



**University of Maryland College Park
School of Public Health
Department of Kinesiology**



<http://www.sph.umd.edu/KNES/>

KNES 287 Online – Sport and American Society

Semester:	Summer 2014 – June 2-July 23	
Section:	WB11	
Classroom and Time:	Online	
Instructor:	David L. Andrews	
Office:	SPH 2359	
Phone:	301-405-2474	
Email:	dla@umd.edu	
Faculty Website	WWW.KNES287ONLINE.INFO	

Teaching Assistant:	Stephanie Cork	
Office:	SPH 2351	
Phone:	301-405-2575	
Email:	stephaniejcork@gmail.com	
TA Website	WWW.KNES287ONLINE.INFO	

Teaching Assistant:	Victor Lopes	
Office:	SPH 2351	
Phone:	301-405-2575	
Email:	victorbritolopes@gmail.com	
TA Website	WWW.KNES287ONLINE.INFO	

As an online course, KNES 287 Online will be delivered through the following website:

WWW.KNES287ONLINE.INFO

The user id for this site is: knes287
The password for this site is: online

This website which provides details of the following: course lectures; podcasts, readings, video clips, course description; objectives; designations; course schedule and weekly focus; forms of assessment; criteria for assessment; and, information on course instructors.

Students are strongly encouraged to familiarize themselves with the structure and contents of the course website as soon as possible.

The ELMS/Canvas website will be used for the following (there are direct links to these from the course website):

1. **Student Grades (see GRADES link)**
2. **Daily Topic Quizzes (see ASSIGNMENTS link)**
3. **Module Essay Exams (see ASSIGNMENTS link)**
4. **Completion of Final Exam (see DISCUSSIONS link)**

Online Discussion Sections (Beginning Tuesday June 3)

For each topic in the course there will be an online discussion (12 in all), which take place on **Tuesdays and Thursdays** during the course.

The messageboards play an important role in the course, and you are expected to contribute in an informed and timely manner

Required Texts and Other Readings:

Required:

The required weekly course readings can be accessed through the course website:

WWW.KNES287ONLINE.INFO

Recommended:

The recommended weekly course readings can be accessed through the course website:

WWW.KNES287ONLINE.INFO

Course Catalog Description:

Sport will be related to such social problems as delinquency, segregation, collective behavior, and leisure; to social processes such as socialization, stratification, mobility, and social control; and to those familiar social institutions as the family, the school, the church, the military, the economy, the polity, and the mass media.

Course Description:

To some people, sport exists as a realm of popular experience somehow removed or isolated from the forces and pressures that have come to define the rest of society. This course seeks to explode this *sporting mythology*, by highlighting the extent to which *sport is in fact a social construction*, which can only be understood in relation to the social forces and relations operating within contemporary America. As such, this course encourages students to develop a truly *sociological sporting imagination*, with regard to their perceptions and experiences of the *necessary interrelationship* between sport culture and the forces, institutions, and processes, structuring contemporary American society. In doing so, this course focuses on: the relationship between sport and political, economic, and cultural institutions; the effects of commodifying, corporatizing, mass-mediating, and globalizing processes on the structure contemporary sport; the influence contemporary sport culture has on the shaping of particular of class, race, gender, age, and nation-based bodies, identities, and experiences; and, the various collective groupings—subcultural, community, national, and global—through which sport is organized and experienced within contemporary life.

KNES 287 Course Learning Objectives:

Upon completing this course, the student will be able to:

1. [Following C. Wright Mills] Develop their own sociologically-based sporting imaginations, through which they will be able to identify and interpret sporting institutions, practices, and bodies as being both constituted and constituting elements of the contemporary American context in which they are located.
2. Derive a better understanding of the relationship between sport and the social, cultural, economic, political, and technological forces and relations operating in twenty-first century America.
3. Assess the dominant power structures, processes, and relations in and through which contemporary sport culture operates, and examine their effects upon shaping particular class, race, gender, sex, age, and nation-based bodies, identities, and experiences.
4. Illustrate the existence of, and be able to propose solutions for, any disparities, inequalities, and/or injustices operating within contemporary sport culture.
5. Think both critically and reflexively about their own sporting experiences and bodies, and the degree to they are enabled and/or constrained by wider societal forces, structures, and power relations.
6. Synthesize and apply concepts drawn from social and cultural theorizing in critically appraising various empirical dimensions of sport.

Kinesiology Competencies Addressed in this Course:

The following competencies for the Kinesiology program are addressed in this course:

1. Students will interpret, synthesize, and critically analyze research underlying the kinesiological dimensions of physical activity and health.
2. Students will develop principled reasoning skills necessary to apply and extend kinesiology knowledge to address problems that are relevant to physical activity and the health of diverse populations.
3. Students will integrate, interrogate, and communicate the connection between the scholarship of kinesiology and the goals of public health.
4. Students will integrate their physical activity experiences with kinesiology sub-disciplinary knowledge.

University Core Course Designations:

Distributive Studies: Social Sciences & History-Social & Behavioural Science [SB] CORE Course Designation

Human Cultural Diversity [D] CORE Course Designation

New General Education Designations:

Distributive Studies - History and Social Sciences

Diversity - Understanding Plural Societies

Course Structure:

The course is divided into 3 modules, with four topics covered in each module.

Every topic is assigned **TWO DAYS**, in which you are expected to do the following

Day 1: Go over **lecture notes, listen to podcast, view video clips, and read required readings**, AND, complete a **TOPIC QUIZ (via Canvas)** comprising of 10 questions focused on the information covered in the lecture notes, view video clips, podcast, and readings for the topic.

Day 2: Contribute to an **ONLINE DISCUSSION (via Canvas)** focused on a question related to the topic.

Having gone through the 4 topics for the module, you will then be expected to take a **MODULE ESSAY EXAM (via Canvas)**. These occur **every other Friday** during the course.

Course Calendar:

On or before Monday June 2: **Familiarize yourself with course structure, expectations, and materials including:**

1. Detailed reading of entire course website and [SYLLABUS](#).
2. Watching [COURSE ORIENTATION VIDEO PODCAST](#).
3. Contribute 200 word bio and pic to respective STUDENT BIOPAGE.

Module 1: Structures and Processes

Monday June 2: Topic A: Sport and the Sociological Imagination

Tuesday June 3: Online Discussion #1 (up to 10pm ET)

Wednesday June 4: Topic B: Sport and the Neoliberal Political Order

Thursday June 5: Online Discussion #2 (up to 10pm ET)

Friday June 6: No Scheduled Course Requirements

Monday June 9: Topic C: The Corporeal Economy of Sport

Tuesday June 10: Online Discussion #3 (up to 10pm ET)

Wednesday June 11: Topic D: Society of the Sporting Spectacle

Thursday June 12: Online Discussion #4 (up to 10pm ET)

Friday June 13: [Module 1 Essay Exam](#)

Module 2: Bodies and Identities

Monday June 16: Topic A: Power, Sport, and Masculinities

Tuesday June 17: Online Discussion #5 (up to 10pm ET)

Wednesday June 18: Topic B: Sporting Femininities and Body Hierarchies

Thursday June 19: Online Discussion #6 (up to 10pm ET)

Friday June 20: No Scheduled Course Requirements

Monday June 23: Topic C: Social Class, Habitus, and Physical Culture

Tuesday June 24: Online Discussion #7 (up to 10pm ET)

Wednesday June 25: Topic D: Race, Ethnicity, and Sporting Difference

Thursday June 26: Online Discussion #8 (up to 10pm ET)

Friday June 27: [Module 2 Essay Exam](#)

Module 3: Collectivities and Spaces

Monday June 30: Topic A: The Performance of Sport Subcultures

Tuesday July 1: Online Discussion #9 (up to 10pm ET)

Wednesday July 2: Topic B: Physical Culture and the Neoliberal City

Thursday July 3: Online Discussion #10 (up to 10pm ET)

Friday July 4: Independence Day Holiday

Monday July 7: Topic C: Sporting Communities

Tuesday July 8: Online Discussion #11 (up to 10pm ET)

Wednesday July 9: Topic D: The Imagined Sporting Nation

Thursday July 10: Online Discussion #12 (up to 10pm ET)

Friday July 11: [Module 3 Essay Exam](#)

Topic Outline

Note: Numbers in brackets after learning objectives show linkage between material covered in each Topic and the numbered course and program competencies shown at the beginning of this syllabus.

Topic 1

June 2

Module I Topic A: Sport and the Sociological Imagination

The aim of this introductory topic of the course is to introduce students to the need to understand sport as a, contextually specific, social construct. Following the directions of C. Wright Mills (see right), this will involve encouraging the development of a sporting sociological imagination through which it is possible to discern how sport can only be understood, and is indeed only experienced, in relation to the broader forces (cultural, political, and economic) that have come to dominate and define contemporary American existence.

KNES 287 Course Learning Objectives for Topic: 1, 2, 5, 6

Kinesiology Learning Objectives for Topic: 1, 2, 3, 4

Required Readings:

Reading I: Andrews, D. L. (2006). Situating sport. In *Sport-Commerce-Culture: Essays on sport in late capitalist America* (pp. 1-12). New York: Peter Lang.

Reading II: Sinnott, J., & McGowan, T. (2013, January 15). Lance Armstrong's demise: How an all-American hero fell to earth. CNN.com.

Assignments: This material will be assessed during the daily topic quiz, and potentially within the module essay exam. It is also expected that students will engage it within the integrative online discussion for this topic.

Topic 2

June 4

Module I Topic B: Sport and the Neoliberal Political Order

This topic furthers the understanding of the practice of sporting mapping; the use of the sociological imagination in making linkages between sport and society. Specifically, it focuses on the relationship between sport and the political dimensions of contemporary existence. Politic hereby being understood as the structures, processes, and practices of governance; and political power being the ability to control, shape, and regulate people's lives. The focus of the discussion is the relationship between sport and the neo-liberal political order.

KNES 287 Course Learning Objectives for Topic: 1, 2, 5, 6

Kinesiology Learning Objectives for Topic: 1, 2, 4

Required Readings:

Reading I: Coakley, J. (2011). Ideology just doesn't happen: Sports and neoliberalism. *Journal of ALESDE*, 1(1), 67-84.

Reading II: Ericson, E. (August 17, 2011). The Baltimore Grand Prix promises riches...but who are these guys anyway? *Baltimore City Paper*.

Assignments: This material will be assessed during the daily topic quiz, and potentially within the module essay exam. It is also expected that students will engage it within the integrative online discussion for this topic.

Topic 3	June 9
<p>Module I Topic C: The Cultural Economy of Sport</p> <p>This topic utilizes the sporting sociological imagination to develop an understanding of the inter-relationship between sport, the economy, and economic systems. Focusing on the contemporary cultural capitalist system, an understanding of the processes of commercialization and corporatization are developed. This entails a discussion of the corporate sport model, and leads to an examination of the Weberian influenced understanding of the process of McDonaldization, and how it relates to the structure and experience of both corporate sport and the fitness industry.</p> <p>KNES 287 Course Learning Objectives for Topic: 1, 2, 5, 6</p> <p>Kinesiology Learning Objectives for Topic: 1, 2, 4</p> <p>Required Readings: Reading I: Wieberg, S., & Berkowitz, S. (2009,). NCAA, colleges pushing the envelope with sports marketing. USA Today. Reading II: O’Toole, L. L. (2008). "McDonald’s at the Gym? A Tale of Two Curves®." Qualitative Sociology 32(1): 75-91.</p> <p>Assignments: This material will be assessed during the daily topic quiz, and potentially within the module essay exam. It is also expected that students will engage it within the integrative online discussion for this topic.</p>	
Topic 4	June 11
<p>Module I Topic D: Society of the Sporting Spectacle</p> <p>This topic focuses on the complex interconnections linking sport and the commercial mass media. In this way, while the direct relationship is between sport and culture, this week’s focus also demonstrates clear linkages with political, economic, and technological dimensions of contemporary society. Focuses on Debord’s understanding of the society of the spectacle, and its relevance for understanding late capitalist sport culture, particularly as it relates to the manufacture of mediate sporting events, celebrities, and brands.</p> <p>KNES 287 Course Learning Objectives for Topic: 1, 2, 5, 6</p> <p>Kinesiology Learning Objectives for Topic: 1, 2, 4</p> <p>Required Readings: Reading I: Andrews, D. L. (2006). That's sportainment. In Sport-Commerce-Culture: Essays on sport in late capitalist America (pp. 62-80). New York: Peter Lang. Reading II: Dickson, G., & Schofield, G. (2005). Globalization and globesity: The impact of the 2008 Beijing Olympics in China. International Journal of Sport Management and Marketing, 1(1-2), 169-179.</p> <p>Assignments: This material will be assessed during the daily topic quiz, and potentially within the module essay exam. It is also expected that students will engage it within the integrative online discussion for this topic.</p>	
Topic 5	June 16
<p>Module II Topic A: Power, Sport, and Masculinities</p>	

This topic focuses on the introducing the relationship between physical culture and the socio-culturally constructed, and performative nature, of gender and gender difference. This leads to an examination of the hyper-masculine orientation of contemporary sport culture, with specific attention paid to the various ways that involvement with sport/physical activity contributes to the embodied performance and normalization of traditional understandings of masculinity.

KNES 287 Course Learning Objectives for Topic: 3, 4, 5, 6

Kinesiology Learning Objectives for Topic: 1, 2, 3, 4

Required Readings:

Reading I: Denison, J. (2002, March 1). Is it safe in the locker room? The Times Higher Education Supplement, p. 17.

Reading II: Wellard, I. (2002). Men, sport, body performance and the maintenance of 'exclusive masculinity'. Leisure Studies, 21(3-4), 235-248.

Assignments: This material will be assessed during the daily topic quiz, and potentially within the module essay exam. It is also expected that students will engage it within the integrative online discussion for this topic.

Topic 6

June 18

Module II Topic B: Sporting Femininities and Body Hierarchies

This topic focuses on the relationship between social power relations, the various dimensions of physical culture, and the embodied performance of femininity. This includes a discussion of the social and cultural construction of feminine body performance, both in terms of feminine form (shape) and function (practice). This process is related to sport and exercise cultures as the contexts through which women's bodies become manifest in particular ways. Highlights examples of embodied femininity which both reproduce, and challenge, traditional codes and conventions of femininity.

KNES 287 Course Learning Objectives for Topic: 3, 4, 5, 6

Kinesiology Learning Objectives for Topic: 1, 2, 3, 4

Required Readings:

Reading I: Dworkin, S. L. (2001). "'Holding Back': Negotiating a Glass Ceiling on Women's Muscular Strength." Sociological Perspectives 44(3): 333-350.

Reading II: Hellmich, B. (2006, February 5). Athletes' hunger to win fuels eating disorders. USA Today.

Assignments: This material will be assessed during the daily topic quiz, and potentially within the module essay exam. It is also expected that students will engage it within the integrative online discussion for this topic.

Topic 7

June 23

Module II Topic C: Sport, Habitus, and Social Class

This topic focuses on the relationship between social class and physical activity. In specific terms, it examines how social class differences are reproduced and performed through sport and physical activity. This is achieved by developing an understanding of social class and linking it to various health and lifestyle indicators. Bourdieu's notions of capital and class habitus are then introduced as a means of explaining the differential motivations for, and experiences of, physical activity displayed by working, middle, and upper class groupings.

KNES 287 Course Learning Objectives for Topic: 3, 4, 5, 6

Kinesiology Learning Objectives for Topic: 1, 2, 3, 4

Required Readings:

Reading I: Swanson, L. (2009). Soccer Fields of Cultural [Re]Production: Creating "Good Boys" in Suburban America. [Article]. *Sociology of Sport Journal*, 26(3), 404-424.

Reading II: Moore, L.V., Diez Roux, A.V., Evenson, K.R., McGinn, A.P., & Brines, S.J. (2008). Availability of Recreational Resources in Minority and Low Socioeconomic Status Areas. *American Journal of Preventive Medicine*, Vol. 34 Issue 1, p16-22.

Assignments: This material will be assessed during the daily topic quiz, and potentially within the module essay exam. It is also expected that students will engage it within the integrative online discussion for this topic.

Topic 8**June 25****Module II Topic D: Race, Ethnicity, and Sporting Difference**

This topic focuses on the relationship between ethnicity, sport, and physical activity. This is done initially by highlighting the problematic nature of race as an explanatory category. This leads to a discussion of ethnicity and ethnic difference as the categories constituted oftentimes through histories and experiences of race based discrimination. Illustrates the places of sport and physical activity within European American, African American, Native American, and Hispanic American ethnicities. Highlights the relationship between ethnicity and social class, and the relevance of Bourdieu's theorising for understanding ethnic experiences of sport and physical activity.

KNES 287 Course Learning Objectives for Topic: 3, 4, 5, 6

Kinesiology Learning Objectives for Topic: 1, 2, 3, 4

Required Readings:

Reading I: May, R. A. B. (2008). Race and hoops everyday. *Living through the hoop: High school basketball, race, and the American dream* (pp. 79-100). New York: New York University Press.

Reading II: Boeck, G. (2007, February 23). Native American athletes face imposing hurdles. *USA Today*.

Reading III: Sylwester, M. (2005, March 29). Culture, family play role in sports for Latina girls. *USA Today*.

Assignments: This material will be assessed during the daily topic quiz, and potentially within the

module essay exam. It is also expected that students will engage it within the integrative online discussion for this topic.

Topic 9

June 30

Module III Topic A: The Performance of Sport Subcultures

This topic focuses on the structure, role, and experience of sport subcultures. This is done by examining the various dimensions and iterations of subcultures related to various sporting practices. Focusing on participant based sport subcultures, the various issues related to traditional subcultural analysis and theory are discussed, including subcultural group membership and the role of risk/danger within subcultural practices. This leads to an examination of various lifestyle sport subcultures (specifically roller derby, windsurfing, climbing, surfing, cycle messengering, skateboarding, free running, and yoga), each of which displays tensions between subcultural constitution, and commercial colonization.

KNES 287 Course Learning Objectives for Topic: 3, 4, 5, 6

Kinesiology Learning Objectives for Topic: 1, 2, 4

Required Readings:

Reading I: Breivik, G. (2010). Trends in adventure sports in a post-modern society. *Sport in Society: Cultures, Commerce, Media, Politics*, 13(2), 260 - 273.

Reading II: Higgins, M. (2009, January 22). Rough waves, tougher beachers. *The New York Times*.

Assignments: This material will be assessed during the daily topic quiz, and potentially within the module essay exam. It is also expected that students will engage it within the integrative online discussion for this topic.

Topic 10

July 2

Module III Topic B: Physical Culture and the Neoliberal City

This topic focuses on the relationship between physical culture and the neoliberal city, focusing specifically on Baltimore. This examination unpacks the structure and influence of sport within entrepreneurial regimes of city governance, that key on the reinvention of the city, at least partially, around corporate sport spectacles, and the concomitant retrenchment in public provision for sport and physical activity. This involves identifying the differential experiences of sport and physical culture within the renaissance, suburban, and underclass spaces and populations that constitute the contemporary post-industrial city.

KNES 287 Course Learning Objectives for Topic: 3, 4, 5, 6

Kinesiology Learning Objectives for Topic: 1, 2, 4

Required Readings:

Reading I: Farrey, T. (2009). The greatest city in America: Baltimore, Maryland. In *Game on: How the pressure to win at all costs endangers youth sports, and what parents can do about it* (pp. 227-251): ESPN Books.

Reading II: DeMause, N. (2011). Why Do Mayors Love Sports Stadiums? Public subsidies for sports facilities are a great deal for everyone involved—except the public. *The Nation*, 14-17.

Assignments: This material will be assessed during the daily topic quiz, and potentially within the module essay exam. It is also expected that students will engage it within the integrative online discussion for this topic.

Topic 11

July 7

Module III Topic C: Sport Communities

This topic focuses on the relationship between sport and the manifestations and experience of community. The concepts of community and communitas are introduced, and their relationship to representative sport culture is outlined. The discussion then highlights the various forms of sporting communitas (organic, spontaneous, manufactured), and goes on to examine the place of sport in the construction of both organic and extended communities, with a specific focus on small town and metropolitan sporting communities. It concludes with some insights into the future of sporting communities within post-industrial society.

KNES 287 Course Learning Objectives for Topic: 3, 4, 5, 6

Kinesiology Learning Objectives for Topic: 1, 2, 4

Required Readings:

Reading I: Webb, S. (no date). My town: Gyms and the making of small-town America. WM Online (Wabash College, IN).

Reading II: Eckstein, R., & Delaney, K. (2002). New sports stadiums, community self-esteem, and community collective conscience. *Journal of Sport & Social Issues*, 26(3), 235-247.

Assignments: This material will be assessed during the daily topic quiz, and potentially within the module essay exam. It is also expected that students will engage it within the integrative online discussion for this topic.

Topic 12

July 9

Module III Topic D: The Imagined Sporting Nation

This topic focuses on the relationship between sport, the nation, national identity, and nationalisms with contemporary America. The concept of the nation as an imagined community is introduced, and the place of sport within the invention of national identity is highlighted. The context specific nature of the nation, national identity, and nationalisms is discussed, illustrated by the relationship between sport and the American nation in the post-9/11 context. Illustrates the close relationship between sport and the military as expressions of national identity. Focuses on the monumental and individual sporting spectacles through which the nation becomes constituted, and illustrates the contradictions and complexities of sporting nationalisms.

KNES 287 Course Learning Objectives for Topic: 3, 4, 5, 6

Kinesiology Learning Objectives for Topic: 1, 2, 4

Required Readings:

Reading I: Butterworth, M. (2008). Fox Sports, Super Bowl XLII, and the Affirmation of American Religion. *Journal of Sport and Social Issues*, 32(3), 318-323.

Reading II: Jenkins, T. (2013, January 31). When we cheer for our team, do we have to cheer for America, too? *The Washington Post*.

Assignments: This material will be assessed during the daily topic quiz, and potentially within the module essay exam. It is also expected that students will engage it within the integrative online discussion for this topic.

Course Requirements:

I. *ASSESSMENT* (for full details see the course website):

I. Daily Topic Quizzes (12 x 2.5%)	30%
2. Online Discussions (12 x 2.5%)	30%
3. Module Essay Exams (3 x 13.33%)	40%
Total	100%

II. *SCHEMA*

Grades will be awarded based on the following schema:

A+	97-100
A	94<97
A-	90<94
B+	87<90
B	84<87
B-	80<84
C+	77<80
C	74<77
C-	70<74
D+	67<70
D	64<70
D-	60<64
F	0<60

Please note: Grades can be access via the ELMS/Canvas website.

III. GENERAL GRADING CRITERIA

Although there are specific grading criteria on the course website for each of the major forms of assessment used in the course, as a general rule, you can expect to gain the following grades based on your particular usage of the relevant sources of information:

A: To achieve this superior grade in answering questions you must, demonstrate a cogent understanding of, synthesize, and appropriately articulate, all the relevant material from lectures, readings, video clips, discussions, any additional sources you have unearthed as a result of your individual research.

B: Work attaining this grade will incorporate all of the expectations of A grade assignments, apart from the additional sources you have unearthed as a result of your individual research.

C: Work attaining this grade will incorporate some but not all the relevant material from lectures, readings, video clips, and discussions, which you will be expected to synthesize, and properly articulate in answering questions.

D: Work attaining this grade will be devoid of references/citations to either the relevant material from lectures, readings, video clips, discussion, or any additional sources. In other words, if you wish to write papers based on purely personal observations/interpretations, this is the grade you will receive.

F: This grade is reserved for work not handed in on time, or at all. **EVIDENTLY THE ABILITY TO ARTICULATE, INTEGRATE, AND SYNTHESIZE VARIOUS SOURCES WITHIN YOUR WRITTEN WORK IS THE KEY TO SECURING A SUPERIOR GRADE.**

Course Policies:

Class Participation

The University policy on attendance is available at <http://www.testudo.umd.edu/soc/atedasse.html> and in the Undergraduate Catalog

This policy includes information about overall class participation including: religious holidays, inclement weather, excused absences, makeup exam.

Absence Policy

It is the policy of the university to excuse the absences of students that result from the following causes: illness of the student, or illness of a dependent as defined by Board of Regents policy on family and medical leave; religious observance (where the nature of the observance prevents the student from being present during the class period); participation in university activities at the request of university authorities; and compelling circumstance beyond the students control. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes.

In accordance with university policy, if you are absent for a single lecture due to illness or some form of personal or family emergency, this absence will be considered "excused" and the instructor will accept a note from you, attesting to the date of the illness/incident, along with an acknowledgement that the information is true. Whenever feasible, you should try to contact the instructor in advance.

Major Scheduled Grading Events and Prolonged Absences. Students who miss a Major Scheduled Grading Event due any University excused absence must provide appropriate documentation. Students who miss Major Scheduled Grading Event due to illness or who have a prolonged absence due to illness (multiple consecutive absences due to the same illness) *shall be required to provide his or her instructor with written documentation of the illness from the University Health Center or from his or her own health care provider.* The University Health Center or health care provider shall verify dates of treatment and indicate the dates the student was unable to meet academic responsibilities.

For complete information on the university's absence policy see
<http://www.president.umd.edu/policies/v100g.html>

and the Undergraduate Catalog at
<http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540>

Email – The Official University Correspondence:

Verify your email address by going to www.my.umd.edu.

All enrolled students are provided access to the University's email system and an email account. *All official University email communication will be sent to this email address* (or an alternate address if provided by the student). Email has been adopted as the primary means for sending official communications to students, so email must be checked on a regular basis. Academic advisors, faculty, and campus administrative offices use email to communicate important and time-sensitive notices.

Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from "full mailbox" or "unknown user" errors for example), will not excuse a student from missing University announcement, messages, deadlines, etc. Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Building.

For technical support for University email: www.helpdesk.umd.edu or call 301-405-1400.

Late work and Missed Exams / Assignments:

No work will be accepted after the due date and time, and the student will receive a zero for that component of course assessment.

Should a student miss an exam, a re-take will only be allowed through the presentation of supporting documentation related to the reason for the absence (i.e. a signed medical note from a doctor indicating the reason why the student was unable to take the exam).

Religious Observances:

The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. **It is the student's responsibility to inform the instructor at the beginning of the semester or at least one week in advance of any intended absences for religious observance.**

The policy that includes information about Religious Observance is available at:

<http://www.president.umd.edu/policies/iii510a.html>

Special Accommodations / Disability Support Services:

If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Disability Support Service (301-314-7682). If you are ill or encountering personal difficulties, please let the instructor know as soon as possible. You can also contact Learning Assistance Services (301-314-7693) and/or the Counseling Center (301-314-7651) for assistance.

The University services for students with disabilities is available on:

http://www.counseling.umd.edu/DSS/avail_services.html

Academic Integrity:

The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:

- **CHEATING:** intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- **FABRICATION:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information see: <http://www.shc.umd.edu/code.html>.

The Honor Pledge is a statement undergraduate and graduate students should be asked to write by hand and sign on examinations, papers, or other academic assignments. The Pledge reads:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

Inclement Weather / University Closings:

In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website (<http://www.umd.edu>) and snow phone line (301-405-SNOW), as well as local radio and TV stations.

Early Warning Grades:

Early warning grades will be submitted for those undergraduate students who are newly enrolled at Maryland. These grades are an important component of our retention efforts as they provide timely feedback to those students who are unfamiliar with our academic expectations. A letter grade or "satisfactory/unsatisfactory" (S/U) marks may be submitted.

Course Evaluations:

The University, the School of Public Health, and the Department of Kinesiology are committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction. Your evaluations help instructors improve their courses; help deans and department chairs decide on merit pay for faculty, renewal of contracts, and support tenure and promotion decisions; and help current and future students decide on classes. **The system (www.CourseEvalUM.umd.edu) will open toward the end of the semester and close prior to final exams; specific dates will be announced during the semester.**

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo