

San José State University
College of Health and Human Services/Kinesiology
KIN 101, Sport in America, Section 1, Fall, 2018

Course and Contact Information

Instructor:	Matt Crockett
Office Location:	Spartan Complex (SPX) 170
Telephone:	(408) 924-3010
Email:	Matt.crockett@sjsu.edu
Office Hours:	Monday/Wednesday 9a-10a; or by appointment at other times
Class Days/Time:	Monday/Wednesday 10:30am-11:45am
Classroom:	SPX 163
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. KIN Majors cannot take this course for major credit.
GE/SJSU Studies Category:	Area S

Course Format

Faculty Web Page and MYSJSU Messaging (Optional)

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system on Canvas to learn of any updates.

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.

General Education Learning Outcomes (GELOs) for Area S

Upon successful completion of this course, students will be able to:

GELO 1: describe how identities (religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences in contexts of equality and inequality

- *Assessment: Sport Autobiography*

GELO 2: describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the United States

- *Assessment: Research Paper*

GELO 3: describe social actions that have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age)

- *Assessment: Research Paper*

GELO 4: recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups in the U.S.

- *Assessment: Sport Autobiography*

Course-Specific Learning Outcomes (CLOs)

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

CLO 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.”

CLO 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.

CLO 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).

CLO 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 (Required)

Textbook

Eitzen, D.S. & Sage, G.H. (2016). *Sociology of North American Sport*. (10th ed.). Oxford Press.

Articles posted on Canvas.

Course Requirements and Assignments

This class is 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 the assigned chapters 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.

Midterm & Final Exam: There will be a midterm exam covering material in the first half of the course. The midterm will consist of 80-90 questions, including multiple choice, matching, true/false, and short answer. Students are required to bring a T&E 200 Scantron to the exam. The final exam will cover material in the second half of the course. The final exam is not cumulative. The final will consist of 80-90 questions, including multiple choice, matching, true/false, and short answer. Students are required to bring a T&E 200 Scantron to the final exam.

Film Reflections: Students will write short critical reflections on films we watch in class. These reflections will typically be due via Canvas at the beginning of the next class from when they are assigned. Students will be evaluated on the following criteria: 1) content; 2) clarity of response; 3) ability to critically and creatively respond to the prompt

In-Class Reading Quizzes: There will be 8 unannounced reading quizzes in class throughout the semester. Only the top 5 scores will be counted toward the final grade and the bottom 3 scores will be dropped. These quizzes will test comprehension of the assigned readings for the day.

Critical Sport Autobiography Paper: Students will write a critical autobiography about how play, game, sport, and/or physical activity participation have contributed to your identity (in terms of race, ethnicity, culture, class, gender, sexual orientation, etc.). The goal is to critically discuss and analyze the positive and negative impacts that your sport experiences have had on your understanding of who you are today. Avoid simply documenting your participation in sport; **discuss, analyze, and critique** your experiences. You should incorporate relevant class themes, including critical sociological theories and ideas.

Requirements:

- 4-6 double-spaced pages
- 12 pt. font
- APA format for in-text citations and reference list
- **At least** five different primary sources (Academic journals or Academic-oriented books)
- Direct quoted material from sources should be minimal.
- The paper must be an original work created for this class. No essays from previous classes will be accepted.
- Submitted through Canvas only
- Late papers will be penalized a grade step each day (i.e. B drops to B-)
- Worth 20% of final grade
- Criteria for evaluation will include: 1) content; 2) Integration of relevant theory; 3) Writing clarity; and 4) Originality

Final Research Paper, Social and Political Actions in the Arena: Students will identify an individual or group in sport that has been subjected to some form of oppression or injustice, and write a paper critically discussing the social actions taken for greater equality and power. You should also endeavor to outline the arguments made by those who attempted to resist change. The paper should incorporate 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. You may choose topics and events from the entire history of American sport for this assignment. Some suggested topics might involve individuals or groups that have been faced with unjust practices/policies related to race/ethnicity, class, gender, sexual orientation, religion, disability, or age.

Requirements:

- 5-7 double-spaced pages
- 12 pt. font
- APA format for in-text citations and reference list
- **At least five** different primary sources (Academic journals or Academic-oriented books)
- Direct quoted material should be kept to a minimum.
- The paper must be an original work created for this class. No essays from previous classes will be accepted.
- Submitted through Canvas only
- Late papers will be penalized a grade step each day (i.e. B drops to B-)
- Worth 25% of final grade
- Criteria for evaluation will include: 1) content; 2) Organization/Structure; 3) Integration of relevant theory; 4) Writing clarity; and 5) Originality

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Grading Information

A+ >97
A 93-96
A- 90-92

B+ 87-89
B 83-86
B- 80-82
C+ 77-79
C 73-76
C- 70-72
D+ 67-69
D 63-66
D- 60-62
F <59

Reflections	15%
Reading Quizzes	5%
Autobiography paper	20%
Midterm exam	20%
Final paper	20%
Final exam	20%

Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.

Classroom Protocol

- Students are expected to arrive on time and 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 assignments will be penalized a grade step each day they are late. (Ex: B to B-) Late assignments will be accepted only up to 1 week after the due date. For example, if an assignment is due on Monday, you will have until the following Monday to turn in a late assignment for partial credit. After the week has passed, the assignment will automatically receive a zero.
- 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 the course homepage for various websites and other

information (e.g. quiz/exam hints, current events) related to sport and culture.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

KIN 101 Section 1: Sport in America, Fall 2018
(Subject to change with fair notice)

<u>Date</u>	<u>Topic</u>	<u>Reading Assignments</u>	<u>Due</u>
Wednesday, 8/22	Course Introduction		
Monday, 8/27	Defining Sociology of Sport	S&E Ch. 1	
Wednesday, 8/29	History & Rise of Sport in North America	S&E Ch. 2	
Monday, 9/3	LABOR DAY	NO CLASS	
Wednesday, 9/5	Culture & values in Sport	S&E Ch. 3	
Monday, 9/10	Film & Discussion		
Wednesday, 9/12	Ethical Sports		
Monday, 9/17	Social Mobility through Sport	S&E Ch. 5	Film Reflection Due on Canvas
Wednesday, 9/19	Intro to Race & Sport; Film: " <i>Race, Power & American Sports</i> "	S&E Ch. 6	
Monday, 9/24	Race & Sport		Film Reflection due on Canvas
Wednesday, 9/26	Race & Sport		
Monday, 10/1	Mascots and Nicknames: Respect or Honor?	Canvas Articles: Newman (2007) & Williams (2007)	
Wednesday, 10/3	Gender in Sport	S&E Ch. 7	
Monday, 10/8	Gender in Sport	S&E Ch. 12	
Wednesday, 10/10	Gender in Sport	Canvas Article: Anderson (2015)	Media Analysis Reflection due on Canvas
Monday, 10/15	Catch-Up/Midterm Review		
Wednesday, 10/17	MIDTERM EXAM		Sport Autobiography Due on Canvas
Monday, 10/22	Film: " <i>Schooled</i> "	S&E Ch. 10	
Wednesday, 10/24	Intercollegiate Athletics	Canvas Article: Benson (2000)	

Monday, 10/29	Youth in sport	S&E Ch. 8 & 9; Canvas Article: Coakley (2010)	Film Reflection due on Canvas
Wednesday, 10/31	Pressures of Youth sport; Short Film		
Monday, 11/5	Hazing & Team Behavior	Canvas Article: Chin & Johnson (2011)	
Wednesday, 11/7	Doping in Sport		Film Reflection due on Canvas
Monday, 11/12	VETERAN'S DAY	NO CLASS	
Wednesday, 11/14	Film: " <i>Bigger, Stronger, Faster</i> "	Smith & Stewart (2015)	
Monday, 11/19	Finish Film; Discuss doping in sport	S&E Ch. 4	
Wednesday, 11/21	NON-INSTRUCTIONAL DAY	NO CLASS	
Monday, 11/26	Why is diversity important?; Final Paper Workshop	S&E Ch. 13	Film Reflection due on Canvas
Wednesday, 11/28	Sport & Global Politics	S&E Ch. 11	
Monday, 12/3	Corporatization & Militarization		
Wednesday, 12/5	Fitness & Exercise	S&E Ch. 15	
Monday, 12/10	Catch-up/Final Review		Final Paper Due on Canvas
Tuesday, 12/18	FINAL EXAM: 9:45 - 12	FINAL EXAM: 9:45 - 12	