

KIN 101 – Sport in America

CASA/Department of Kinesiology
San José State University

Section 3, Tuesdays, 3:00-5:45 pm

Fall 2015

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(Wednesday, 3:00 – 5:00 pm)	(Office hours)
Area S	(GE Category)
SPX 163	(Classroom location)

Prerequisite: 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.

Required Texts/Readings

Sage, G.H. & Eitzen, D.S. (2013). *Sociology of North American Sport*. (9th Ed). Oxford.
Andrews, V. L. (2015). *The Control of Black Expression in American Sport and Society*.
Electronic Book on Amazon.com

Course Description

Please turn off all cell phones, pagers, PDAs or other electronic devices once class begins. Do this, and you and I will have no problems. 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 web surfing, is distracting. Students who engage in these actions may be asked to leave, or worse.

This course deals with sport as a pervasive and politicized 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) at SJSU.

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: Identities are socially-constructed and intimately tied to issues of power and privilege. 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 in sport as well as forces that have impeded greater equality, autonomy, and social justice in 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 facilitate more harmonious relations between diverse groups outside of sport.

Classroom Protocol

- Students are expected to be courteous during class. Any student engaging in disruptive behavior 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.
- **No essays from previous classes will be accepted.**
- Late papers will be penalized each day essay is late.
- 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 weekly check out CANVAS for information (e.g. exam study guides, current events) related to sport and culture.
- You should plan to attend all classes. Yes, you – student with 3 jobs.
- You are responsible for knowing all material covered in class and in reading assignments, including all handouts. Yes, that means you.
- If you are absent, it is your responsibility to arrange to get class notes from another class member. Get four student phone numbers right now.
- The instructor will not spend time going over notes with an individual student until she/he has obtained and read missed class session notes.

Course Content

- Past students indicate that you will get most out of this class if you get involved in class discussions. Don't worry about that. I'll call on you.

- 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. This is where you develop a “point of view.”
- 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.

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/>. 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/>. Drop the class if needed – or get an “F.”

Assignments

1. **Critical Sport Autobiography Paper:** 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.).
 - 1) The word “identity” should show up in every paragraph of your essay.
 - 2) Include informal games or organized sport played, as well as any other relevant activities. Think about what sport or games you played growing up, **with whom** you played with, and which people influenced you the most in play.
 - 3) 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**.
 - 4) 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*.
 - 5) Incorporate a discussion of 1) Functional and critical theoretical perspectives, and 2) primary resources to reference important meta-themes.
 - 6) Students are required to cite at least **five (5) different academic journal articles or books** – in the paper. (You may also include additional sources.)
 - 7) The required length of the paper is **6 double-spaced** typewritten pages.

8) 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 and CANVAS handout on essay notes.

9) **Social and Political Actions in the Arena**

- 1) Identify an **individual or group** in sport that has been subjected to some form of oppression or injustice. Some suggested topics 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**.
- 2) Describe **social actions** taken by the individual or group in their struggles for greater equality and power. What were their arguments for change? Was there a boycott? Protest? Media fight?
- 3) Outline the arguments made by those who attempted to **resist** the social and political actions of the oppressed individual or group.
- 4) Did the actions taken by the chosen individual or group affected American society and culture? Yes or No?
- 5) *Students are required to cite at least five primary sources – academic journal articles or academic books – in the paper.*
- 6) The instructor must approve paper topics. Don't change topics.
- 7) The required length of your essay is 7 double-spaced pages.
- 8) 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

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

Midterm test #1	20%	(Sept 29)
Autobiography paper	20%	(Oct 13)
Midterm test #2	20%	(Oct 27)
Scholarly/Social actions paper	20%	(Nov 17)
Final exam	20%	(Mon, Dec 14, 2:45-5 pm)

Important Websites

- Where to find interesting facts on benefits on physical activities:
http://www.sjsu.edu/kinesiology/programs/activity_program/index.htm

University Policies

- **Academic integrity:** Academic dishonesty occurs when a student attempts to show possession of knowledge or skill which she/he does not possess. The two most common forms are "cheating" and "plagiarism." Cheating includes copying part or all of someone else's test, using unauthorized materials during a test. A very bad idea.
- In this class, submitting work presented in another class is not permitted. Plagiarism includes using the words, ideas, etc. of another without giving proper credit, representing these as your own, and using papers obtained from a term paper service. The consequences of academic dishonesty range from having your grade lowered, to receiving an "F" for the course, being placed on disciplinary probation, or being expelled from the university. And that's for real.
- Plagiarism is a particularly serious problem in history classes because the data are most often written records--all those used must be credited with a citation. If in doubt about this policy, please either talk to me, or the University Judicial Coordinator, at 924-5900. Incidents of academic dishonesty are taken very seriously. Your family will be upset.
- Students should know that the University's [Academic Integrity Policy](http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html) is available at http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. How about that. We need to tell you to be honest.
- 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. Just say "no."
- For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors. We run your essays through turnitin.com.

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 \(DRC\)](http://www.drc.sjsu.edu/) at <http://www.drc.sjsu.edu/> to establish a record of their disability. If you need help, just ask. Please.

Student Resources/Writing Center/Peer Mentor Center

- 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 available in the MLK Library. Not everybody can afford a computer. Go!
- 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. Antiques? Yes.
- 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 motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The [LARC website](http://www.sjsu.edu/larc/) is located at <http://www.sjsu.edu/larc/>. Skill up!
- 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/>. We ALL need writing help.
- 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. Who doesn't need a coach?

WEEK	DATE	KIN 101 Sport in America Spring 2015 TOPIC & ASSIGNMENT
1	Aug 25	Introduction to Course: Syllabus review Why study sport? Chapter 1: The Sociological Analysis of Sport in North American Society
2	Sept 1	Introduction, Chapter 1 (in Andrews) Chapter 2: Social and Cultural Transformations and the Rise of Sport in North America
3	Sept 8	Introduction, Chapter 1 (in Andrews) Chapter 2: Social and Cultural Transformations and the Rise of Sport in North America
4	Sept 15	Chapter 3: Sport & North Am. Culture & Values Video: Dying to Win
5	Sept 22	Chapter 4: Youth and Sport Film: Playing to Extremes
6	Sept 29	Chapter 2 Andrews Chapter 3 Andrews Test #1 Sage & Eitzen Chapters 1, 2, 3, 4 Andrews Intro, Chapters 1, 2, 3 (20%)
7	Oct 6	Chapter 5: Interscholastic Sport Film: Coach Carter
8	Oct 13	Chapter 6: Intercollegiate sport ESPN 30 for 30 Sport Autobiography Due (20%)
9	Oct 20	Chapter 7, Social Problems & North American Sport: Violence, Substance Abuse, Eating Disorders, and Gambling Film: Tough Guise Final Paper Topic Discussion/Approval

10	Oct 27	Chapter 4, Andrews Chapter 11: Sport & The Mass Media Film: Muhammad Ali Test #2: Sage 5, 6, 7 & 11; Andrews Chap 4 (20%)
11	Nov 3	Chapter 9: Sport and politics Film on Kiwi Sport
12	Nov 10	Chapters 7 & 8 Andrews
13	Nov 17	Chapter 12: Sport, Social Strat. & Social Mobility Film: Olympic Protest at SJSU – Smith & Carlos Social Action Essay Due (20%) Submit via Canvas
14	Nov 24	Happy Thanksgiving!
15	Dec 1	Chapter 13: Racial-Ethnic Minorities in Sport Chapter 14: Gender in North American Sport: Continuity & Change Film: 30 for 30: Fernando Mania
16	Dec 8	Last Day of Class Chapter 10, Conclusion, Andrews
17	Final Exam	Chapter 15: Contemporary trends and the future of sport in North America Final: Mon, December 14, 2:45 pm (20%) 20 questions, multiple choice, on all readings since midterm: Sage 12, 13, 14, 15 & Andrews 7, 8, 9, 10 and Conclusion