

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School

The College of Liberal Arts and Sciences (CLA)

Department/School

School of Civic & Economic Thought and Leadership (CCETL)

Submission Type

New Request

Requested Effective Date

Spring 2025

ASU Request

Is this request for a permanent course or a topic?

Topic

Subject Code

CEL

Course Number

394

Units/Credit Hours

3

Topic Information

If your request is approved:

1. Topics on [omnibus courses](#) carry a designation for one semester (including summer). Please ensure you have requested the term you plan to offer/schedule the topic. Once expired, a new request must be submitted.
2. Topics on permanent courses require mandatory review every five years.

Topic Title

Sports and Leadership

List all other undergraduate courses where this topic exists and the sections will be combined in the schedule.

n/a

Topic Description

It has often been argued that sports provides an opportunity for the growth and development of one's character, that out of that development comes natural leadership qualities. To this it has been argued that participation in sports is a necessary component of a well-lived life. It was said that the

military success of England could be traced to the playing fields of Eton. From the earliest time of the dawn of Western Civilization the Greeks were known for their belief and advocacy in the necessity of a sound body and the accomplishments of their prized athletes. Hence the creation of the Olympic spirit as tested and proven in the Olympic Games named after Mount Olympus where it was thought that the gods resided. This leads then to the notion that sports and its athletes, by virtue of their participation in competition, render them as our contemporary god-like figures. Sports heroes then are Gods, not GOATS.

On the other hand, sports has increasingly come under the microscope for criticism for the many ways in which athletes and their actions betray such claims. In particular with the expanding and exploding economic significance of sports, in both its professional and everyday social manifestation, be it either youth leagues, high school or collegiate competitions, or the many forms of sports and leagues found in every nation or culture, the centrality of sports and competition dominates our attention span. In this course we will examine both sides of this situation and delve into the many sides which sports present.

Has this topic been scheduled in the past with a GS Gold designation? If so, list which semester(s).

No.

Omnibus topics cannot hold a GS Gold designation for more than three semesters total.

If this topic has already been offered twice with a GS Gold designation, you must attach examples of student work in the next field confirming the measurement of all category learning outcomes. The proposal will not be reviewed without these files.

If this topic has been offered three times with a GS Gold designation, you must request a new permanent course, then request the General Studies designation under the permanent course number.

Student Work Examples

No Response

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Social and Behavioral Sciences (SOBE)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[Sports and Leadership Syllabus 8-14 24 SOBE updated.docx](#)

Social and Behavioral Sciences (SOBE)

Courses in social sciences and behavioral sciences expose students to the systematic investigation of human institutions, relationships, social structures, behavior, emotions, communication, and health. Students will learn about evidence, methods, and approaches that social and behavioral scientists use to analyze, understand, and describe human activities, experiences, and systems. They will learn how social scientists and behavioral scientists conduct research, how they disseminate their findings, and how the findings from social and behavioral science can be used in the pursuit of individual, societal, and policy goals.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. Do not provide links to Canvas shells.

SOBE Learning Outcome 1: Utilize behavioral or social science approaches, qualitative or quantitative, to examine aspects of human experiences or explain social or behavioral phenomena.

•Yellowdig Discussion Post- Why Sports Matter

o Read "Why Sports Matter" by Wilfrid Sheed in its entirety. Then post your answers to the questions below using the Yellowdig discussion platform. Be sure to post your response under the "Why Sports Matter" topic!

Having read the reading in its entirety:

1. What does the author say is the answer to the question, "Why Sports Matter?" Do you agree or disagree with his position?
- o 2. In thinking about the relationship between sports and society, does the author lean towards sports being a reflection of its social structures and beliefs? Or does he suggest that sports can influence society? What do you see as the relationship between the two?
- o 3. What problems or issues does the author raise?
- o 4. What is his point about the story involving the British and the sport of cricket in India and the West Indies?
- o 5. What does he see in the future of sport?

- o 6. Considering this was written thirty years ago, was the author prescient in his predictions? Why or why not?

Watch the documentary "Hoops Dreams" and read Chapters 15-18 of "The Prince" by Niccolo Machiavelli in their entirety. Then post your answers to the questions below using the Yellowdig discussion platform. Be sure to post your response under the "Hoop Dreams and Leadership" topic!

·Yellowdig Discussion Post - Hoops Dreams and Leadership

Having read the readings in their entirety:

1. *What Virtues does Machiavelli say a Leader must possess?*
2. *Who is the better Leader Coach Ping or Coach Bedford? Why?*
3. *Describe your view of the best Leader or Coach you have ever had. What made them the best in your view?*

Hoops Dreams and Leadership Documentary & Midterm Paper

This documentary describes and documents the experiences of two Black American Teenagers living in the Cabrini Green projects in Chicago who are recruited on basketball scholarships to go to a predominantly white suburban catholic high school to play basketball. It documents how and why they both succeeded and failed in this social experiment.

- o Write a critical five to seven page essay wherein you analyze both:

0..i. The dramatic structure of the documentary which demonstrates the ways in which and the events within which and the actions and behaviors of the principal characters that determine and lead to the choices and behaviors of young William Gates and Anthony Agee. Pay particular close attention to the dramatic occurrences involving their parents, particularly their fathers and their two coaches, Coach Ping and the Coach whom Anthony meets when he transfers to Marshall

0..i. Critically evaluate the two coaches and the manner and methods of their leadership style. Give concrete and specific examples of how Coach Ping and Coach Bedford interacted with their players, how they taught and motivated them, how they set standards and gave them input and feedback. Who was/is the more successful? By what standards do you make your judgment? Finally, how does this documentary support or challenge your previous understanding of leadership in sports.

Yellowdig discussion - [Competition](#)

- o Read "Competition and Friendship" by Drew Hyland in its entirety. Then post your answers to the questions below using the Yellowdig discussion platform. Be sure to post your response under the "Competition" topic!

Having read the readings in their entirety:

1. Hyland states that Competition can lead to either alienation or friendship. In your experience which is more likely and why?
2. Hyland argues that in the best sense of competition, competitors should realize friendship and alienation. What is his argument? What reasons does he give? What does he mean by Eros? How does that factor into his reasoning? Finally, do you think he makes a strong case for his argument?

Yellowdig discussion - College Athletics, NIL, Transfer Portal, NCAA Politics

o Read "The Shame of College Sports" by Taylor Branch in its entirety. Then post your answers to the questions below using the Yellowdig discussion platform. Be sure to post your response under the "College Athletics, NIL, Transfer Portal, NCAA Politics" topic!

Having read the readings in their entirety:

1. According to Branch how and why did the NCAA come into existence?
2. How and when did the NCAA achieve its legitimate governing power over the individual colleges and universities?
3. What is the secret behind the NCAA's use of the term "Student Athlete"?
4. How and when did the NCAA lose control of Television packages and deals? What was it like when the NCAA decided what game(s) could be shown on Television?
5. Where does the NCAA get all of its money?
6. Is the current Transfer Portal regulation a good one or problematic? If you could rule the Portal what rules, if any, would you put into place?
7. Are NILs fair or unfair? To whom are they fair? To whom are they unfair? Should Schools expect loyalty from those athletes whom they recruited and offered scholarships?
8. Are all College athletes equal, or as George Orwell said in *Animal Farm*, "All animals are equal, but some animals are more equal than others."
9. If in the future college athletes become paid employees should they be required to take classes or be a student? If that happens should we continue to call the sports college football or basketball?

SOBE Learning Outcome 2: Describe the strengths and limitations of behavioral or social science methods in predicting or understanding human behavior.

Watch the documentary "Hoops Dreams" and read Chapters 15-18 of "The Prince" by Niccolo Machiavelli in their entirety. Then post your answers to the questions below using the Yellowdig discussion platform. Be sure to post your response under the "Hoop Dreams and Leadership" topic!

·Yellowdig Discussion Post - Hoops Dreams and Leadership

Having read the readings in their entirety:

1. What Virtues does Machiavelli say a Leader must possess?
2. Who is the better Leader Coach Ping or Coach Bedford? Why?
3. Describe your view of the best Leader or Coach you have ever had. What made them the best in your view?

Hoops Dreams and Leadership Documentary & Midterm Paper

This documentary describes and documents the experiences of two Black American Teenagers living in the Cabrini Green projects in Chicago who are recruited on basketball scholarships to go to a

predominantly white suburban catholic high school to play basketball. It documents how and why they both succeeded and failed in this social experiment.

o Write a critical five to seven page essay wherein you analyze both:

0..i. The dramatic structure of the documentary which demonstrates the ways in which and the events within which and the actions and behaviors of the principal characters that determine and lead to the choices and behaviors of young William Gates and Anthony Agee. Pay particular close attention to the dramatic occurrences involving their parents, particularly their fathers and their two coaches, Coach Ping and the Coach whom Anthony meets when he transfers to Marshall

0..i. Critically evaluate the two coaches and the manner and methods of their leadership style. Give concrete and specific examples of how Coach Ping and Coach Bedford interacted with their players, how they taught and motivated them, how they set standards and gave them input and feedback. Who was/is the more successful? By what standards do you make your judgment? Finally, how does this documentary support or challenge your previous understanding of leadership in s

SOBE Learning Outcome 3: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Watch the documentary "Hoops Dreams" and read Chapters 15-18 of "The Prince" by Niccolo Machiavelli in their entirety. Then post your answers to the questions below using the Yellowdig discussion platform. Be sure to post your response under the "Hoop Dreams and Leadership" topic!

·Yellowdig Discussion Post - Hoops Dreams and Leadership

Having read the readings in their entirety:

1. *What Virtues does Machiavelli say a Leader must possess?*
2. *Who is the better Leader Coach Ping or Coach Bedford? Why?*
3. *Describe your view of the best Leader or Coach you have ever had. What made them the best in your view?*

Hoops Dreams and Leadership Documentary & Midterm Paper

This documentary describes and documents the experiences of two Black American Teenagers living in the Cabrini Green projects in Chicago who are recruited on basketball scholarships to go to a predominantly white suburban catholic high school to play basketball. It documents how and why they both succeeded and failed in this social experiment.

o Write a critical five to seven page essay wherein you analyze both:

0..i. The dramatic structure of the documentary which demonstrates the ways in which and the events within which and the actions and behaviors of the principal characters that determine and lead to the choices and behaviors of young William Gates and Anthony Agee. Pay particular close attention to the dramatic occurrences involving their parents, particularly their fathers and their two coaches, Coach Ping and the Coach whom Anthony meets when he transfers to Marshall

0..i. Critically evaluate the two coaches and the manner and methods of their leadership style. Give concrete and specific examples of how Coach Ping and Coach Bedford interacted with their players, how they taught and motivated them, how they set standards and gave them input and feedback. Who was/is the more successful? By what standards do you make your judgment? Finally, how does this documentary support or challenge your previous understanding of leadership in s

Yellowdig discussion - College Athletics, NIL, Transfer Portal, NCAA Politics

o Read "The Shame of College Sports" by Taylor Branch in its entirety. Then post your answers to the questions below using the Yellowdig discussion platform. Be sure to post your response under the "College Athletics, NIL, Transfer Portal, NCAA Politics" topic!

Having read the readings in their entirety:

1. According to Branch how and why did the NCAA come into existence?
2. How and when did the NCAA achieve its legitimate governing power over the individual colleges and universities?
3. What is the secret behind the NCAA's use of the term "Student Athlete"?
4. How and when did the NCAA lose control of Television packages and deals? What was it like when the NCAA decided what game(s) could be shown on Television?
5. Where does the NCAA get all of its money?
6. Is the current Transfer Portal regulation a good one or problematic? If you could rule the Portal what rules, if any, would you put into place?
7. Are NILs fair or unfair? To whom are they fair? To whom are they unfair? Should Schools expect loyalty from those athletes whom they recruited and offered scholarships?
8. Are all College athletes equal, or as George Orwell said in *Animal Farm*, "All animals are equal, but some animals are more equal than others."
9. If in the future college athletes become paid employees should they be required to take classes or be a student? If that happens should we continue to call the sports college football or basketball?

· *Final Presentations*

o As a member of a three person team you must work together in choosing a topic that relates to our course readings and films. Your topic must be of a specific social or historical issue that examines the nature of sports and athletics such as "The effects of Title IX legislation in 1973 as shown by the increased participation of women in sports", or "The role of race and racism in sports as documented in the Jackie Robinson story", or a critical analysis of a particular issue in a sport, such as doping and drug abuse by athletes, or any of the economic issues we discussed in this course.

o Your team must present your analysis with a Power Point presentation to your fellow classmates who will respond with their questions and comments.

- o Each of you is responsible for writing your own five to seven page paper summarizing your thesis.

List all course-specific learning outcomes. Where appropriate, identify the associated SOBE learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a SOBE learning outcome.

Synthesize the Sociocultural Impact of Sports:

0.a. Students will analyze the multifaceted role of sports in American society, illustrating a deep understanding of its impact on various aspects of culture and community.(SOBE 1 and 3)

Articulate the Global Significance of Sports:

0.a. Students will evaluate the factors that contribute to the widespread value of sports, demonstrating an ability to articulate and analyze the reasons behind its significance to diverse populations globally. (SOBE 1 and 3)

Students will be able to examine, validate and/or critically assess the often quoted and believed mantra that Sports builds character and instills leadership qualities among those who have strong levels of athletic participation. (SOBE LO 1-2-3)

The final project mentioned above provides student with the opportunity to examine validate and or critically assess (SOBE LO 1-2-3)

Articulate the Global Significance of Sports:

0.a. Students will evaluate the factors that contribute to the widespread value of sports, demonstrating an ability to articulate and analyze the reasons behind its significance to diverse populations globally.

Form Submission - Proposer

Submitted for Approval | Proposer

Kristin Farnsworth - August 13, 2024 at 10:45 AM (America/Phoenix)

Department Approval

Approved

Richard Avramenko

Emily Rap - August 13, 2024 at 4:19 PM (America/Phoenix)

GSC Coordinator Review

Sent Back

Alicia Alfonso - August 14, 2024 at 10:43 AM (America/Phoenix)

There are a couple of issues with this proposal:

1. The syllabus is not for the same numbered course as this proposal
2. The syllabus is missing the intro statement for the GS objectives.
3. There are no assignment descriptions to show how they measure learning outcomes. Additionally, please remove the Canvas links.
4. There is a course-specific learning outcome on the syllabus that is not listed on the proposal.

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Kristin Farnsworth - August 14, 2024 at 5:08 PM (America/Phoenix)

Department Approval

Approved

Richard Avramenko

Emily Rap - August 14, 2024 at 5:58 PM (America/Phoenix)

GSC Coordinator Review

Approved

Alicia Alfonso - August 15, 2024 at 9:02 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - August 15, 2024 at 11:37 AM (America/Phoenix)

All required elements confirmed.

Pre-GSC Meeting

Approved

Alicia Alfonso

April Randall - August 15, 2024 at 3:46 PM (America/Phoenix)

Social and Behavioral Sciences (SOBE) Subcommittee

Acknowledgement Requested

Dawn DeLay

Cara McDaniel

Jen Eden

Emily Mertz - August 30, 2024 at 9:36 AM (America/Phoenix)

Thank you for your submission. The SOBE subcommittee recommends revise and resubmit based on the following observations. For LO1 the assessment is unclear. Please provide clarification on the connection with the assignment and utilizing behavioral or social science approaches, qualitative or quantitative, to examine aspects of human experiences or explain social or behavioral phenomena. Please review Bloom's Taxonomy and identify the action verb that assesses LO1. Please also clarify how the Yellowdig assignments are being assessed. AI generated grading does not align with assessment requirements. For LO2, please provide clarification on how the assignment describes the strengths and limitations of behavioral or social science methods in predicting or understanding human behavior.

General Studies Council Meeting

Waiting for Approval

Alicia Alfonso

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Kristin Farnsworth

College Notification

Notification

Amanda Smith

Jenny Smith

DARS Notification

Notification

Leticia Mayer

Peggy Boivin

EdPlus Notification

Notification

Sarah Shipp

Bronson Cudgel

Erica Green
