

San José State University
Department of Kinesiology
Semester: Spring 2010
(SJSU Studies – Area S)

KIN 101 ☼ SPORT IN AMERICA ☼ Section 01 ☼ M/W 1:30 – 2:45pm. ☼ Clark 302

Instructor: Dr. Matthew Masucci
Office: YUH204a
Email: mmasucci@kin.sjsu.edu (best contact method)
Phone: 408-924-3021
Office Hours: M/W 10:00-11:30 and by appointment
Website: <http://www.sjsu.edu/faculty/masucci/>

Course Description:

This course deals with sport as a pervasive and politicized form of culture in the United States. Central to Sport in America are the ways in which sport shapes the identities of people across diverse social groups (race, ethnicity, class, gender, sexual orientation, age, and ability) within the context of larger social and cultural forces. Social meanings and the experiences associated with sport participation for these diverse groups are directly related to ideology and power in society, for not only is sport a microcosm of larger society, but an institution in which individuals and groups can struggle against discrimination and oppression to attain a greater degree of agency. In other words, sport can reproduce and reinforce dominant beliefs and values, or serve as a landscape for social transformation and increased equality and social justice. This course fulfills Area S (Self, Society and Equality in the United States) of SJSU Studies.

Prerequisites:

Completion of core GE, satisfaction of WST, and upper division standing.

For students who begin continuous enrollment Fall 2005 or later, courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments or other distinct academic units.

Area S/Course Objectives:

Upon completion of the course, students will be able to:

Area S Objective 1: describe how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identity are shaped by cultural and societal influences in contexts of equality and inequality

Course Objective 1: *The idea that identities are socially-constructed and intimately tied to issues of power and privilege is central to the course. Students will explore how their identities are shaped in part by the dominant values and norms of American society, and how the largely conservative institution of sport attempts to teach individuals from diverse social groups to conform to the values and norms of the dominant American culture. Students will also examine how characteristics that are unique to sport can contribute to identity formation that sometimes runs counter to prevailing societal norms (e.g. athlete privileges within legal system, proscribed violence within hockey, culture of misogyny within football locker rooms, etc.). The interaction between athletic identity and other lines of identity (e.g. racial, ethnic, gender, sexual orientation, disability, age) will also be central to “Sport in America.”*

Area S Objective 2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the United States

Course Objective 2: *Students investigate historical, sociocultural, political, and economic processes that have contributed to increased social justice within sport, as well as forces that have impeded greater equality, autonomy, and social justice within American sport. Through engaging with topics such as the desegregation of baseball, the corporatization of professional and college sport, and the institutionalization of sport within the U.S. educational system from various theoretical perspectives, students will be in a favorable position from which to critique the various social processes at work within sport.*

Area S Objective 3: Describe social actions by religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups leading to greater equality and social justice in the United States

Course Objective 3: *Students will examine and discuss how power manifests itself in American sport, and how athletes from diverse social groups negotiate for increased autonomy and opportunity within the confines of sport. Specifically,*

students will identify and discuss forms of material (e.g. financial compensation), status (e.g. prejudice, insults), and ideological (justification for keeping non-whites out of country club golf courses) domination that have occurred in sport, and the social actions athletes have taken in their efforts to resist the dominant power structure through open, as well as more subtle, means. Students will also be able to describe how athletes' struggles have worked to promote change in other spheres of American life (e.g. Billie Jean King's victory as larger social commentary on gender relations).

Area S Objective 4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups in the United States

Course Objective 4: Students will explore constructive interactions between people of various cultural, racial, and ethnic groups in the sporting arena, and how these interactions inform/are informed by power relations. Students will also analyze times when interactions between individuals from different cultural, racial, and ethnic groups have given rise to tension, followed by dialogue and negotiation. A final aspect of this objective involves the contention that sport has the potential to provide a common language that may facilitate more harmonious relations between diverse groups outside of sport.

Required Reading:

Eitzen, D.S. & Sage, G.H. (2009). *Sociology of North American Sport*. (8th ed.). Boulder, CO: Paradigm.

Course Reader: available at Maple Press 481 E. San Carlos St. San Jose. Phone: 408-297-1000.

General Policies:

- All materials must be original works of the student and typed with text and references in APA format.
- Please put away cell phones (and switch them to silent) and mp3 players – use of these devices during class time is not appropriate.
- Assignments are due *at the beginning of class* on the assigned date. Papers are to be used for this class only.
- *Late papers will be penalized one letter grade per day late.*
- There are NO make-ups on the quizzes, with the exception of officially sanctioned University activities or serious and compelling personal circumstances. So, it will be important to regularly attend class.
- Only under extreme circumstances will an "incomplete" grade be assessed.
- Please inform the instructor if you need course adaptations because of a disability, or if you need special arrangements in case the building needs to be evacuated.
- Finally, students are encouraged to periodically check out the course homepage for various websites and other information (e.g. quiz/exam hints, current events) related to sport and culture.

Class Structure:

Class will be a combination of lecture, seminar, small group discussion, in-class reflection and writing and watching and reflecting upon videos. Since a significant portion of the course is driven by discussion and dialogue, **it will be extremely important for each student to thoroughly read each assignment before arriving in class on the day that each topic is to be discussed.** In other words, a considerable part of the success of this class is dependant on your thoughtful contributions. While perspectives on particular, often controversial, topics may vary, it is expected that the classroom environment remain a respectful space to have meaningful discussions about the role and impact of sport in contemporary American society.

Assignments:

In-Class Writing: Students will engage in critical reflection and problem solving for a series of short in-class writing assignments. Students will be evaluated on the following criteria: 1) content, 2) clarity and conciseness of response, and 3) ability to generate creative ideas.

Quizzes: there will be quizzes during the semester. While the focus will be on the readings assigned for the day of the quiz, everything covered since the previous quiz is fair game! In other words, it will be necessary to read and understand the required material to pass the quizzes.

Reflective Journals: Each student will be required to keep a reflective journal throughout the course of the semester. The journal will be a space for you to *reflect on readings, class discussions, or current events that relate to class topics.* Further, the journal should be a space for you to wrestle with, and stake out a position on the issues we cover in class.

You are expected to write approximately one 1-2 page entry every two-three weeks for 6 total entries (or about 6-12 pages). The journals are to be typewritten, double spaced, dated and kept in a secure folder in chronological order. The instructor will collect the journals periodically throughout the semester to provide feedback.

Out-of-Class Writing: Students will complete two major writing assignments for this course.

1. Critical Sport Autobiography Paper

With the idea that identity is intimately tied to issues of power and privilege and is importantly shaped by societal forces, students will write a critical autobiography about how play, game, sport, and/or physical activity participation have contributed to your identity (race, ethnic, cultural, class, gender, sexual orientation, etc.). Think about what sport or games you played growing up, with whom did you/ do you play, and which people influenced you the most in you play. Informal games or organized sport should be included, as well as any other relevant activities. **You are the expert on your story, but avoid simply documenting your participation in sport, rather, pay attention to the impact both positive and negative, that your sport participation has had on your understanding of who you are and how it has helped to inform your identity.** Regardless of whether you have ever been a “superstar,” we are interested in your thoughtful reflections on your experiences of *how sport has informed your identity*. It is expected that students will incorporate a discussion of relevant theoretical issues in this paper as well as utilize appropriate primary resources to reference important themes. **Students are required to cite at least three (3) primary sources (i.e. academic journal articles, etc.) in the paper (APA Style). The required length of the paper is 4-6 double-spaced typewritten pages.** Criteria for evaluation of the paper include: 1) content, 2) integration of relevant class theory and materials/references, 3) writing clarity, and 4) originality. See online rubric for details.

2. Social and Political Actions in the Arena

For this assignment, students are to identify an individual or group in sport that has been subjected to some form of oppression or injustice, and to describe social actions taken by the individual or group in their struggles for greater equality and power. In the paper, students should also outline the arguments made by those who attempted to resist change. Students should attempt to tie whatever issues they raise with larger social issues outside of sport, and describe how the actions taken by the chosen individual or group have or have not affected American society and culture. Some suggested topics might involve individuals or groups that have been confronted by oppressive or unjust practices/policies related to issues of race/ethnicity, class, gender, sexual orientation, religion, disability, or age. Students are also encouraged to draw from the entire history of American sport for this assignment. **Students are required to cite at least four (4) primary sources (i.e. academic journal articles, etc.) in the paper (APA Style). Paper topics must be approved by the instructor. The required length of the paper is 5-7 double-spaced pages.** Criteria for evaluation of the paper include: 1) content, 2) organization/structure 3) integration of relevant theory and class materials, 4) writing clarity, and 5) originality. See on line rubric for details.

Evaluation:

Grading: traditional 90-80-70-60 scale with plus and minuses (87 is B+, 72 is C-)

{Note: .5 and above in final grade calculations are rounded-up: Ex. 86.5% (rounds-up to 87%= B+) whereas 86.4% = B}

Midterm exam	20%
Final exam	20%
Autobiography paper	15%
Scholarly/Social actions paper	20%
Reflective Journal	15%
Participation*	10%

*Participation grade includes (see online handout for details):

- 1) In-class writing assignments and discussions
- 2) Quizzes
- 3) Homework

Accommodations for those with Disabilities:

“If you need course adaptations or accommodations because of a disability, or if you have emergency medical information to share with me, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with the Disability Resource Center to establish a record of their disability (924-6000).”

Plagiarism:

Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense in both academic and professional environments. In essence, plagiarism is both theft and lying: you have stolen someone else's ideas, and then lied by implying that they are your own.

Learning when to cite a source, and when not to, is an art, not a science. However, here are some examples of plagiarism that you should be careful to avoid:

- If you use a sentence (or even a part of a sentence) that someone else wrote and do not reference the source, you have committed plagiarism.
- If you paraphrase somebody else's theory or idea and do not reference the source, you have committed plagiarism.
- If you use a picture or table from a web page or book and do not reference the source, you have committed plagiarism.
- If your paper incorporates data someone else has collected and you do not reference the source, you have committed plagiarism.

The SJSU library has a tutorial that explains how to identify and avoid plagiarism, available at: <http://tutorials.sjlibrary.org/plagiarism/index.htm>.

KIN 101 / Sport in America, Spring 2010, Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/27 W	<u>Introduction to Course</u> Introduction: Responsibilities, expectations, and course objectives
2	2/1 M 2/3 W	<u>Sport Studies?</u> Why study sport? / Sport as a cultural form Text: Chapter 1 "The sociological analysis of sport" <u>Sport and Social Theory – Becoming critical consumers of sport</u> Introduction to theories and critical reading of sport as a cultural practice Social theories and sport: Using "lenses" to interpret sport Class Reader: "Using social theories: What can they tell us about sports in society" – J. Coakley Text: Chapter 2 "Social and Cultural Sources of the Rise of Sport in North America"
3	2/8 M 2/10 W	<u>Sport and Social Action/ Social Intervention</u> Social actions within sport Video: <i>Fields of Fire: Sport in the 60's (In-Class Writing #1)</i> Class Reader: "Where are the jocks for justice?" – K. Candaele & P. Dreier Class Reader: "The Activist Athlete" – M. Chass <u>Sport, character, and values: Do dominant social and cultural values influence sport?</u> Sport and Socialization/values Text: Chapter 3 "Sport and societal values"
4	2/15 M 2/17 W	No Class: Furlough Day <u>Youth sport & high school sport</u> Text: Chapter 4 & 5 "Children and sport" & "Interscholastic sport" Video: <i>Playing to Extremes</i>
5	2/22 M 2/24 W	<u>College sport</u> Student-athletes or athlete-students & Agency in college sport <u>Sport, economics, and social class: A reflection of structured inequalities?</u> Social class and sport involvement Text: Chapter 12 "Sport, social stratification, and social mobility" <u>**Reflective Journals Pt.1 Due – 3 entries**</u>
6	3/1 M 3/3 W	Text: Chapter 12 "Sport, social stratification, and social mobility" (cont) Text: Chapter 10 "Sport and the economy" Text: Chapter 10 "Sport and the economy (cont)"
7	3/8 M 3/10 W	<i>The ethics of drug use and drug testing</i> Text: Chapter 7 "Social problems and North American sport" Video: <i>Bigger, Faster, Stronger* Part 1</i> Video: <i>Bigger, Faster, Stronger* Part 2</i>

Week	Date	Topics, Readings, Assignments, Deadlines
8	3/15 M 3/17 W	MIDTERM Review Midterm Examination
9	3/22 M 3/24 W	Sport and the media Media: The necessary “evil”? Text: Chapter 11 “Sport and the mass media” No Class: Furlough Day
10	3/29 M 3/31 W	No Class: Spring Break No Class: Spring Break
11	4/5 M 4/7 W	No Class: Furlough Day Text: Chapter 14 “Gender in North American sport: Continuity and change” (Overview for next several classes) <u>Women’s sport participation and Title IX</u> Class Reader: “Gender equity in college sports: 6 views” – The Chronicle of Higher Education <u>Women and the sport media: Do media producers perpetuate gender inequality?</u> Class Reader: “The gender of audience building: Televised coverage of Woman’s and Men’s NCAA basketball” – Messner, Duncan, & Wachs Class Reader: “Media coverage of women’s sport” – G. Cunningham Video: <i>Playing Unfair</i> (In-Class Writing) **Sport Autobiography Due**
12	4/12 M 4/14 W	<u>Sport and Identity politics/ politics of identity: How does sport inform our identity?</u> Gender - Femininity Video: <i>100% Woman</i> Gender – Masculinity Hegemonic masculinity: Making men through sport Video <i>Toughguise</i> Class Reader: “The televised manhood sports formula” – Messner, Dunbar, & Hunt. Class Reader: “Challenges to male hegemony in Sport” – L. Bryson **Final Paper Topic Approval**
13	4/19 M	Sexual Orientation Gay & Lesbian Issues in Sport Class Reader: “Homophobia in Women’s Sport: The fear that divides us” – P. Griffin Class Reader: “Blood, sweat, and jeers: The impact of the media’s heterosexist portrayals on perceptions of male and female athletes” – Knight & Giuliano

Week	Date	Topics, Readings, Assignments, Deadlines
	4/21 W	Race, Ethnicity & Multiculturalism <i>Text: Chapter 13 "Racial-Ethnic minorities in sport"</i> <i>(Overview for the next several classes)</i> <i>Video: Race: The Power of an Illusion</i>
14	4/26 M 4/28 W	African-American experiences in sport Class Reader: "Breaking the taboo" – J. Entine Class Reader: "On your marks, get stereotyped – GO!" – Rassmussen, Esgate & Turner B. Native Americans and experiences in sport Video: <i>In Whose Honor?</i> - Native Americans and experiences in sport team mascots **Final Reflective Journal Pt.2 Due – 3 NEW entries**
15	5/3 M 5/5 W	Latino experiences in sport Class Reader: "Who's the man: Sammy Sosa, Latinos, and televisual redefinitions of the "American" pastime" – J. Juffer Asian American experiences in sport Class Reader: "Sport, ethnicity and racism: The experience of Asian heritage boys" – McGuire & Collins
16	5/10 M 5/12W	<u>Sport and (dis)ability</u> Class Reader: "The Paralympics Paradox" - Sports Jones article Class Reader: "Subverting bodies/ambivalent representations: Medial analysis of paralympian, Hope Lewellen" - -B.L.A. Schell & S. Rodriguez Class Reader: "Socio-cultural context of disability: Implications for scientific inquiry and professional preparation" – K. DePauw <u>Future of Sport?</u> Where are we headed?
17	5/17M	<u>**Last Day of Class – Term Paper Due: No Exceptions**</u>
Final Exam	5/24M	Clark Hall 302 12:15-2:30PM

Writing Rubric

(Revised Spring 2008)

Excellent

- Purpose clear; well stated thesis
- Well organized: ordered paragraphs and smooth transitions
- Concise yet descriptive and analytical
- Thoughts clearly communicated to intended audience
- Introduction effectively draws the reader into the paper
- Conclusion brings closure to the paper in interesting ways without introducing new topics or ideas
- Body of the paper flows smoothly; reasonable transitions
- Controls language tone and level; uses original language
- Documentation or examples when required
- Addresses all terms of the assignment: content, format and time line
- Follows APA guidelines
- Minimal grammatical and spelling errors
- Full understanding of material
- Interesting content
- Cited research is appropriate, clearly articulated, and relevant
- Meets or exceeds all minimum standards

Above Average

- Purpose clear; well stated thesis
- Demonstrates orderly thinking: ordered paragraphs and good transitions
- Introduction sets the tone for the paper
- Flows smoothly
- Interesting and relevant ideas
- Descriptive effective closure to the paper
- Attempts to address the intended audience
- Documentation and/or examples when required
- Addresses terms of the assignment: content, format, and time line
- Follows APA guidelines
- Moderate grammatical and spelling errors
- Understands material

An above average paper will show less fluency of expression, will be less developed and/or less well-organized than an excellent paper, and/or have minor faults with mechanics, structure, spelling, or style.

Average

- Superficial and/or lacks development
- Purpose may not be evident; thesis statement is not particularly clear
- Grammatical errors
- Tends to generalize or to be redundant
- Generally poor transitions
- Displays some misunderstanding of the topic but no original ideas are presented
- Lacks critical analysis
- Shifts levels in style; uses cliché
- May use incorrect words or words out of context
- May lack sufficient documentation/examples
- Generally addresses terms of the assignment; meets all minimum standards

An average paper will display some weaknesses in grammar and structure, lack of transitions, excess spelling errors, and/or problems with organization.

Below Average

- Fails to communicate ideas effectively
- Underdeveloped ideas
- Unstructured and disorganized
- Fails to address appropriate audience
- Contains basic grammatical errors
- Incomplete
- Lacks professional approach
- Cited research only sometimes is relevant and supports the ideas presented
- Poor structure and is disorganized
- Lacks tone
- Does not meet minimum standards

Below average writing will have significant problems with fundamental writing mechanics, structure and/or use of words. A below average paper will be too simplistic and/or too short to fully develop ideas, and may be hindered by problems with organization or logic. The below average paper may fail to address the intended audience or the terms of the assignment.