

San José State University
CASA/Department of Kinesiology
KIN 101, Sport in America, Section 1, Spring 2012

Instructor:	(Daniel Murphy)
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Office Hours:	(MW 3:00pm. - 4:00pm.)
Class Days/Time:	(MW 12:00pm. – 1:15pm.)
Classroom:	(SH 345)
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.)
GE/SJSU Studies Category:	(Area S)

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on <http://sjsu.desire2.learn.com>. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

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.

Course Goals (CO) and Student Learning Objectives (SLO)

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 Texts/Readings

Textbook

Eitzen, D.S. & Sage, G.H. (2009). *Sociology of North American Sport*. (8th ed.). Dubuque, IA: Brown and Benchmark.

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

Classroom Protocol

- Students are expected to be courteous during class. Any student engaging in disruptive behavior may be asked to leave. Please turn off all cell phones, pagers, PDAs or other electronic devices. The use of anything that beeps or vibrates during class is disruptive and will not be tolerated. Using a device, even silently, such as texting or websurfing, is distracting and students who engage in these actions may be asked to leave. Further disruption may be cause for the student's behavior being reported to the SJSU Office of Student Conduct and Ethical Development.
- All materials must be original works of the student and typed with text and references in APA format.
- 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 -1/3 of a letter grade each day it is 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.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Assignments and Grading Policy

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 dependent 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 2 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. These points will go toward the participation grade.

Online Postings: There will be weekly online postings on D2L regarding class materials and readings. Post within week-window for full credit – 10pts.; post after window closes/late for a ½ credit - 5pts.; Total 150 points/10 postings. Along with handouts accounts for 15% of overall grade.

Participation. There will be 7 handouts across the semester (6 – 16pts. each); part of participation grade; 10% of overall grade. All handouts posted online in D2L dropboxes.

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 five (5) 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 five (5) 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+, 73 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%.
Online Postings	15%.
Participation*	10%.

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

- 1) In-class writing assignments and discussions.
- 2) Quizzes.

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, 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 requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit [the LARC website](http://www.sjsu.edu/larc/) for more information at <http://www.sjsu.edu/larc/>.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

KIN 101 / Sport in America, Spring 2012

Course Schedule

WE EK	DATE	TOPIC	ASSIGNMENT
1	Jan. 25	Introduction to Course Introduction: Responsibilities, expectations, and course objectives	
2	Jan. 30 Feb. 1	Sport Studies: Why study sport? / Sport as a cultural form	<i>Text: Chapter 1 “The sociological analysis of sport”</i>
3	Feb. 6 Feb. 8	Sport and Social Theory – Becoming critical consumers of sport Introduction to theories and critical reading of sport as a cultural practice Social theories and sport: Using “lenses” to interpret sport <u>Sport and Social Action/ Social Intervention</u> Social actions within sport <i>Social Action Handout – (Online - In class Writing #1)</i>	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”
4	Feb. 13 Feb. 15	Video: “Fields of Fire: Sport in the 60s” Sport, character, and values: Do dominant social and cultural values influence sport? Sport and Socialization/values	Class Reader: “Where are the jocks for justice?” – K. Candaele & P. Dreier Class Reader: “The Activist Athlete” – M. Chass Text: Chapter 3 “Sport and societal values”
5	Feb. 20 Feb. 22	Youth sport & high school sport Video: Playing to Extremes <i>Playing to Extremes Handout (Online - In class Wiring #2)</i>	Text: Chapter 4 & 5 “Children and sport” & “Interscholastic sport”
6	Feb. 27 Feb. 29	Controversies in intercollegiate sport Student-athletes or athlete-students & agency in college sport	Text: Chapter 6 “Intercollegiate sport” Class Reader: “Sport participation and Women’s personal empowerment: Experience of the

			college athlete” – Blinde, Taub, & Han
7	Mar. 5 Mar. 7	Sport, economics, and social class Social class and sport involvement	Text: Chapter 12 “Sport, social stratification, and social mobility”
8	Mar. 12 Mar. 14	Sport, politics, and (inter)national identity Sport and the political process Sport and the Economy Characteristics of big-time sport / sports market	Text: Chapter 9 “Sport and politics” Class Reader: “Sports, war, and ideological imperialism” – G. Gems Text: Chapter 10 “Sport and the economy
9	Mar. 19 Mar. 21	Catch-up Day/Midterm Review Midterm <i>Sport Autobiography Due</i>	
10	Mar. 26 Mar. 28	Spring Work Period Recess	
11	April 2 April 4	Sport, violence, and drugs: Polemics and politics Video: “Dying to win” (Online In-Class Writing #3) (Cont’d)	Class Reader: “Life is a contact sport” – S. Dubner The ethics of drug use and drug testing Text: Chapter 7 “Social problems and North American sport”
12	April 9 April 11	Sport and the media Media: The necessary “evil”? Women and the sport media: Do media producers perpetuate gender inequality?	Text: Chapter 11 “Sport and the mass media” 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: Playing Unfair (In-Class Writing)
13	April 16	Gender – Masculinity Sport and Identity politics/ politics of identity: How does sport inform our identity?	Text: Chapter 14 “Gender in North American sport: Continuity and change” (Overview for next several classes) Women’s sport participation and

	April 18	Hegemonic masculinity: Making men through sport Video <i>Toughguise</i> <i>Handout: Toughguise (Online In class Writing #4)</i>	Title IX Class Reader: “Gender equity in college sports: 6 views” – The Chronicle of Higher Education Class Reader: “The televised manhood sports formula” – Messner, Dunbar, & Hunt. Class Reader: “Challenges to male hegemony in Sport” – L. Bryson
14	April 23 April 25	Sexual Orientation Gay & Lesbian Issues in Sport <i>Playing unfair: Media Images of Female Athletes (In Class Writing #5 – Online)</i> <i>Final Paper Topic Approval – Post Online</i>	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 heterosexual portrayals on perceptions of male and female athletes” – Knight & Giuliano
15	April 30 May 2	Race, Ethnicity & Multiculturalism Video: Race: The Power of Illusion What are race, ethnicity and whiteness? “Sport, racism, and young women” – T. Lovell. “Understanding multiculturalism and valuing diversity” – J. DeSensi. <i>Race Power of Illusion Handout (Online In Class Writing #6)</i> African-American experiences in sport “Breaking the taboo” – J. Entine “On your marks, get stereotyped – GO!” – Rassmussen, Esgate & Turner. Native Americans and experiences in sport Video: “In Whose Honor” - Native Americans and experiences in sport team mascots.	Text: Chapter 13 “Racial-Ethnic minorities in sport” (Overview for the next several classes)
16	May 7	Asian American experiences in sport “Sport, ethnicity and racism: The experience of Asian heritage boys” – McGuire & Collins.	

	May 9	<p>Latino experiences in sport</p> <p>“Who’s the man: Sammy Sosa, Latinos, and televisual redefinitions of the “American” pastime” – J. Juffer.</p> <p>“Racial and ethnic employment discrimination” – F. Bellemore</p> <p><i>Latino Baseball Handout (Online – In Class Writing #7)</i></p>	
17	May 14	<p><u>Sport and (dis)ability</u></p> <p>“The Paralympics Paradox” - Sports Jones article</p> <p>“Subverting bodies/ambivalent representations: Medial analysis of paralympian, Hope Lewellen” - B.L.A. Schell & S. Rodriguez</p> <p>“Socio-cultural context of disability: Implications for scientific inquiry and professional preparation” – K. DePauw</p> <p>Last Day of Instruction</p> <p>Final Exam Review</p> <p><i>Final Scholarly Research Paper Due</i></p>	
18	May 22	Final Exam 9:45am. – 12:00pm.	