

Experimental Course Proposal

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Department of Kinesiology

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December 15, 2016

1) List School, Department, Course Number and Course Title:

- * Liberal Arts
- * Kinesiology
- * 131
- * Sport, Religion & Social Justice

2) Justification for the Course:

In my field there is an emerging and exciting area of study: investigating sport as a vehicle for positive social change and development especially its impact on inequality and discrimination and thus human rights and social justice. The addition of this course will satisfy a pressing need in the Department of Kinesiology for more upper division elective classes. It is also a course that is being positively anticipated by students enrolled in the College's Interfaith Leadership minor. Should the class become permanent, it will be proposed as a course in the Engaging the World component of the core curriculum.

3) Objectives for the Course:

a) See the learning outcomes section in the attached course draft syllabus.

b) This course is intended to serve the goals of its host department, school and institution by immersing students in the scholarly literature pertinent to sport's role in human development and social change. This immersion is intended to satisfy, in part, the College's goal of assuring our students recognize the dignity and value of each person and recognize the importance of sensitivity to social and ethical issues and problems. Our course readings and off-site visits are intended to actualize the School of Liberal Arts written concern for civic engagement and problem solving and future faculty-student research is intended to address the Department of Kinesiology's goal of motivating its students to transform our society for the better.

4) Assessment:

Student learning will be assessed via two examinations (with multiple choice, short answer, and essay sections), eight unannounced quizzes, two prompted essay assignments, a term research paper, and a term project verbal presentation.

5) Student Population:

This course will primarily serve as an upper-division elective course for Department of Kinesiology majors. Additionally, Professor Barbara McGraw (Director of our Center for Engaged Religious Pluralism) hopes that the class will be included in the coursework for the College's Interfaith Leadership minor. During its experimental offering I intend to explore which of the Engaging the World components of the core curriculum this class best satisfies. I expect around 20 students to enroll in the course each year.

6) Upper Division Rationale

This course requires college-level prerequisites. Students pursue in-depth study of the place of sport in culture specifically as it relates to psychological and physical health and development and to issues and problems related to social justice. Close, careful high-level reading and writing are required as is cogent verbal communication. Students are expected to have the intellectual readiness to utilize multidisciplinary theoretical approaches to the course's topics.

7) Relationship to Current College Curriculum:

This course is intended to build on foundational material introduced in Kinesiology 10 and complement content offered in Kinesiology 106 (women in sport), 111 (sport history), 114 (sport sociology) and 118 (issues in community health). There is no plan to modify or delete existing courses as a result of offering this course. See the comments above regarding the College's Interfaith Leadership minor.

8) Any Extraordinary Implementation Costs:

There are no extra costs to the College.

9) Course Credit and Grading Options:

This is a full (1) credit course. Students will receive the standard number of semester contact hours during the class. Four out-of-class site visits will be incorporated into the course (see attached syllabus). The in-class format will be lecture/discussion. The course is offered on a letter grade only basis.

10) Prerequisites, Corequisites:

Kinesiology 10 and 15—concurrent enrollment in Kinesiology 15 is allowed (or for non-majors, permission of the instructor).

11) Course Description:

See first section of attached draft syllabus.

12) Course Content:

A draft syllabus is attached.



KINESIOLOGY 131 (FALL 2017)

draft

SPORT, RELIGION & SOCIAL JUSTICE

Professor Deane A. Lamont

MF 1-2:40PM in TBA

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Office Hrs: TBA (Saint

Joseph Hall and by appointment)

Course Description

It has been long believed and written that sport brings with it all manner of positives for its participants and their communities. The ancient Greeks recognized robust sport's physical and political benefits, New England's Puritans saw in its practice a pragmatic good, and Victorians, on both sides of the Atlantic, took special note of the psychological and social pluses that seemed to flow from their team competitions. During the twentieth century, numerous U.S. presidents enthused over contact sport's ability to build strong character in players and applauded its positive role in readying the nation's military for action. The United Nations has declared sport a powerful tool that can strengthen social ties and networks and promote non-violence, tolerance and justice. At the beginning of our millennium, Nelson Mandela said that sport "speaks to youth in a language they understand" and that it "can create hope where once there was only despair." Pope John Paul II believed sport to be a "vital instrument for the moral and spiritual elevation of the human person" and that it was important in the "construction of an orderly, peaceful and hardworking society." These are powerful beliefs about and impressive claims for a competitive physical activity, but can playing baseball or football or learning how to box or shoot a basketball really result in so many profound positives for human beings?

The long-standing belief in the United States that sport involvement is positively developmental has led to it being utilized as a solution to enduring social problems, especially among "at-risk" individuals and in low-income groups. Government agencies, religious and educational institutions and philanthropic organizations seeking to improve the lives of those at the margins of society have used sport to take aim at poverty, crime, unemployment, poor physical and mental health, truancy and all manner of other social ills. Recently, the practice of providing sport opportunities to lift up young people in disadvantaged communities has been brought under the banner of social justice work.

In this course we will critically examine the root idea that sport participation is positively developmental and that, by extension, it can serve as a viable vehicle for advancing social justice in modern America. We will begin the semester by considering the relevance of these topics to the mission of Saint Mary's College and Catholic social teaching. Next, we review the extensive history of sport being harnessed for its perceived ability to improve the human condition. We then explore the most important scholarly literature that has focused on whether or not sport participation really can be credited with positive human development and social change. Finally, we will analyze human rights and social justice projects that employ sport as an intervention and the organizations and institutions that administer them, both in the United States and overseas. During the second half of the semester, as we examine the link between current sport development research and its community application, we will visit programs that are using sport to serve local at-risk communities. On our list of site visits are: the East Oakland Boxing Association, De La Salle High School, the San Francisco Diocese's Catholic Youth Organization sports program, and the Oakland Police Activities League.

Course Assessments

1. Exam 1: 80 pts. (20%)
2. Exam 2: 80 pts. (20%)
3. Quizzes (8@10 pts. each): 80 pts. (20%)
4. In-class writing assignments (2@40 pts. each): 80 pts. (20%)
5. Term Project 80 pts. (20%)

Grading Scale

- A: 360-400 pts.**
B: 320-359 pts.
C: 280-319 pts.
D: 240-279 pts.
F: <240 pts.

Course Calendar

<i>Date</i>	<i>Daily Topics/Readings/Assignments</i>
M	<i>Introduction, Syllabus & Biographies</i>
F	<i>Sport: A Working Definition/Rdr. 1 (part 1)</i> Watson, N. J. & White, J. (2007). Winning at all costs in modern sport. In J. Parry, S. Robinson, N. J. Watson & M. Nesti (Eds.), <i>Sport and spirituality</i> . Oxford: Routledge. (read pp. 61-67)
M	Professor Carol Swain: <i>The Mission of Saint Mary's College/Rdr. 1, (part 2) & Rdr. 2</i> Watson, N. J. & White, J. (2007). Winning at all costs in modern sport. In J. Parry, S. Robinson, N. J. Watson & M. Nesti (Eds.), <i>Sport and spirituality</i> . Oxford: Routledge (read pp. 67-79) and a reading provided by Carol Swain.
F	<i>Modern Social Justice/Rdr. 3</i> <i>The Universal Declaration of Human Rights</i> at http://www.un.org/en/universal-declaration-human-rights/ and Darnell, S. C. (2016). Sport in the community: an

overview and assessment of sport for development and peace. In E. Sharpe, H. Mair & F. Yuen (Eds.), *Community development: applications for leisure, sport, and tourism*. State College, PA: Venture Publishing.

M Professor Tom Poundstone: *Catholic Social Teaching*/Rdr. 4

Reading provided by Tom Poundstone.

F *The Greeks & Romans: Arete & Panem et Circenses*/Rdr. 5

Dombrowski, D. A. (1979). Plato and athletics. *Journal of the Philosophy of Sport* 6 (1), 29-38 and Reid, H. L. (2007) Sport and moral education in Plato's *Republic*. *Journal of the Philosophy of Sport* 34 (2), 160-175.

M *The Greeks & Romans: Arete & Social Control, contd.*/Rdr. 6

Eitzen, D.S. (2008). Social control and sport. In J. Coakley & E. Dunning (Eds.), *Handbook of Sports Studies*. London: Sage Publications.

F *The Victorians & Muscular Christianity*/Rdr. 7

Watson, N. J. , Weir, S. & Friend, S. (2005). The development of Muscular Christianity in Victorian Britain and beyond. *Journal of Religion & Society* 7, 1-21.

M *U.S. Progressives & the PAA*/Rdr. 8

Guttmann, A. (1988). Children's play from Jackson's Island to the Little Leagues. In *A whole new ball game: an interpretation of American sports*. Chapel Hill: University of North Carolina Press.

F "Character Building"/Rdr. 9

Bredemeier, B. L. & Shields, D. L. (2006). Sports and character development. *Research Digest* 7 (1) and Fullinwider, R. K. (2006). Sports, youth and character: a critical survey. Retrieved from <http://www.civicyouth.org/PopUps/WorkingPapers/WP44Fullinwider.pdf>

M Professor Steve Miller: *Moral Development in Elementary School Children*/Rdr. 10

Miller, S. C., Bredemeier, B. J. L., & Shields, D. L. L. (1997). Sociomoral education through physical education with at-risk children. *Quest* 49, 114-129.

F *Education & Sport*/Rdr. 11

Rees, C. R. & Miracle, A. W. (2008). Education and sports. In J. Coakley & E. Dunning (Eds.) *Handbook of Sports Studies*. London: Sage Publications.

M *In-Class Writing Assignment*

F *U.S. College Sport: Educational Opportunity or Economic Exploitation?* /Rdr. 12

Van Rheenen, D. (2012). Exploitation in college sports: race, revenue, and educational reward. *International Review for the Sociology of Sport* 48 (5), 550-571.

M **Exam 1**

- F *Contemporary Theory & Practice/Rdr. 13*
- Hartmann, D. & Kwauk, C. (2011). Sport and development: an overview, critique, and reconstruction. *Journal of Sport and Social Issues* 35 (3) 284-305 and/or Darnell, S. (2012). Social theory, the sociology of sport and the study of SDP. In *Sport for development and peace: a critical sociology*. London: Bloomsbury Academic and/or Coakley, J. (2007). Using social theories. In *Sports in society*. Boston: McGraw Hill or Coakley, J. (2012). Youth sports: what counts as positive development? In R. J. Schinke & S. J. Hanrahan, *Sport for development, peace, and social justice*. Morgantown, WV: FIT.
- M Professor Robin Dunn: *Sport & At-Risk Youth/Rdr. 14*
- Coakley, J. (2007). Sports and children. In *Sports in society*. Boston: McGraw Hill and Hellison, D. (2003). Teaching personal and social responsibility in physical education. In S. Silverman, & C. Ennis, *Students learning in physical education: applying research to enhance instruction*. Champaign, IL: Human Kinetics.
- F *East Oakland Boxing Association (1-6PM)/Rdr. 15*
- Sport & Crime:
<http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199935383.001.0001/oxfordhb-9780199935383-e-87> and visit www.eoba.org
- M *No Class*
- F *Contemporary Theory & Practice, contd./Rdr. 16*
- Wright, R. W., Hansen, L. & Chad, K. (2012). Building community capacity through sport for development: usability of the domains approach. In K. Gilbert & W. Bennett, *Sport, peace & development*. Champaign, IL: Common Ground.
- M *Contemporary Theory & Practice, contd./Rdr. 17*
- Theberge, N. (2008). Gender and sport. In J. Coakley & E. Dunning, (Eds.) *Handbook of sports studies*. London: Sage Publications and <https://jsfd.org/2013/04/11/sport-for-development-programmes-for-girls-and-women-a-global-assessment/>
- F *Diocese of San Francisco Catholic Youth Organization (1-6PM)/visit <http://athletics.ccyo.org/home/>Rdr. 18*
- Sport & the Roman Catholic Church:
<http://www.laici.va/content/dam/laici/documenti/sport/eng/magisterium/jpii-pastoral-messages.pdf>)
- M *No Class/Rdr. 19*
- Hoberman, J. (2011). The myth of sport as a peace-promoting political force. *SAIS Review* 31 (1).
- F *De La Salle High School: "Educational Athletics"(1-6PM)/visit www.dlshs.org and watch the 2014 movie *When the Game Stands Tall*. Available through Netflix and other online sources.*
- M *Oakland Police Department Police Activities League (1-6PM)/visit www.oaklandpal.org*
 F *In-Class Writing Assignment*

M	<i>Student Presentations</i>
F	<i>Student Presentations</i>
W	Exam 2

Last day to withdraw from class without academic penalty and midterm holiday, TBA.

All students registering for this course must commit to attending four off-campus site visits to occur during the second half of the semester (see syllabus calendar above). Travel from Saint Mary's College to the sites will commence at 1PM. Students can expect to be back on campus by 6PM. All of these visits require travel by automobile. Student car-pools will be facilitated by the instructor, but individual students are ultimately responsible for organizing their own roundtrip transportation. Students who have a class or work schedule or any other commitments that might prevent them from absolutely committing to all of these off-campus visits should not register for this class.

**** Learning Outcomes***

All students are expected to read carefully and for meaning and be able to demonstrate their mastery of the assigned texts through well-written cogent quizzes, examinations, and in-class essays. I frequently call on students during class and consider these times to be opportunities for students to demonstrate that they have read and thought about our course readings and other materials. Students are required to effectively organize and communicate their ideas in the written and verbal form during an end of semester in-class presentation based on their research into one of the course's subtopic areas.

Upon completion of the course, students will:

- 1) Demonstrate an understanding of the missions of the Department of Kinesiology and Saint Mary's College of California and be cognizant of the central tenets of Catholic social teaching and the modern concept of social justice
- 2) Define, understand, and describe the cultural place of the corporeal action known as sport
- 3) Appreciate the long history of the use of sport in diverse human communities
- 4) Be cognizant of the scholarly literature pertaining to sport's role in human development and social change
- 5) Be familiar with the theoretical base that informs the use of sport as a social justice vehicle
- 6) Link sport development projects to critical contemporary public health and social justice issues and problems
- 7) Understand the commonalities between North American and international sport development and social change projects
- 8) Command an appropriate professional vocabulary
- 9) Gain an appreciation for ongoing sport and social justice research theory and application

- 10) Have demonstrated the ability to think critically about and communicate authoritatively on (in various written and verbal forms) the topics investigated during the course

* *Quizzes*

There will be eight unannounced quizzes during the semester. Each quiz will be worth 10 points. Five quizzes will be given before Exam 1 then three more before Exam 2. The quizzes will *only* be given at the beginning of our class meetings -- you need to be on time -- and be based on the reading assignment for that day.

* *In-Class Writing Assignments*

Twice during the semester you will have the opportunity to undertake graded (see the syllabus grading scale) in-class writing assignments. For the two essays, I will provide you with a topic prompt in advance. You may use one small note card during the writing assignment. Note cards will be submitted to me with your with finished essays. I will provide blank paper for the essays. You will have a maximum of 45 minutes to write each essay.

* *Term Project*

Each student will give an end of semester verbal presentation based on a term paper produced subsequent to careful research into one of the course's subtopic areas. This is a problem solving assignment that requires you to choose a relevant subtopic then access, read, understand, summarize and cogently present pertinent scholarly journal articles in both the written and verbal form and under strict space and time limits.

This project does not require you to prove anything; rather, it asks you to report on what current scholarship informs you about your chosen subtopic.

To have success with this project you will need to, *inter alia*: work diligently and independently across the duration of the semester; carefully manage your time; thoughtfully organize the materials you collect; write and edit multiple drafts of your paper; and repeatedly practice your verbal presentation. I highly recommend that you make use of our campus' writing center (CWAC) during this project.

Term Paper

The term paper will be an annotated bibliography on a subtopic of your choosing, e.g., youth sport participation's impact on a) juvenile crime rates or b) teenage pregnancy or c) use of illegal drugs. You are to use a minimum of four scholarly articles in your term paper. You must gain approval from me for your term project's topic. Make an appointment to get your topic approved as soon as is reasonably possible. I keep a record of who has had their topic approved. Your four sources must be from refereed/peer-reviewed publications. If you are unsure about the quality of any source, ask a reference

librarian or me. Submit your final term paper in a plain, flat two-sided folder with **all** supporting documents (I'll explain what this means). No bulky plastic or expensive binders, please. A cover page and page numbers are required as is careful APA citation throughout. All papers must be stapled!

Consider what follows immediately below to be the **paper's** grading rubric. This information is designed to guide you and be used by me to assess your work. Of most importance will be: 1) the quantity and quality of evidence you locate and use in your paper (20 pts.) and 2) your paper's organization and written quality, especially how well you summarize the findings published in your research sources (20 pts.). All term papers must be submitted to turnitin.com through our Moodle site. Your term paper is to be submitted immediately before your verbal presentation. Late papers will not be accepted. The term paper is worth a maximum of 40 points.

Your entire double-spaced paper must be in APA style and Times New Roman (or very similar) 12 font. A cover page is required and it must have a title that concisely informs the reader about the content that follows. The cover page should also show (at the bottom) the paper's word count. Maximum word count is 2500 words. You are required to report on **four** scholarly articles in the paper. After each article's full APA citation, you write one comprehensive paragraph that explains the study's purpose and methods followed by your summary of what the authors reported. Aim to describe each article in no more than 500 words.

Sample citation in APA:

Smith, R. J., Jones, G. P., Whight, N., Wells, G. A., & Jaffey, J. (2018). Regular participation in an after-school youth boxing program and rates of contact with the criminal justice system. *Journal of Sport & Social Issues*, 150(4), 550-578.

Verbal Presentations

Presentations will be no more than eight minutes in duration. Expect at least one question from the audience during or after your talk. Be sure to repeatedly practice giving your presentation. Consider everything below to be the **presentation's** grading rubric. This information is intended to allow me to assess your presentation and guide you on how to best prepare your talk. We will have a lottery that will identify the order of presenters. All students are required to attend all presentations. The presentation is worth a maximum of 40 points. With regard to the awarding of points, of most importance will be: 1) the quality and quantity of evidence you locate and report on in your presentation (10 pts.); 2) your presentation's organization, especially how well you explain and integrate the findings from your four scholarly sources (15 pts.); and 3) the quality and style of presentation: this is where the audience discovers if you have prepared well and repeatedly practiced your presentation (15 pts.).

Here is the format your presentation should follow:

- 1) Begin by concisely identifying what you have investigated (e.g., juvenile crime rates), its significance to contemporary society (here you'd use statistics relative to the prevalence of juvenile crime in the U.S. and perhaps its economic cost), and indicate to the reader how you've narrowed the scope of your project. In the case of juvenile crime, you will probably have focused on a particular demographic group or geographic location. Next, you will connect juvenile crime to interventions involving sport. During this introductory section of your talk you must give clear and concise definitions and explanations of your key terms. The contextualizing evidence you use in the introduction must be of high quality, e.g., in the case of crime, FBI or similar data.

This part of your presentation should last no more than two minutes and utilize a maximum of three visual aids. Your first slide will simply show your name and the presentation's title.

- 2) During the next section of your allotted presentation time you need to concisely explain and integrate the findings from your four studies.

This part of your presentation should last no more than five minutes and utilize a maximum of four visual aids.

- 3) Have concluding comments supported by one slide. This section should probably take a minute or less. Here you should refer back to your introduction section, especially your topic's significance to contemporary society, and in the context of what you have reported during your talk propose at least one intervention, practice, or innovation indicated by what your research has revealed.

Take the time needed to construct thoughtful, accurate and error-free slides and practice incorporating them into your presentation. Your presentation's visual aids should be ready to go as soon as you step to the front of the classroom. Make sure you budget enough time to practice using the room's technology before the day of your presentation. If there is a glitch, be prepared to give your talk without slides. There will be no opportunities to "make up" presentations. I am here to help you with this project. If you need any kind of assistance, please contact me

**** Course Texts***

Most course readings are accessed through our Moodle site. There are also links to web readings imbedded in our course calendar. You can read the web and Moodle sources "electronically" or print out hard copies. Everything you'll read is designed for students interested in sport and social justice and some of this material will be incorporated into and expanded upon during lectures.

Some of our class meetings will be very focused on the day's assigned reading and thus will require access to the material during our 90-minute class time. Students should have a laptop with them for ALL class meetings (or have with them hard copies of that day's readings) so that they can quickly access Moodle or the other web sources.

Laptops are only to be used for this purpose and at other times should be kept packed away. If you do not own a laptop, please let me know.

At some time ***today*** you should access at least one course reading through Moodle and follow one of the web links in our syllabus. If you encounter problems accessing or using Moodle, contact Rae Peralta (aperalta@stmarys-ca.edu). If you encounter problems with the readings that I have placed in Moodle (e.g., an assigned article is missing pages or blurred) or in our syllabus (e.g., a link does not load) please let me know ASAP by e-mail so that I can share this information with your classmates and work to correct things.

**** Attendance/Engagement***

On the first day of the semester all students will fill out a name card and return it to me. At the beginning of every class thereafter you will collect your name card from me and display it in front of you. This will be my way of memorizing everyone's name and tracking attendance. ***Students are expected to attend all class meetings and be on time.*** Absence usually means missing a quiz or in-class assignment and not engaging with key information for upcoming exams. ***Keep all graded work that is returned to you.***

After two class absences there is a 50 point penalty; if you miss more than three classes there is an 100 point penalty; missing more than four classes will result in a failing grade in the course.

A missed examination, in-class writing assignment or quiz may only be made up in the case of an excused absence. An excused absence is an extraordinary circumstance (e.g., sickness, accident, or unavoidable obligation such as jury duty) that makes attending class impossible. Make-ups will be permitted if you have: 1) notified me in advance of your absence ***or*** communicated with me as soon as you are able to about the absence, and 2) provided documentation that explains the absence (e.g., a doctor's note), and 3) organized the make-up session with me within one week of your absence.

Students are expected to be fully engaged for the duration of the semester. Being fully engaged means, among other things: 1) being present, alert and ready to participate at all times including showing willingness to respond to my in-class questions and 2) being on time for all classes and well prepared for quizzes and other in-class work.

**** Learning Challenges***

Students who have or believe they have a disability of any kind that will or might hinder their performance in this class should consult with Student Disability Services. Reasonable and appropriate accommodations for individuals with qualifying disabilities are extended through this office. Call (925) 631-4358 to set up a confidential appointment to discuss accommodation guidelines and available services. Additional information can be found at the following address on the Saint Mary's website: <http://www.stmarys-ca.edu/sds>

*** Cellular Phones**

I am joining many of my faculty colleagues in declaring our classroom a ***cellular phone free environment*** during learning time. The use of these devices keeps you from being fully present. Partial attention generally leads to partial results. Calling, texting or other outside communication distracts you and others and is not permitted during class time. Students who do not respect this rule will be required to leave the classroom and chronic use of a cell phone can result in your removal from the class for the semester. Yes, I do notice if you covertly use your cell phone.

The use of a cell phone during a quiz or examination period will automatically result in a score of zero being recorded for you and will require me to report the incident to the Academic Honor Council office.

*** Honesty**

During the semester I will treat everyone in our classroom with respect, be honest and candid at all times, and work hard to help you learn and earn the best grade that you can. By registering for this class, I assume that you understand and agree to abide by the institution's Academic Honor Code (see the *Student Handbook* at www.stmarys-ca.edu/your-safety-resources/student-handbook). According to the Code, "Academic dishonesty is a serious violation of College policy because, among other things, it undermines the bonds of trust and honesty between members of the community." Violations of the Code include, but are not limited to, acts plagiarism. In this class, this means: 1) that when given an assignment you will only submit your own work (if you are unsure of exactly what plagiarism is, please ask me) and 2) you will not accept or give help during quizzes and exams. Saint Mary's College imposes significant penalties (including dismissal) upon those who are found guilty of academic dishonesty.

Students should regularly monitor our Moodle site for their quiz, exam and other scores. It is important to track your performance across the semester.

I will be contacting you by e-mail, so you should check your Saint Mary's e-mail address DAILY for important course content communications and syllabus updates.

I am here to help you learn and have success in this class. If you need my help, please let me know. You can talk with me before or after any class, during my office hours, by e-mail or by phone, and at any other time that is mutually agreeable. I want you to meet your potential!



Claire Williams <cmw9@stmarys-ca.edu>

Updated Experimental Course Proposal: Sport, Religion, & Social Justice

2 messages

Claire Williams <cmw9@stmarys-ca.edu>

Wed, Jan 4, 2017 at 4:34 PM

To: Sheila M Hughes <smh21@stmarys-ca.edu>

Cc: Shawny Anderson <sanderso@stmarys-ca.edu>

Hi Sheila,

Attached please find the updated experimental course proposal for KINES 131: Sport, Religion, & Social Justice.

As the department chair, I approve this course and the faculty in the department are aware of and support this experimental course as well.

Please let me know if you need anything else from me at this time,

Claire

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Claire M. Williams, PhD
Associate Professor
Chair & Graduate Program Director
Department of Kinesiology
Saint Mary's College of California



Experimental Course Proposal (Sport, Religion, and Social Justice) 1.4.2017.pdf

162K

Sheila Hughes <smh21@stmarys-ca.edu>

Wed, Jan 4, 2017 at 4:39 PM

To: Claire Williams <cmw9@stmarys-ca.edu>

Cc: Shawny Anderson <sanderso@stmarys-ca.edu>

Hi Claire,

Thanks for sharing this proposal for Kines 131. I find the course worthy of experimental offering and am happy to endorse it.

cheers,

Sheila

Sheila Hassell Hughes
Dean, School of Liberal Arts
Saint Mary's College of California

At Saint Mary's College, we take the Liberal Arts out of the box!



[Quoted text hidden]