



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



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

**KNES 615 – The Body, Culture and Physical Activity**

**Semester:** Spring 2015  
**Classroom & Time:** JMZ 1117, Tues 4-6:30pm  
**Instructor:** Dr. Shannon Jette  
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**Office Hours:** By appointment

**Course Catalog Description:** Critically examines the social constitution and embodied experience of various empirical fields of physical culture, including sport, health, movement, exercise, recreation dance, and daily living related activities.

**Course Description:**

The goal of the course is to critically examine the notion of the ‘natural’ body, along with the various assumptions that this view of the body brings with it. More specifically, we will explore some of the questions that are at the forefront of the field of Body Studies: What can (active) bodies *do*? What might (active) bodies *become*? What practices enable and coordinate the *doing* of particular kinds of (active) bodies? And what does this make possible in terms of our approach to questions about life, humanness, culture, power, technology and subjectivity? (see Blackman, 2008, p. 1). Thus, while we maintain an interest in the various ways through which the active body is located within, and thereby experiences, the operations of social power, we will also focus on new ways of thinking through various dualisms such as structure and agency, mind and body, inside and outside. In particular, we will explore how the concept of ‘embodiment’ might be applied to further our understanding of the various dimensions of physical culture; a diverse cultural sphere including, but not restricted to: sport, health, movement, exercise, dance, and daily living related activities.

**Course Pre- and Co-requisites:**

Recommended: KNES 613: Theories of Physical Culture

**Course Learning Objectives:**

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

1. Further the understanding of the Physical Cultural Studies project through an explication and exposition of the literature in the realm of ‘Body Studies’ (or Sociology of the Body)

2. Apply theoretical literature pertaining to the body and social power, embodiment, posthumanism and affect to empirical sites of sport, health, movement, exercise, dance, and daily living related activities.
3. Nurture a more expansive critical and theoretically based understanding of sport, health, movement, exercise, dance, and daily living related activities.
4. Formulate potentially fundable research proposals that would contribute to the critical and theoretically formed understanding of a specific empirical domain, and that of the broader PCS project more generally.
5. Provide and receive peer feedback in a constructive manner.

### **Kinesiology Competencies Addressed in this Course:**

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

1. Students will be expected to demonstrate a comprehensive understanding of the interdisciplinary field of Kinesiology, and be able to analyze their own research and locate it in relation to the broader field of kinesiology, and the aims and objectives of the School of Public Health.
2. Students will be expected to identify, apply, and critique the range of empirical foci, concepts and theories, and research methodologies, appropriate to their specialized area of kinesiological inquiry.
3. Students will be expected to originate, develop, and complete individually generated, high quality, and prescient scholarly research appropriate to their specialized area of kinesiological inquiry.
4. Students will have demonstrated an ability to disseminate their scholarship (through presentation, publication, or other means) to appropriate scholarly constituencies

### **Required Texts and Other Readings:**

Required: Blackman, L. (2008). *The body: The key concepts*. Oxford and New York: Berg.

In this course, we will use Lisa Blackman's book as a touch point, working through the entire book throughout the course of the semester. Additional journal articles and/or book chapters will also be assigned each week to supplement the portions read from Blackman's book.

**Course Requirements:** The course will be set up as a seminar and my expectation is that students will come to class prepared to participate. I will limit my use of Powerpoint as I find this to be a somewhat unidirectional communication technique (i.e., results in me lecturing to you) and instead I encourage the exchange of ideas through group discussion. As such, in order to excel in this course, you will need to critically engage the course readings as well as attend and participate in the group seminars. In addition to the graded assignments (see below), 20% of the grade will be based on in-class participation. Throughout the semester, I will be asking you to participate in a range of activities such as peer review and speaking for several minutes about a reading/issue. These activities, in conjunction with your general level of interest/contribution to discussions, will be used to formulate your grade. If you are unable to attend seminar, you should notify me in advance (more detailed absence policy below).

## Major Graded Assignments:

**Reflections & Peer Review (hard copy due at start of class) (20%):** In this course, you will be asked to write frequently. Writing, especially critical reflection, pushes you to engage with the material at a deeper level than simply reading and/or taking notes. Throughout the semester (weeks 3, 5, 7, 9, 11, & 13), you will be asked to come to class with a reflection related to the week's readings. The first 20-30 minutes of the class will be dedicated to you exchanging and peer reviewing your reflections (I will ask you to have a different peer reviewer each time). The peer-reviewed reflections will then be handed in to me for grading. Please note that you will be graded on both the quality of your reflection *and* your participation in the peer review process.

Your reflections should be about 1 page double-spaced (2 pages double-spaced max) and should engage with the material at a deeper level than just a summary of a particular reading. Beyond these requirements, you have a great degree of latitude. You may, for instance, write about how an idea from the readings challenges how you previously thought about an issue, or you may try to apply an idea to a particular research situation or everyday experience. You may discuss how the readings for the current week related to something we read earlier in the course. Or you may articulate how a particular idea or concept remains unclear or confusing. These are just some suggestions. Please note that for this reflection you are NOT required to cover/touch upon all the readings for the week, but rather you should pull out a key idea, theme or concept that is of interest.

A note on peer review: Peer review is an essential part of the academic process. As such, learning how to provide and respond to peer review is an excellent skill to begin to develop early in your academic career. It will also improve your level of understanding of course material (as you read and reflect on the work of others) and improve your writing (as you receive peer feedback on your ability to convey your ideas).

**Seminar Assist (10%):** In the weeks that we do not have a reflection/peer review activity, one to two of you will be asked to find an additional article (beyond the assigned readings) that you can share/discuss with the group. Alternatively, you can provide some sort of interesting real life example that you can demonstrate/perform/relate to the readings for the week. The discussion should only take about **5-10 minutes** and is intended to be a point of departure for further discussion rather than an activity that you must lead. No written work is required for the seminar assist beyond notes that you might make for your own use. We will divide students evenly across the weeks so that **each of you will only need to help for one session.**

**Embodied Case Study (20%)** – For this mid-semester assignment, I would like you to examine an everyday embodied experience that you have personally lived/felt/experienced. This is intended to be exploratory and can (should) be heavily based upon your own experiences and observations. While I expect you to use at least one academic reference to ground your case study, you can use as many or as few beyond that. Rather, I will challenge you to truly 'embody'

this assignment and create an interesting, even interdisciplinary, analysis of one of your own lived experiences. The case study should be about 4-5 pages in length (double spaced).

**\*Corpus Blog post (mandatory for PCS students only although all welcome to contribute) –** PCS students will be asked to post one of their weekly reflections or their embodied case study on the Corpus Blog in order to receive a grade for the course.

**Final papers (30%) –** Criteria to be decided. Due May 15

**Copyright Notice:** Class lectures and other materials are copyrighted by me, the course instructor. This includes all tangible course materials, including but not limited to written or recorded lecture, PowerPoint presentations, handouts, tests, and other assignments. These materials **may not** be reproduced (e.g. students may not copy and distribute these materials) for anything other than personal use without my explicit written permission.

**Grading Procedures:**

Reflections & Peer Review (20%)

'Embodied' Case Study (20%)

Final Paper (30%)

Weekly Participation (20%)

Seminar Assist (10%)

**The grading scale is as follows:**

<b>A = 90.0% - 100%</b>	<b>B = 80.0% - 89.99%</b>	<b>C = 70.0% - 79.99%</b>	<b>D = 60 - 69.99%</b>	<b>F = &lt;60%</b>
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**Course Outline / Course Calendar:**

<b>Course Schedule Summary</b>			
<b>Session</b>	<b>Date</b>	<b>Topic</b>	<b>Assignments</b>
# 1	Jan 27	<b>Course intro and overview of key concepts</b>	Assigned readings
# 2	Feb 3	<b>From naturalistic to socially constructed bodies</b>	Assigned readings
# 3	Feb 10	<b>Molecularized Bodies (1) – Politics of Life Itself</b>	Reflections (peer review)
# 4	Feb 17	<b>Communicating bodies – From civilized bodies to emotional contagion</b>	*Seminar Assist (1-2 students)
# 5	Feb 24	<b>Bodies and Difference (1) – Sex, gender and performativity</b>	Reflections (peer review)
# 6	Mar 3	<b>Bodies and Difference (2) – Embodying social class</b>	*Seminar Assist (1-2 students)
#7	Mar 10	<b>Bodies and Difference (3) – Embodying race</b>	Reflections (peer review)
<b>Spring Break</b>			
# 8	Mar 24	<b>Lived Bodies (1) – Sentient bodies</b>	Embodied case studies *Seminar Assist (1-2 students)
# 9	Mar 31	<b>Lived Bodies (2) – Pain, suffering, risk in a medicalized society</b>	Reflections (peer review)
# 10	Apr 7	<b>Matter, Agency and Posthumanism (New Materialisms)</b>	*Seminar Assist (1-2 students)
# 11	Apr 14	<b>Posthuman Performativities</b>	Reflections (peer review)
# 12	Apr 21	<b>Disabled/Prosthetic Bodies</b>	*Seminar Assist (1-2 students)
# 13	Apr 28	<b>Molecularized Bodies (2) – Body and Environment Interactions</b>	Reflections (peer review)
# 14	May 5	<b>Actor-Network Theory and the Body Multiple</b>	*Seminar Assist (1-2 students)
# 15	May 12	<b>Affect and Immaterial Bodies</b>	

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

<b>Session Outline</b>	
<b>Session 1</b>	<b>Tues/Jan 27</b>
<p>Topic: <b>Course intro and overview of key concepts</b></p> <p>Learning Objectives for Session: [#1-4]</p> <ul style="list-style-type: none"> <li>- Review the course outline, objectives and policies</li> <li>- Identify and discuss key issues in the area of Body Studies (the problem of dualisms, the body as absent-present)</li> </ul> <p>Required readings:</p> <ul style="list-style-type: none"> <li>- Blackman, L. (2008). Introduction: Thinking through the body (pp. 1-13)<sup>1</sup></li> <li>- Game, A. (2001). Riding: Embodying the centaur. <i>Body &amp; Society</i>, 7(4), 1-12.</li> <li>- Robson, D. (Dec 5, 2014). The mind-bending effects of feeling two hearts. <i>BBC Future</i> (<a href="http://www.bbc.com/future/story/20141205-the-man-with-two-hearts">http://www.bbc.com/future/story/20141205-the-man-with-two-hearts</a>)</li> </ul>	
<b>Session 2</b>	<b>Tues/Feb 3</b>
<p>Topic: <b>From naturalistic to socially constructed bodies</b></p> <p>Learning Objectives for Session: [#1-4]</p> <ul style="list-style-type: none"> <li>- To come</li> </ul> <p>Required readings:</p> <ul style="list-style-type: none"> <li>- Blackman, L. (2008). Chapter 1: Regulated &amp; regulating bodies (pp. 15-35).</li> <li>- Shilling, C. (2003). The naturalistic body. In C. Shilling (author), <i>The body and social theory</i> (2<sup>nd</sup> edition) (pp. 37-61). California: Sage Publications.</li> <li>- Shilling, C. (2003). The socially constructed body. In C. Shilling (author), <i>The body and social theory</i> (2<sup>nd</sup> edition) (pp. 62-87). California: Sage Publications.</li> </ul> <p>Recommended:</p> <ul style="list-style-type: none"> <li>- Shilling, C. (2003). The body in sociology. In C. Shilling (author), <i>The body and social theory</i> (2<sup>nd</sup> edition) (pp. 17-36). California: Sage Publications.</li> </ul>	
<b>Session 3</b>	<b>Tues/Feb 10</b>
<p>Topic: <b>Molecularized Bodies (1) – Politics of Life Itself</b></p> <p>Learning Objectives for Session: [#1-4]</p> <ul style="list-style-type: none"> <li>- To come</li> </ul> <p>Required readings:</p> <ul style="list-style-type: none"> <li>- Blackman, L. (2008). Chapter 5: The body as enactment (pp. 113-115 only)</li> </ul>	

- Foucault, M. (2003). Chapter 11 (17 March 1976). In M. Bertani and A. Fontana (eds.). *Society must be defended: Lectures at the College de France*, (transl. D. Macey) (pp. 239-63). New York: Picador.
- Rose, N. (2007). Politics of life itself (pages to be selected).

Recommended:

- Foucault, M. (2003). Truth and power. In P. Rabinow and N. Rose (eds.). *The essential Foucault* (pp. 300-18). New York: The New Press.

Assignments – **Reflections (for peer review)**

**Session 4** **Tues/Feb 17**

Topic: **Communicating bodies – From civilized bodies to emotional contagion**

Learning Objectives for Session: [#1-4]

- To come

Required readings:

- Blackman, L. (2008). Chapter 2: Communicating bodies (pp. 37-58)
- Atkinson, M. (2012). Norbert Elias and the body (*explores concept of the hinge*). In B. Turner (ed), *The Routledge handbook of body studies*. New York: Routledge.
  - McNeill, W. (1995). Chapter 1: Muscular bonding. In W. McNeill (author), *Keeping together in time: Dance and drill in human history* (pp. 1-11). Massachusetts: Harvard University Press.
  - Brennan, T. (2004). Introduction (transmission of affect). In T. Brennan (author), *The transmission of affect* (pp. 1-23). New York: Cornell University Press.

Assignments – Seminar assist (1-2 students)

**Session 5** **Tues/Feb 24**

Topic: **Bodies and Difference (1) – Sex, gender and performativity**

Learning Objectives for Session: [#1-4]

- To come

Required readings:

- Blackman, L. (2008). Second half Chapter 3: Bodies and difference (pp. 71-81).
- Butler (1988). Performative acts and gender constitution: An essay in phenomenology and feminist theory, *Theatre Journal*, 40(4), 519-531.
  - Roberts, C. (2007). Introduction: Feminism, bodies and biological sex and Chapter 1: Folding hormonal histories of sex. In C. Roberts (author), *Messengers of sex: Hormones, biomedicine and feminism* (pp. 1-46). Cambridge: Cambridge University Press.

Recommended:

- Butler (1986). Sex and gender in Simone de Beauvoir's *Second Sex*, *Yale French Studies*, 72, 35-49.

Assignments – **Reflections (for peer review)**

**Session 6** **Tues/March 3**

Topic: **Bodies and Difference (2) – Embodying social class**

Learning Objectives for Session: [#1-4]

- To come

Required readings:

- Blackman, L. (2008). First half Chapter 3: Bodies and difference (pp. 59-71).
- Shilling, C. (2003). The body and physical capital. In C. Shilling (author), *The body and social theory* (2<sup>nd</sup> edition) (pp. 111-130). California: Sage Publications.
- Perrier, M. (2012). Middle-class mothers' moralities and 'concerted cultivation': Class others, ambivalence and excess. *Sociology*, 47(4), 655-70.
- Charlesworth, S. (2000). *A phenomenology of working class experience* (pages to be decided)

Recommended:

- Swanson, L. (2009). Soccer fields of cultural [re]production: Creating "good boys" in suburban America. *Sociology of Sport Journal*, 26, 404-24.
- DeLuca, J. (2014). 'Like a "fish in water"': swim club membership and the construction of the upper-middle-class family habitus. *Leisure Studies*

Assignments – Seminar assist (1-2 students)

**Session 7**

**Tues/March 10**

Topic: **Bodies and Difference (3) – Embodying race**

Learning Objectives for Session: [#1-4]

- To come

Required readings:

- Papadopoulos, D. & Sharma, S. (2008). Editorial: Materialism and the politics of racialization. *Darkmatter*, 2.
- Riggs, D. (2008). How do bodies matter? Understanding embodied racial subjectivities. *Darkmatter*, 2, <http://www.darkmatter101.org/site/2008/02/23/how-do-bodies-matter-understanding-embodied-racialised-subjectivities/>
- Roberts, D. (2011). Collateral consequences, genetic surveillance, and the new biopolitics of race. *Howard Law Journal*, 54(3), 567-586.
- Wacquant, L. (1995). Pugs at work: Bodily capital and bodily labour among professional boxers. *Body & Society*, 1(1), 65-93.

Recommended:

- Brownell, S. (2009). The global body cannot ignore Asia. In B. Turner and Z. Yangwen. *The body in Asia* (pp. 23-42). Berghahn Books.
- Lareau, A. (2002). Invisible inequality: Social class and childrearing in Black families and White families. *American Sociological Review*, 67(5), 747-776.

Assignments – **Reflections (for peer review)**

**Session 8**

**Tues/March 24**

Topic: **Lived Bodies (1) – Sentient bodies**

Learning Objectives for Session: [#1-4]



- To come

Required readings:

- Blackman, L. (2008). First half Chapter 4: Lived bodies (pp. 83-96).
- Howes, D. (2005). Skinscapes: Embodiment, culture and environment. In C. Classen (ed.), *The book of touch*. Oxford: Berg.
- Allen-Collinson, J. & Owton, H. (2014). Intense embodiment: Senses of heat in women's running and boxing. *Body & Society*, 1-24; DOI: 10.1177/1357034X14538849
- Montserrat Degen, M., & Rose, G. (2012). The sensory experiencing of urban design: The role of walking and perceptual memory. *Urban Studies*, 49(15), 3271-3287.

Recommended:

Crossley, N. (2012). Phenomenology and the body. In B. Turner (ed). *Routledge handbook of body studies*. New York: Routledge.

Assignments – Seminar assist (1-2 students); **Embodied Case Studies due**

<b>Session 9</b>	<b>Tues/March 31</b>
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Topic: **Lived Bodies (2) – Pain, suffering, risk in a medicalized society**

Learning Objectives for Session: [#1-4]

- To come

Required readings:

- Blackman, L. (2008). Second half Chapter 4: Lived bodies (pp. 96-103).
- Bendelow, G. (2006). Pain, suffering and risk. *Health, Risk & Society*, 8(1), 59-70.
- Caddick, N., Smith, B., & Phoenix, C. (2015). The effects of surfing and the natural environment on the well-being of combat veterans. *Qualitative Health Research*, 25(1), 76-86.
- Wheatley, E. (2005). Disciplining bodies at risk: Cardiac rehabilitation and the medicalization of fitness. *Journal of Sport and Social Issues* 29 (2)

Assignments – **Reflections (for peer review)**

<b>Session 10</b>	<b>Tues/April 7</b>
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Topic: **Matter, Agency and Posthumanism (New Materialisms)**

Learning Objectives for Session: [#1-4]

- To come

Required readings:

- Blackman, L. (2008). Chapter 5: The body as enactment (pp. 105-113 only)
- Coole, D., & Frost, S. (2010). Introducing the New Materialisms. In D. Coole & S. Frost (eds). *New materialisms: Ontology, agency and politics* (pp. 1-43). Durham and London: Duke University Press.
- Neimanis, A. (2014?). Morning sickness and gut sociality: Towards a posthumanistic feminist phenomenology. *Janus Head*, 13(1), 214-40.
- Connolly, W. (2010). Materialities of experience. In D. Coole & S. Frost (eds). *New materialisms: Ontology, agency and politics* (pp. 178-200). Durham and London: Duke University Press.

Assignments – Seminar assist (1-2 students)	
<b>Session 11</b>	<b>Tues/April 14</b>
Topic: <b>Posthuman Performativities</b>	
Learning Objectives for Session: [#1-4]	
- To come	
<u>Required readings:</u>	
- Blackman, L. (2008). Chapter 5: The body as enactment (pp. 116-120 only)	
- Barad, K. (2003). Posthumanist performativity: Toward an understanding of how matter comes to matter. <i>Signs: Journal of Women in Culture and Society</i> , 28(3), 801-31.	
<a href="https://fdudhwala.wordpress.com/2013/02/18/posthumanist-performativity-and-the-mangle-of-practice/">https://fdudhwala.wordpress.com/2013/02/18/posthumanist-performativity-and-the-mangle-of-practice/</a> (graduate student post)	
-Davis, N. (2009). New materialism and feminism’s anti-biologism: A response to Sara Ahmed. <i>European Journal of Women’s Studies</i> , 16(1), 67-80.	
-Birke et al. (2004). Animal performances: An exploration of Intersections between feminist science studies and studies of human/animal relationships. <i>Feminist Theory</i> , 5(2), 167-183.	
Assignments – <b>Reflections (for peer review)</b>	
<b>Session 12</b>	<b>Tues/April 21</b>
Topic: <b>Disabled/Prosthetic Bodies</b>	
Learning Objectives for Session: [#1-4]	
- To come	
<u>Required readings:</u>	
- Stephens, L., Ruddick, S., & McKeever, P. (2014). Disability and Deleuze: An exploration of becoming and embodiment in children’s everyday environments, <i>Body &amp; Society</i> , Published online before print July 21, 2014, doi: 10.1177/1357034X14541155	
- Crawford, C. (2014). Body image, prostheses, phantom limbs. <i>Body &amp; Society</i> , 1-24, DOI: 10.1177/1357034X14522102	
- Goodley et al. (2014). Posthuman disability studies. <i>Subjectivity</i> , 7, 342-61.	
Assignments – Seminar assist (1-2 students)	
<b>Session 13</b>	<b>Tues/April 28</b>
Topic: <b>Molecularized Bodies (2) – Body and Environment Interactions</b>	
Learning Objectives for Session: [#1-4]	
- To come	
<u>Required readings:</u>	
- Braun, B. (2007). Biopolitics and the molecularization of life, <i>Cultural Geographies</i> , 14, 6-28.	
- Guthman, J., & Mansfield, B. (2012). The implications of environmental epigenetics: A new direction for geographic inquiry on health, space and nature-society relations, <i>Progress in Human Geography</i> , 37(4), 486-504.	

- Davis, N. (2014). Politics materialized: Rethinking the materiality of feminist political action through epigenetics. *Women: A Cultural Review*, 25:1, 62-77.
  - Roberts, C. (2007). Chapter 6: Hormones in the world. In C. Roberts (author), *Messengers of sex: Hormones, biomedicine and feminism* (pp. 162-190). Cambridge: Cambridge University Press.
- Recommended:
- Blue, G., & Rock, M (2010). Trans-politics: Complexity in interspecies relations. *Health*, 15(4), 353-68.

Assignments – Reflections (for peer review)

**Session 14** **Tues/May 5**

**Topic: Actor-Network Theory and the Body Multiple**

Learning Objectives for Session: [#1-4]

- To come

Required readings:

- Blackman, L. (2008). Chapter 5: The body as enactment (pp. 121-130 only)
- Latour, B. (2005). Introduction in *Reassembling the social*.
- Mol, A. (2002). Preface and Chapter 1 (Doing disease) in *The body multiple: Ontology in medical practice* (pp. vii-28). Durham and London: Duke University Press.
- Rock, M., Degeling, C., & Blue, G. (2014). Toward stronger theory in critical public health – insights from debates surrounding posthumanism. *Critical Public Health*, 24(3), 337-348.

Recommended:

- Lagesen, V. (2012). Reassembling gender: Actor-network theory (ANT) and the making of the technology in gender, *Social Studies of Science*, 42(3) 442 –448
- Dagmar Lorenz-Meyer (2014) Reassembling Gender: On the Immanent politics of gendering apparatuses of bodily production in science, *Women: A Cultural Review*, 25:1

Assignments – Seminar assist (1-2 students)

**Session 15** **Tues/May 12**

**Topic: Affect and Immaterial Bodies**

Learning Objectives for Session: [#1-4]

- To come

Required readings:

- Blackman, L. (2008). Conclusion: Imagining the future of the body within the academy (pp. 131-8).
- Blackman, L. (2012). Chapter 1: The subject of affect: Bodies, process and becoming. In L. Blackman (author), *Immaterial bodies: Affect, embodiment and meditation*, (pp. 1-25). London: Sage.
- Wetherell, M. (2014). Trends in the turn to affect: A social psychological critique. *Body & Society*, Published online before print July 21, 2014, doi: 10.1177/1357034X14539020

Recommended:

- Henriques, J. (2010). The vibrations of affect and their propagation on a night out on Kingston's dancehall scene, *Body Society*, 16 (1), 57-89
- Anderson, J. (2014). Now you've got the shiveries: Affect, intimacy, and the ASMR whisper community. *Television & New Media*; DOI: 10.1177/1527476414556184

## **Additional Literature, Websites and Other Resources: to come**

### **Course Policies:**

Class Participation: see above for policy on 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](http://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](http://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](http://www.helpdesk.umd.edu) or call 301-405-1400.

Late work and Missed Exams / Assignments:

All assignments should be submitted at the beginning of class on the day they are due. An assignment is late if you arrive more than 5 minutes after class begins. Late assignments will be accepted with a 10% per day penalty. However, I am open to giving extensions but require advance warning so please come to speak with me as soon as possible if an issue arises.

#### 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](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](http://www.CourseEvalUM.umd.edu)) will open approximately 10 days before the last day of class and closes before the beginning of final exams.**