abstract- 15%
- 3.) Power point Presentation 10%
- 4.) Critical Reflection Exercise – 20%
- 5.) Mid-term Exam – 15%
- 6.) Final 15%

NOTE: The instructor retains the right to make changes, additions or deletions to the syllabus during the course of the semester

Weekly Facilitator(s)

Students will be required to facilitate the discussion of at least one set of weekly assigned readings. The exercise provides weekly facilitators the opportunity to learn to teach through teaching. Special focus will be on

- (1) introduction and transition;
- (2) pacing
- (3) voice
- (4) observations made about the assigned readings

In addition, facilitators should ask the class several thought-provoking questions that will force them to think critically about the issues presented in the assigned readings.

Your goal is to, actively, engage the class; however, you are able to do it! Please note that weekly facilitators should also plan to distribute a handout related to the assigned reading(s).

Biographical Study (Biography)

Students will conduct a biographical study of an athlete in sports of a different gender, linguistic or racial/ethnic background than themselves. The more blatantly disparate you are from the athlete, the better. The case study exercise seeks to develop the student as a critical researcher. This methodological approach will allow KHP 781 students to explore the extent to which issues such as race/ethnicity, culture, gender, language, social class, religion among other diversity-related issues affect the athletes' access and opportunities (or life chances) in society. Additionally, this exercise, in part, provides a framework to help students process, interpret, and apply useful qualitative information to athletes within an organization. The biographical study is a culminating exercise and will enable students to present their understanding of cultural diversity during the final three class sessions.

Please note that this exercise is not intended to be a summary of the athletes' life history, but instead you should consider the following points to guide your biography:

- (a) To what extent do race/ethnicity, culture, gender, social class, sexual orientation, religion, and/or language manifest themselves in the athlete's life within and outside the organizational context?
- (b) Do 'cultural conflicts' exist with their organization(s)? If so, in what ways?
- (c) What are the social, cultural, and community contexts for the athlete beyond the boundaries of the organization?
- (d) How do structural inequalities, if any, manifest themselves in the athlete's opportunities, experiences, and expectations?
- (e) What did you not understand, if anything, about the athlete's journey? Why did you not understand it?

Abstract Guidelines for Biography (Due: October 29th)

- (1) Cover page
 - Name of the sports leader
 - Your name
- (2) Abstracts should be a maximum of 400 words, 12-point Times New Roman font, double-spaced.
- (3) Abstracts should include:
 - (a) Background information
 - Any appropriate literature that relates to the athlete.
 - (b) Significance or rationale for the study of this athlete
 - the reason that you want to research this athlete.
 - (c) Statement of the problem/purpose of the study
 - This section describes the question (s) being asked.
 - (d) Theoretical tenets of diversity
 - describe the primary theory of diversity that best fits your athlete's experiences.
 - (e) Summary of the findings that provides a clear description of the results and discussion of their relevance
 - Discuss the results in light of the questions you are asking.
 - Incorporate any related literature to support your findings.

Power point Presentation

Power point presentations will be graded based upon

- (1) quality and depth of reflection, (2) appropriate use of course concepts, and (3) overall creativity.

Presentation Guidelines

1. Submit a hard copy of power point to professor on the day of presentation
2. The paper should take the following form:
 - A. Title Slide [5-pts]
 - B. Table of Contents Slide [5-pts]
 - C. Introduction Slide [20-pts]
 - Gain the audience attention and interest
 - ✓ Begin with a question, an unusual example or statistic, or a short, relevant story.
 - Put yourself in the speech
 - ✓ Demonstrate your expertise, experience, or concern to gain the interest and trust of your audience.
 - Introduce and preview your topic and purpose.
 - ✓ By the time your introduction is over, listeners should know what your subject is and the direction you'll take to develop your ideas.
 - D. Body/Discussion Slide(s) [20-pts]
 - Make sure the organization of your presentation is clear through the use of transitions.
 - ✓ You can number each point (first, second, third, and so on)
 - ✓ Describe the primary theory of diversity that best fits your athlete's experiences.
 - ✓ Provide internal summaries to remind your listeners where you have been and where you are going and offer comments to help your audience sense the weight of various points.
 - ✓ You should use facts, statistics, examples, and expert opinions to support the main points of your oral presentation.
 - ✓ In addition, you can make your points more memorable with vivid description, well-chosen quotations, true or fictional stories, and analogies.
 - E. Conclusion Slide(s) [20-pts]
 - You want your conclusion to be clear, but you also want it to be memorable
 - ✓ Remind listeners of how your topic and main idea connect to their needs and interests.
 - F. References Slide(s) [10-pts]
 - A minimum of 5 references
 - G. Appearance/Dress [10-pts]
 - Appropriate attire for presentation (business casual)
 - H. Vocal Delivery [10-pts]
 - Speak loudly, clearly and confidently enough for your audience to understand you.
 - ✓ Avoid reading for an entire presentation; speak from memory
 - I. **Twenty-five (25-points) will be deducted from your individual score for absence on the date of your presentation.**

Critical Reflection Exercise

Students are expected to have completed the week's assigned readings prior to attending that class session and be prepared to comment critically. Students will be asked to analyze and synthesize information from the assigned readings while reflecting on their own lived experiences using personal examples, situations they observe in organizations and within their communities, and current events. Students will submit a two page, double-spaced analysis of the diversity challenge reflection questions located at the beginning of the following chapters; (Note the due dates).

<u>Discussion Questions</u>	<u>Due Date</u>
1. Chapter 1- p. 4, Questions 1 – 3	September 3 rd
2. Chapter 3- p. 50, Questions 1 – 3	September 10 th
3. Chapter 4- p. 70, Questions 1 – 4	September 17 th
4. Chapter 5- p. 102, Questions 1 – 2	September 24 th
5. Chapter 6- p. 134, Questions 1 – 3	October 1 st
6. Chapter 7- p. 154, Questions 1 – 3	October 22 nd
7. Chapter 8- p. 176, Questions 1 – 4	October 29 th
8. Chapter 9 -p. 196, Questions 1 – 4	November 5 th
9. Chapter 10- p. 214, Questions 1 – 3	November 12 th
10. Chapter 11- p.238, Questions 1 – 3	November 19 th

GUIDELINES ON HOW TO PREPARE DISCUSSION QUESTIONS

A. Each two page, double-spaced paper **MUST BE TYPED**.

B. The paper should include a cover page with

1. Your name
2. Assignment # (number), chapter, and page # (number)
3. Due date of assignment

C. Write the question and answer.

Academic Conduct

UK expects honesty and integrity from all members of its community. All acts of cheating on assignments or examinations, plagiarism, forgery of signature, or falsification of data will be dealt with appropriately. Students found guilty of any offence against academic honesty and integrity are subject to a failing grade in the course by the instructor.

Class Attendance Policy

Each student should note that class attendance is mandatory (unless otherwise stated by the instructor). Each student is expected to attend all classes unless a family emergency or illness is supported with documentation. Students who will miss classes due to University activities (e.g., trips for intercollegiate athletic participation, student organizations events sponsored by an educational unit, trips for University classes) must inform the instructor prior to occurrence of such absences. Unexcused absences, with the exception of the first absence, will result in the loss of 5 points off the final average grade for the class.

Please note that students employed full-time should inform their employer about the class attendance policy and class calendar. Students that determine their work commitments will cause excessive absences should not enroll in the course.

University Absentee Policy

It is the interpretation of the Senate Rules and Elections Committee that the clause in Senate Rule 5.2.4.2 ("trips for participation in intercollegiate athletic events") does not apply to students that are University employees of the Athletics Department or Campus Recreation Department who are not participating as team athletes in an intercollegiate athletic event during the missed class.

If attendance is required by the class policies elaborated in the syllabus or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W", and the Instructor of Record may require the student to petition for a "W" or take an "I" in the course. [US: 2/9/87; RC: 11/20/87]

Weekly Facilitators

WEEK	STUDENTS	CHAPTER	DATE
Week 4		Chapter 4 – RACE	9/17/2014
Week 5		Chapter 5 – SEX & GENDER	9/24/2014
Week 6		Chapter 6 – AGE	10/1/2014
Week 7		Chapter 7 – MENTAL & PHYSICAL ABILITY	10/8/2014
Week 8		Chapter 8 – APPEARANCE	10/15/2014
Week 10		Chapter 9 – RELIGIOUS BELIEFS	10/29/2014
Week 11		Chapter 11 – SOCIAL CLASS	11/5/2014

CLASS SCHEDULE

<u>WEEK</u>	<u>READINGS</u>
Week 1	Review Syllabus & Class Assignments
Week 2	Read Chapters 1 & 2 (Cunningham)
Week 3	Read Chapter 3 (Cunningham) Read Chapters 1 (Powell)
Week 4	Read Chapter 4 (Cunningham) Read Chapters 2 & 3 (Powell)
Week 5	Read Chapter 5 (Cunningham) Read Chapter 11 (Powell)
Week 6	Read Chapter 6 (Cunningham) Read Chapter 5 (Powell)
Week 7	Read Chapter 7 (Cunningham) Read Chapters 4 & 12 (Powell)
Week 8	Read Chapter 8 (Cunningham) Read Chapters 6 & 12 (Powell)
Week 9	Midterm Exam – Take Home Exam Read Chapters 7 (Powell)
Week 10	Read Chapter 9 (Cunningham) Read Chapters 8 (Powell)
Week 11	Read Chapters 10 & 11 (Cunningham) Read Chapters 9 (Powell)
Week 12	Read Chapter 12 (Cunningham) Read Chapter 10 (Powell)
Week 13	Read Chapter 13 (Cunningham)
Week 14	Read Chapters 14 (Cunningham)
Week 15	Read Chapter 15 (Cunningham)
Week 16	Read Chapter 15 (Cunningham)
Final	Final Exam - In Class Wednesday, Dec. 17, 2014, 4:00pm

Recommended Readings

- Adler, P., & Adler, P. (1985). From idealism to pragmatic detachment: The academic performance of college athletes. *Sociology of Education*, 58(4), 241-250.
- Allport, G. (1954). *The nature of prejudice*. Garden City, NY: Doubleday Anchor Books.
- Bowen, W.G. & Bok, D. (1998). *The shape of the river: Long-term consequences of considering race in college and university admissions*. Princeton, NJ: Princeton University Press.
- Boyd, T. & Shropshire, K.L. (2000). *America above the rim: Basketball Jones*. New York, NY: New York University Press.
- Brooks, D. & Althouse, R. (2000). *The African American athlete's experience: Racism in college athletics*. Morgantown, WV: Fitness Information Technology, Inc.
- Bruening, J., Armstrong, K. & Pastore, D. (2005). Listening to the voices: The experiences of African American female athletes. *Research Quarterly for Exercise and Sport*, 76 (1), 82-100.
- Childs, E. (1999). Images of the black athlete: Intersection of race, sexuality, and sports. *Journal of African American Men* 4(2), 19-38.
- Coakley, J. (2004). *Sport in society: Issues and controversies*. Boston, MA: McGraw.
- Comeaux, E. (2010). Racial differences in faculty perceptions of collegiate student athletes' academic and post-undergraduate achievements. *Sociology of Sport Journal* 27(4), 390-412.
- Comeaux, E., & Harrison, C.K. (2006). Gender, sport and higher education: The impact of student-faculty interactions on academic achievement. *Academic Athletic Journal*, 19(1), 38-55.
- Cose, E. (2001). *The envy of the world*. New York, NY: Washington Square Press.
- Curry, T. (1986). A visual method of studying sports: The photo-elicitation interview. *Sociology of Sport Journal*, 3, 204-216.
- Davis, T. (1995). The myth of the superspade: The persistence of racism in College Athletics. *Forham Urban Law Journal* 22(3), 616-653.
- Davis, T. (1996). African-American student-athletes: Marginalizing the NCAA regulatory structure? *Marquette Sports Law Journal* 6(2), 200-227.
- DeBrock, L., Hendricks, W., & Koenker, R. (1995). The economics of persistence: Graduation rates of athletes as labor market choice. *The Journal of Human Resources*, 31(3), 513-539.
- Duderstadt, J.J. (2000). *Intercollegiate athletics and the American university: A university president's perspective*. Ann Arbor, MI: The University of Michigan Press.
- Dyer, R. (1997). *White*. London, UK: Routledge.
- Edwards, H. (1984). Black student-athletes: Taking responsibility. *Representative American speeches* (126-132). New York, NY: H.W. Wilson Company.

- Edwards, H. (2000). Crisis on the eve of black athletes. *Society*, 37(3), 9-13.
- Eitzen, D. S. (1999). *Fair and foul: Beyond the myths and paradoxes of sport*. New York, NY: Rowman and Littlefield Publishers, Inc.
- Erwin, L., Saunders, S.A., Gillis, H.L., & Hoglebe, M.C. (1985). Academic performance of student athletes in revenue-producing sports. *Journal of College Student Personnel*, 26(2), 119-124.
- Gerdy, J.R. (1997). *The successful college athletic program: The new standard*. Phoenix, AZ: American Council on Education, Oryx Press.
- Golden, T. (1994). *Black male representations of masculinity in contemporary American art*. New York, NY: Whitney Museum of Art, Distributed by Harry N. Abrams, Inc.
- Goffman, E. (1971). *Stigma: Notes of a spoiled identity*. New York, NY: Prentice Hall.
- Hooks, B. (1995). *Art on my mind: Visual politics*. New York, NY: The New York Press.
- Kirk, W., & Kirk, S. (1993). *Student athletes: Shattering the myths & sharing the realities*. Alexandria, VA: American Counseling Association.
- Lapchick, R.E. (1991). *Smashing barriers: Race and sport in the new millennium*. Lanham, MD: Madison Books.
- Lapchick, R.E. (1996). *Sport in society: Equal opportunity or business as usual?* Thousand Oaks, CA: Sage Publications, International Educational and Professional Publisher.
- Lapchick, R.E. & Malekoff, R. (1987). *On the mark: Putting the student back in student-athlete*. Lexington, MA: Lexington Books, D.C. Heath and Company.
- Lapchick, R. (2001). *Smashing barriers: Race and sport in the new millennium*. Lanham, MD:
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