

**San José State University**  
**CASA/Department of Kinesiology**  
**KIN 101, Sport in America, Section 3, Fall 2017**

<b>Instructor:</b>	Dr. Vernon Andrews
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<b>Office Hours:</b>	Tues 4:15 – 5:15; Thurs 4:15 – 5:15 pm
<b>Class Days/Time:</b>	Tuesday and Thursday, 1:30 – 2:45
<b>Classroom:</b>	SPX 163
<b>Prerequisites:</b>	Completion of core GE, satisfaction of WST & upper division standing
<b>GE/SJSU Studies Category:</b>	Area S

#### **Course Format**

#### **Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through MySJSU at <http://my.sjsu.edu>.

#### **Course Description**

This course examines the role of sport (recreational and professional) as a social, political and economic institution in American society. We critically examine contemporary issues affecting sport and sport involvement by diverse cultural groups within American society. GE Area: S Prerequisite: Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended. Notes: Not open to KIN majors for major/minor credit.

#### **Course Goals (Optional) & GE Learning Outcomes (GELO)**

**Upon successful completion of this 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.

***Course learning outcomes will come from two essay assignments, reading material, tests and lectures.***

## Required Texts/Readings

### Textbook

Sage, G.H. & Eitzen, D.S. (2015). *Sociology of North American Sport*. (10<sup>th</sup> Ed). Oxford. ISBN: 9780190250430. Purchase at SJSU University Bookstore.

## Course Requirements and Assignments

**Critical Sport Identity Paper:** Write a critical essay about how play, game, sport, and/or physical activity participation have contributed to your **identity**. You will have a section on:

1. Introduction
2. Race/ethnic/cultural identity and sport
3. Class identity and sport
4. Gender identity and sport
5. Sexual identity/orientation and sport
6. Conclusion

- The word “**identity**” should show up in every paragraph of your essay.
- Use APA style or ASA style
- Incorporate a discussion of **1) Functional and critical theoretical perspectives**, and **2) primary resources** to reference important meta-themes.
- 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.
- 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 in the four areas above**.
- 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*.
- Students are required to cite at least **five (5) different academic journal articles or books** – in the paper. You may also include additional sources. You cannot use Sage and Eitzen as one of your 5 references, but feel free to use our text in **addition** to your other references.
- The required length of the paper is **5-7 double-spaced** typewritten pages (including references and photos).
- 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. These essay notes are your key to citations, inserting photos, captions. Please see Canvas.

## Social and Political Actions in Sport

For this assignment, students are to:

1. 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;
2. In the paper, students should also outline the arguments made by those who attempted to resist change;
3. Students should 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 & culture;
4. 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.

5. Students are also encouraged to draw from the entire history of American sport for this assignment.
6. Students are required to cite at least five (5) primary sources (i.e. academic journal articles, etc.) in the paper
7. Use APA Style or ASA style.
8. Paper topics must be approved by the instructor.
9. The required length of the paper is 7 double-spaced pages (do not go beyond 7 pages)
10. 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.

11. Thus your essay will have **6 sections** titled:

- Introduction
- Social/Sport Oppression or Inequality
- Social/Sports Action
- Resistance to Change
- Affect on American Society and Culture
- Conclusion

Past topics and essay suggestions. Remember the focus is on **inequality, social change & action**. Any individual or group you select must have gone through inequality in society and/or sport.

- Black power movement, 1960s, and track and field/boxing/football/basketball
- Gender discrimination in sport, Title IX, and growth/challenges in female sports
- Female athletes and media representations
- Gender representations in “non-traditional” sports (Men in Synchro swimming/Women in Football)
- Representations of Black athletes in the media
- Representations of Latino baseball players in the media
- Asian sporting representations in America
- Latino baseball players and labor exploitation
- LGBTQ athletes and sexual discrimination
- Gay athletes in professional men’s team sport in the USA
- Disabled athletes, visibility, and equal access to sport
- Historical analysis of racism in a particular sport and social action
- Lack of minority coaches, ADs & administrators & equal opportunity in professional & college sport
- Hegemonic masculinity, locker room violence, and sports bullying
- Police athletic leagues, gang violence, race, crime prevention, and inner-city youth
- Professional sport, agents, and labor exploitation
- Labor practices of sporting apparel manufacturers
- Any number of important trail-blazing individuals: Billy Jean King, Renee Richards, Babe Didrikson
- No essays exclusively on **Jackie Robinson or Muhammad Ali**, though you can include them in essay
- Others you can explore: Fernando Valenzuela, Jesse Owens, Althea Gibson, Jeremy Lin, Jack Johnson

Midterm test #1	20%	(Sept 21)
Identity essay	20%	(Oct 12)
Midterm test #2	20%	(Oct 26)
Scholarly/Social Actions essay	20%	(Nov 14)
Final exam (multiple choice)	20%	(Tues, Dec 19, <b>12:15 pm</b> )

## Grading Information

### 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

- There is no “extra credit” for this class.
- One point off for each day late for essays or test taking (-1 point for each day taken late).

“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

Please arrive to class as early as possible, be respectful of classmates while they speak or ask questions, refrain from putting your phones on your desks, and ask me plenty of questions about assignments or tests.

### 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 at <http://www.sjsu.edu/gup/syllabusinfo/>”

# KINESIOLOGY 101-3/AMERICAN SPORT/ FALL 2017

## COURSE SCHEDULE

*The schedule is subject to change with fair notice.*

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 24	<b>Introduction to Course &amp; Syllabus review:</b> Why study sport?
2 Tues	Aug 29	<b>Chapter 1:</b> The Sociological Analysis of Sport in North American Society
2	Aug 31	<b>Chapter 1:</b> The Sociological Analysis of Sport in North American Society
3 Tues	Sep 5	<b>Film:</b> BBC: 1968 Olympic Protest at SJSU Why are Tommy Smith and John Carlos significant?
3	Sep 7	<b>Chapter 2:</b> Social & Cultural Transformations & the Rise of Sport in N. America
4 Tues	Sep 12	<b>Chapter 3:</b> Sport & North American Culture & Values
4	Sep 14	<b>Chapter 4:</b> Social Problems & North American Sport: Violence, Substance Abuse, Eating Disorders, and Gambling
5 Tues	Sep 19	Video: Dying to Win (on Olympic athletes and drug cheating over the years)
5	Sep 21	<b>Test #1 Sage &amp; Eitzen Chapters 1, 2, 3, 4 and 2 films (20 questions, 20%)</b>
6 Tues	Sep 26	<b>Film:</b> Coach Carter (on urban, poor athletes/parents and education values)
6	Sep 28	<b>Chapter 5:</b> Sport, Social Stratification, and Social Mobility
7 Tues	Oct 3	ESPN 30 for 30: “Fernando Mania” (on Latinos and Baseball in L.A.)
7	Oct 5	<b>Chapter 6:</b> Racial and Ethnic Minorities and Sport
8 Tues	Oct 10	<b>Chapter 7,</b> Gender in North American Sport: Continuity & Change
8	Oct 12	ESPN 30 for 30: “Renee” (on the original amazing transgender athlete) <b>Sport Identity Essay Due (20%) Submit via Canvas only by 1:00 pm</b>
9 Tues	Oct 17	Film: Playing to Extremes (on youth sport and parents pushing kids too hard)
9	Oct 19	<b>Chapter 8:</b> Youth and Sport
10 Tu	Oct 24	<b>Chapter 9:</b> Interscholastic Sport
10	Oct 26	Test #2: Sage 5, 6, 7, 8 & 9 & 4 films (Carter, Mania, Renee, “Extremes”) (20%)
11 Tu	Oct 31	<b>Final Paper Topic Discussion/Approval (essay topic must be pre-approved)</b>
11	Nov 2	<b>Chapter 10:</b> Intercollegiate Sport
12 Tu	Nov 7	ESPN 30 for 30: SMU – “Pony Excess” (on corruption and \$ in college sport)
12	Nov 9	<b>Chapter 11:</b> Sport and the Economy

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
13 Tu	Nov 14	ESPN 30 for 30: "Run Ricky Run" (one athlete walked away from \$ & the media) <b>Social Action Essay Due (20%) Submit via Canvas by 1:00 pm</b>
13	Nov 16	<b>Chapter 12: Sport and the Mass Media</b>
14 Tu	Nov 21	Film/Speaker to be determined
14	Nov 23	<b>Thanksgiving</b>
15 Tu	Nov 28	<b>Chapter 13: Sport and Politics</b>
15	Nov 30	<b>Chapter 15: Contemporary trends and the future of sport in North America</b> Part I, p. 389-405 (on population trends, techno sport and eco sport)
16 Tu	Dec 5	<b>Chapter 15: Contemporary trends &amp; the future of sport in North America</b> Part II, p. 406-417 (on fans, media, collegiate and pro sports)
	Dec 7	LAST DAY OF CLASS: Course Review, Test review
Final Exam	Dec 13	Wednesday, December 19, <b>12:15 pm (20%)</b> <b>20 Questions on Chaps: 10, 11, 12, 13, 15 &amp; 2 films (Pony, Ricky)</b>