

San José State University CASA/Department of Kinesiology

KIN 101, Sport in America, Section 1, Fall 2017

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Office Hours: Tuesday/Thursday 11a-12pm; or by appointment

Class Days/Time: Monday/Wednesday 12p-1:15p

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

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 GE Learning Outcomes (GELO)

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. (2016). *Sociology of North American Sport*. (10th ed.). Oxford Press.

Articles posted on Canvas.

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 assignments will be penalized a grade step each day they are late. (Ex: B to B-)

- 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.

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

Midterm & Final Exam: There will be a midterm exam on October 18 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, on Tuesday, December 19 at 9:45am, 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

Evaluation

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	10%
Reading Quizzes	5%
Autobiography paper	20% (October 18)
Midterm exam	20% (October 18)
Final paper	25% (December 11)
Final exam	20% (Tuesday, December 19, 9:45a – 12p)

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
Fall 2017 Course Schedule
(Subject to change with fair notice)**

Date	Topic	Reading Assignments	Due
Wednesday, 8/23	Course Introduction		
Monday, 8/28	Defining Sociology of Sport	S&E Ch. 1	
Wednesday, 8/30	History & Rise of Sport in North America	S&E Ch. 2	
Monday, 9/4	LABOR DAY	LABOR DAY	LABOR DAY
Wednesday, 9/6	Culture, values, and Sport	S&E Ch. 3	
Monday, 9/11	Film: " <i>League of Denial</i> "		
Wednesday, 9/13	Finish & Discuss film: " <i>League of Denial</i> "		
Monday, 9/18	Social Mobility through Sport	S&E Ch. 5	"League of Denial" Handout Due on Canvas
Wednesday, 9/20	Intro to Race & Sport; Film: " <i>Race, Power & American Sports</i> "	S&E Ch. 6	
Monday, 9/25	African Americans in Sport		"Race, Power, & American Sports" Reflection due on Canvas
Wednesday, 9/27	Mascots and Nicknames: Respect or Honor?	Canvas Articles: Newman (2007) & Williams (2007)	
Monday, 10/2	Gender: Femininity & Sport	S&E Ch. 7	
Wednesday, 10/4	Gender: Media Analysis	S&E Ch. 12	

Monday, 10/9	Gender: Masculinity & Sport	Canvas Article: Anderson (2015)	Media Analysis Reflection due on Canvas
Wednesday, 10/11	Film: <i>"Tough Guise 2"</i>		
Monday, 10/16	Catch-Up/Midterm Review		
Wednesday, 10/18	MIDTERM EXAM		Sport Autobiography Due on Canvas
Monday, 10/23	Film: <i>"Schooled"</i>	S&E Ch. 10	
Wednesday, 10/25	Intercollegiate Athletics	Canvas Article: Benson (2000)	
Monday, 10/30	Youth in sport	S&E Ch. 8 & 9; Canvas Article: Coakley (2010)	"Schooled" Reflection due on Canvas
Wednesday, 11/1	Film: <i>"Friday Night Tykes"</i>		World Series Reflection due on Canvas
Monday, 11/6	Hazing & Team Behavior	Canvas Article: Chin & Johnson (2011)	"Friday Night Tykes" Reflection due on Canvas
Wednesday, 11/8	Doping in Sport	Sefiha (2010)	
Monday, 11/13	Film: <i>"Bigger, Stronger, Faster"</i>	Smith & Stewart (2015)	
Wednesday, 11/15	Finish film; Discuss doping in sport	S&E Ch. 4	
Monday, 11/20	Why is diversity important?; Final Paper Workshop	S&E Ch. 13	"Bigger, Stronger, Faster" Reflection due on Canvas
Wednesday, 11/22	HOLIDAY	HOLIDAY	HOLIDAY
Monday, 11/27	Sport & Global Politics	S&E Ch. 11	
Wednesday, 11/29	Corporatization & Militarization		
Monday, 12/4	Fitness & Exercise	S&E Ch. 15	
Wednesday, 11/6	Sport & Disability		

Monday, 12/11	Catch-Up/Final Review		Final Paper Due on Canvas
Tuesday, 12/19	FINAL EXAM: 9:45 - 12	FINAL EXAM: 9:45 - 12	