

FALL 2019

RESM 5120 – Diversity and Inclusion in Recreation, Event, and Sport Management

Wednesday – 6:30 – 9:20PM LANG - 214

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Office Location & Hours
PEB – Room 205K
After class Wednesday – 9:30 - 10:30 pm
Appointments welcomed

Description and Purpose of the Course:

To create a learning environment where all can explore the dynamics and intersectionality of individual identities and begin to think about applications to professional RESM practice. Using inquiry, analyses, and problem solving skills, learners will identify diverse populations, understand laws, legislation, and court decisions protecting diverse populations, and consider how their professional practice in RESM can reduce prejudice and discrimination. Learners, over time, will create an inclusive mindset and become advocates for recreation, events, and sports for all members of a community.

Student Learning Outcomes:

1. Students will understand the diverse laws and legislation that are enforce to create a more diverse and accepting climate.

- A. Define diversity using current research and literature
- B. Define inclusion using current research and literature
- C. Identify and explain the levels of organizational inclusion
- D. Describe diversity laws and legislation: Civil Rights Act of 1964 and Title VI, VII; Older Americans Act of 1965; Educational Amendments Act of 1972 and Title IX; Americans with Disabilities Act of 1985 and associated Titles; and Same-sex Marriage ruling 2015
- E. Recommend needed changes in the RESM profession related to diversity issues

2. Students will understand the nature of prejudice and discrimination as it relates to creating diverse environments.

- A. Define prejudice using current research and literature
- B. Define discrimination using current research and literature
- C. Create a personal definition of prejudice and discrimination related to eight (8) dimensions of diversity: appearance; ability; age; gender; race/ethnicity; sexual and gender orientation and expression; spirituality and religion; and social class
- D. Assess your personal attitudes, values, and behaviors related to diversity issues

3. Students will be able to apply their diversity mindset to service delivery in the recreation, event, and sports professions

- A. Define the concepts of power and privilege
- B. Explain cultural competence
- C. Analyze issues of safe and supportive workplace environments related to diversity such as bullying and electronic aggression
- D. Engage and reflect on real-life exposure to people who are different than you

Text:

Diversity and Inclusion in Sport Organizations (4th Edition), Cunningham, George B., Routledge – Taylor & Frances Group, 2019, ISBN print: 978-1-138-58695-6; ISBN ebook: 978-0-429-50431.

Methods of Instruction:

Discussions, videos, readings, research, exams, case studies, oral presentations, and in-class exercises.

Course Requirements and Assessment of Learning

RESM 5120 Assignments	Value	Due Dates
Reflection 1	15	9/4
Current Issue Discussion	35	Varied. Note date and partner(s) on syllabus
Reflection 2	20	9/25
Research Topic, Audience, Purpose, and References	30	10/2
Exam 1	75	10/9
Research Paper Outline	25	10/16
Reflection 3	25	10/23
Research Paper	75	11/27
Exam 2	100	12/11
Total	400	

Course Grading - The following grading scale will be used

A = 400 – 360 points
B = 359 – 320 points
C = 319 – 280 points
D = 279 – 240 points
F = Less than 240

Course Policies and Practices

Assumptions

We share the common goal of you successfully completing this course and achieving the course learning outcomes. To do this, we will need to:

- A. Complete readings by the date on the course schedule;
- B. Come to class prepared to lead and engage in discussion of the topics on course schedule;
- C. Recognize that materials on the exams will come from readings, class discussions, and all materials associated with the course;
- D. Be professional and respectful to all associated with the course

Classroom Norms and Expectations

As discussed and agreed on in class. We will minimize distracting technology; read and watch assigned materials; come prepared to discuss and share ideas, engage in conversation, listen to each other; and demonstrate respect for ideas that may be sensitive or different than yours. By preparing and engaging in class, we will accomplish our work effectively and efficiently. We will function as a group, so if one person is not following norms and expectations, it impacts all.

Late Assignment

Plan ahead, assignments can always be turned in ahead of schedule. If you have a death in the family or a medical emergency, please share proper documentation with the instructor for accommodations, as soon as possible.

Attendance and Participation

You are a valued member of this learning community and your ideas contribute to the learning of all. Please come prepared to contribute by reading and preparing for class. Please notify the instructor if you will miss class. You are expected to be in class and on time on exam days unless you have a death in the family or a medical emergency, please share proper documentation with the instructor for accommodations.

Use of Electronic Communication Devices

As a key member of this learning community, we will respect for each other by actively listening. Cell phones should be in a silent mode. There will be opportunities to use technology for in-class activities. Please add the iClicker app to your phone so you can join class experiences:
<https://macmillan.force.com/iclicker/s/iclicker-reef-students> We will expect digital citizenship from each other. If any electronic device disturbs the teaching and/or learning environment, the user will be asked to leave the class.

Eagle Mail (e-mail) and Canvas

Please activate and regularly check your Eagle Mail and RESM 5120 Canvas website for announcements and updates.

Writing Requirements

APA guidelines for writing will be used for this course. I recommend you use Purdue's OWL <http://owlenglish.purdue.edu/> as a guideline. All written assignments should be typed in 12-point Times Roman font, double spaced with 1-inch margins. A cover page with the name of the assignment and your full name should be attached. There should also be a reference page to identify the sources you used in your paper. Please carefully proof your writing for content, clarity, grammar, punctuation, and spelling. These elements will be part of the grading criteria.

Students with Disabilities

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. The student has the responsibility of informing the course instructor of any disabling conditions that will require course modifications. For additional information see the Office of Disability Accommodation website at disability.unt.edu.

Family Educational Rights and Privacy Act (FERPA Information):

Students have the right to expect their grades will be kept confidential. There are a few things, because of the size of the size and/or nature of the class, the instructor must advise you of regarding collection and distribution of test results, quiz scores, assignments, projects, etc. During this class it may be necessary for you to pass your assignments forward to the instructor or it may be necessary for the instructor to call your name and then return your completed assignment to you by passing it across the room. The instructor, under the reasonable assumption guidelines, assumes students are collecting ONLY their own materials. Every attempt will be made to keep your information confidential. Neither your course grades nor grades for any individual assignment will be posted in a way that could result in your being identified by other students or faculty members.

Academic Integrity Standards and Consequences:

Consistent with the University of North Texas policies, scholastic dishonesty will result in you failing the course. The course will be governed by all policies described in the **UNT Code of Student Conduct** and **UNT policy on Student Standards for Academic Integrity**. If you are unsure about an academic or professional behaviors, please ask.

Syllabus

The instructor may change this course syllabus at any time during the course to enhance students' learning. Discussion will take place about the changes with students in the course.

Tentative Course Calendar

- Aug. 28 *Course Introduction. Setting Course Norms and Expectations. What is Diversity and Why is It Relevant to You and RESM Professions? Discussion: Reflections and Current Issues Discussions*
- Sept. 4 *Diversity and Inclusion – Read Chapters 1 and 2*

 Be prepared to discuss Chapter 1 & 2 Questions for Discussion from the textbook

 Theoretical Tenets of Diversity and Inclusion - Read Chapter 2

 Reflection 1 Due: Answer the following questions and be prepared to discuss in class
 -1. What category/class (Managerial, Sociological, or Social Psychological) of theories appeared most relevant to you related to diversity and inclusion based on what type of career you want? Identify the category and relate it to your career choice and explain why?
 -2. Define intersectionality as it relates to diversity, and give an example that you have experienced or observed?
 -3. What was one thing you had not thought about before reading chapters 1 and 2?
- Sept. 11 *Bias - Stereotypes, Prejudice, and Discrimination – Read Chapters 3 and 4*
 Discussion: Research Paper

 Be prepared to discuss the three components of bias - Stereotypes, Prejudice, and Discrimination. Also think about examples of explicit and implicit forms of bias
- Sept. 18 *Race and Ethnicity – Read Chapter 5*

 Watch: <https://www.youtube.com/watch?v=SEIRufjSMw>
 Watch: <http://www.pbs.org/wgbh/frontline/film/class-divided/>

 Current Issue: Boyer, Willis, & Whiteley

Sept. 25

The Effect of Gender – Why Explore Gender and Sex? – Read Chapter 6

Watch: <https://www.youtube.com/watch?v=QEk9GFh7bPc>

Watch: https://www.youtube.com/watch?v=u3QT_Cn_c2I

Current Issue: Castillo, Tolbert, & Tittor

Reflection 2 Due. Answer the following questions:

1. What is your biggest take away from watching the video about a Chinese female who is passionate about basketball?
2. What do you think is the greatest challenge someone like Judy MacLeod faces on a daily basis?
3. Do you think Judy MacLeod's job as first and only female Commissioner of a Football Bowl Subdivision athletics conference has become easier since 2015, remained the same, or become more difficult? Why?
4. Does gender matter in the RESM field? Why or Why not?
5. Identify a recreation, sport, or leisure activity that is gender stereotyped. How could you begin to address this stereotype?

Oct. 2

Aging and Generational Differences - Read Chapter 7

- Watch: <https://www.youtube.com/watch?v=Dg99LxpLKkU>
<https://www.youtube.com/watch?v=tlj7wmjVb8o>
<https://www.youtube.com/watch?v=xYlrOOmK-V0>

Think about stereotypes – positive and negative related to aging. Be prepared to discuss your thoughts about aging and older adults and how RESM professionals will service an aging population today and in the future.

Current Issue: Conway, Thompson, & Sengelmann

Research Topic, Audience, Purpose, and References (at least 5) Due

Oct. 9

Exam 1 Over Chapters 1 - 7

Oct. 16

Abilities - Read Chapter 8

Watch: <https://www.youtube.com/watch?v=tjZQwoR2Bkg>

Watch: <https://www.youtube.com/watch?v=oQjno3rA8e0>

Read: Learn More about the Americans with Disabilities Act
<https://adata.org/learn-about-ada>

Current Issue: Edwards, Robinson, & Nichols

Research Paper Outline Due

Oct. 23	<p><i>Appearances & Weight</i> - Read Chapter 9</p> <p>Watch: https://www.youtube.com/watch?v=WlZNrimhXiM https://www.youtube.com/watch?v=FD6pCIMCDNI</p> <p>Read: https://wordpress.philau.edu/thevoice/2015/11/the-naked-truth-appearance-discrimination-in-the-workplace/</p> <p>Reflection 3 Due On page 231 of your text, answer questions 1-4 - Questions for Discussion Please come prepared to discuss how appearances may impact RESM professionals</p> <p><u>Current Issue: Fulk, Hall, & Nelson</u></p>
Oct. 31	<p><i>Spiritual and Religion</i> – Read Chapter 10</p> <p>Watch: https://www.youtube.com/watch?v=l3gpkP-Atpc</p> <p><u>Current Issue: Harbin, Irving, & Murrell</u></p>
Nov. 6	<p><i>Sexual Orientation, Gender Identity, & Gender Expression</i> – Read Chapter 11</p> <ul style="list-style-type: none"> - Read: https://www.nps.gov/heritageinitiatives/LGBThistory/ - Watch: https://vimeo.com/37144313 - Watch: http://www.nbcdfw.com/news/local/Transgender-8-Year-Old-Walks-in-Dallas-Pride-Parade-393911041.html <p>Come prepared to discuss in class in small groups. We will have a guest speaker, Alex Sylvester, Student Service Coordinator, UNT Institutional Equity & Diversity Division</p> <p><u>Current Issue: Janszen & Jernigan</u></p>
Nov. 13	<i>Work on Research Paper</i>
Nov. 20	<p><i>Social Class</i> – Read Chapter 12</p> <p>Watch: https://vimeo.com/122468054</p> <p><i>Creating Inclusion and Celebrating Diversity through Sports</i> - Read Chapter 15</p> <p>Guest Presentation: Kim Miller, Rise to Win https://www.risetowin.org/</p> <p><u>Current Issue: King & Martinez</u></p>
Nov. 27	Research Paper Due
Dec. 5	<i>Strategies for Inclusion and Diversity Training</i> - Read Chapters 13 & 14
Dec. 12	Exam 2

