



## SYLLABUS

GEORGE MASON UNIVERSITY  
 School of Recreation, Health, and Tourism  
 Sport, Culture, and Society  
 SPMT 304 - 002—(3)  
 Fall 2013

DAY – Tuesday / TIME: 4:30 p.m. – 7:10 p.m. LOCATION: Innovation Hall 136  
 Aug 27, 2013 - Dec 18, 2013

Earl Smith, PhD  
 Adjunct Professor  
 SPMT

e-mail: [esmith21@gmu.edu](mailto:esmith21@gmu.edu)

Permanent:  
 Rubin Distinguished Professor of  
 American Ethnic Studies  
 Director, American Ethnic Studies Program  
 Professor of Sociology  
 (former Chairman, Department of Sociology, 1997-2005)  
 WAKE FOREST UNIVERSITY

### PREREQUISITES/COREQUISITES

Sport, Culture, and Society  
 SPMT 304 - 002—(3)  
 NONE

### COURSE DESCRIPTION:

Analyzes **aport** from educational, political, economic, **and** cultural perspectives.

COURSE OBJECTIVES: At the completion of this course, students will be able to demonstrate knowledge of

- 1 Sports as a reflection of the society in which they live!
- 2 SportsWorld as a global institution, reaching far beyond the continental United States

- 3 Sports and sport participation as an informer of the way people (not just athletes) think about their own bodies and about gender, social class, race and ethnicity and disability
- 4 SportsWorld as controlled conflict; as institution built upon deep levels of social stratification; as a violent institution that over time will change.

#### COURSE OVERVIEW

##### **Précis**

*Sport, Culture & Society* is a Sociology course that integrates the substantive areas of sport from this academic discipline. Combining both lecture and class discussion we seek to engage everyone in the room to be engaged in this class. The course will examine selected sport & society topics of intellectual interest.

Applying a sociological lens to the study of sport focuses our attention on sports as an institution. In contrast to other disciplines such as psychology or history, a sociological perspective on sport considers the ways in which the institution itself operates—who controls sports, how resources and benefits are doled out---as well as how the institution of sport interacts with other social institutions such as the family, the institution of higher education, the economy, the labor market, the system of racial inequality etc.

Some of the topics to be addressed are:

(1) How does a specific nation's **culture** shape the sports that are played there? Which sports draw a paying audience (or are broadcast on national TV), and which sport is chosen as the national identity? (2) What is a sport? (3) What fuels the Athletic Industrial Complex (sports as a business--\$\$)? (4) Gender and sports: are women better athletes than men? After all these years why are we still discussing /arguing over Title IX? (5) Race and sport: are White athletes better than Black athletes? Are the African American athletes still exploited as they were in the 1960's? (6) What is sports leadership? (7) Who qualifies as "sport heroes"? (8) Why is there so much violence in sports (both on and off the playing fields) and why is so much of this violence directed at women? (9) Why do "fine-tuned" athletes use performance-enhancing drugs? And so forth.....

#### NATURE OF COURSE DELIVERY

Face to face on campus classroom setting

#### Required Books:

Jay Coakley, (2009). *Sports in Society*. McGraw Hill. (10<sup>th</sup> Edition).

Earl Smith. (2009). *Race, Sport and the American Dream*. Carolina Academic Press. (2nd Edition)

Other readings will be placed @ BLACKBOARD

## EVALUATION

Students will be graded on their test performance; oral presentation; written assignment and class participation.

While NOT graded class attendance is expected and **attendance will be taken at the start of each class period.**

## GRADE SCALE

A	150-142	C	113-109
A-	141-135	C-	108-105
B+	134-129	D+	104-99
B	128-124	D	98-94
B-	123-120	D-	93-90
C+	119-114	F	under 90

## SOME IMPORTANT DATES

Pre-Assignment	August 27 <sup>th</sup>	10
Test 1	September 10 <sup>th</sup>	10
Test 2 (Mid Term Exam)	October 8 <sup>th</sup>	20
Test 3	November 26 <sup>th</sup>	10
Oral Presentation	Across Semester	15
Participation	Across Semester	10
Sport Biography	December 3 <sup>rd</sup>	35
Final Examination	TBA	40
	<b>Total Points</b>	<b>150</b>

**Class Decorum:** RESPECT for everyone in the room! Talking is permitted, but as a part of class discussion only. Proper clothing attire required. Hats can only be worn if for religious purposes. No reading of newspapers, magazines etc in class. No TEXTING. No surfing the web. No eating food in class. You can bring water, coffee or a soft drink.

**NB:**

**Cellular Phone & Gadgets Rule (for the entire semester). The first 4-5 minutes of class you can call, text, clear your phone / other gadgets. In the 3-hour class we break 1/2 way into the class session. At the break you can again access your phones and / or other gadgets. THESE ARE THE ONLY TIMES YOU CAN ACCESS THESE ITEMS. There will be a stiff penalty for using phones, texting, etc., at any other time!**

### Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

### Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

### OTHER USEFUL CAMPUS RESOURCES:

WRITING CENTER: A114 Robinson Hall; (703) 993-1200;  
<http://writingcenter.gmu.edu>

UNIVERSITY LIBRARIES "Ask a Librarian"  
<http://library.gmu.edu/mudge/IM/IMRef.html>

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380;  
<http://caps.gmu.edu>

#### ACADEMIC INTEGRITY

George Mason University is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

#### Class Format:

4:30 – 4:40 Attendance

4:45 - 5:15 – Student Oral Presentations

5:15 – 10 minute break

5:25 – 6:10 – My Lecture or Test

6:15-7pm – film / DVD

This format can be changed without notice

Tuesday, August 27<sup>th</sup>, 2013

TOPIC: Culture & Sports

- Student Presentations
- Presentation by Professor Smith

REQUIRED Reading Assignment for August 27<sup>th</sup>

Summary of Malcolm Gladwell's "Theory of Culture & Plane Crashes"

Katherine Zoepf, "For Saudi Women, Biggest Challenge Is Getting to Play."

REQUIRED Reading Assignment for Tuesday September 3<sup>rd</sup>

1. Jay Coakley, Chapter 1: Sociology of Sport: What is it, why study it?  
Jay Coakley, Chapter 2: Producing Knowledge about sports in society

Tuesday, September 3, 2013

Topics:

1. Introductions
2. Instructions
3. PREZI Presentation: What is a Sport?

Readings:

1. Jay Coakley, Chapter 1: Sociology of Sport: What is it, why study it?  
Jay Coakley, Chapter 2: Producing Knowledge about sports in society

REQUIRED Reading Assignment for Tuesday, September 10<sup>th</sup>

Jay Coakley, Chapter 13: "Sports and Politics"

E. Smith, *Race, Sport & American Dream*, Pp. xiii-23

Tuesday, September 10<sup>th</sup> 2013

Test #1

PREZI Presentation: Sports, Politics & Culture

DVD: *Not Just a Game* (GMU - #CV 706.35.N6820) on Prince William campus

Readings:

Jay Coakley, Chapter 13: "Sports and Politics"

E. Smith, *Race, Sport & American Dream*, Pp. xiii-23

REQUIRED Reading Assignment for Tuesday, September 17<sup>th</sup>

JIM AVILA, LAUREN PEARLE and RUSSELL GOLDMAN. 2013. "Junior Seau Diagnosed With Disease Caused by Hits to Head." *New York Times*

<http://abcnews.go.com/US/junior-seau-diagnosed-brain-disease-caused-hits-head/story?id=18171785>

Malcolm Gladwell, 2009, "How different are dogfighting and football?" ANNALS OF MEDICINE, Offensive Play, *The New Yorker*

[http://www.newyorker.com/reporting/2009/10/19/091019fa\\_fact\\_gladwell?currentPage=all](http://www.newyorker.com/reporting/2009/10/19/091019fa_fact_gladwell?currentPage=all)



Tuesday, September 17<sup>th</sup>, 2013

PREZI Presentation: Health & Injury: The Health of Americans & Athletes

Student Oral Presentations:

<b>ATHLETE</b>	<b>SPORT</b>	<b>STUDENT</b>
1 Len Bias	Basketball	Patrick Albtittain
2 Peggy Fleming	Figure Skating	Avery Evans
3 Mickey Mantle	Baseball	Bryan Kraus
4 Julie Krone	Jockey, Horse Racing	Edwin Melgar

DVD: *After the Last Round* (own)

Readings:

JIM AVILA, LAUREN PEARLE and RUSSELL GOLDMAN. 2013.  
 “Junior Seau Diagnosed With Disease Caused by Hits to Head.” *New York Times*  
<http://abcnews.go.com/US/junior-seau-diagnosed-brain-disease-caused-hits-head/story?id=18171785>

Malcolm Gladwell, 2009, “*How different are dogfighting and football?*” ANNALS OF MEDICINE, Offensive Play, *The New Yorker*  
[http://www.newyorker.com/reporting/2009/10/19/091019fa\\_fact\\_gladwell?currentPage=all](http://www.newyorker.com/reporting/2009/10/19/091019fa_fact_gladwell?currentPage=all)

REQUIRED Reading Assignment for Tuesday, September 24<sup>th</sup>

Jay Coakley, Chapter 6, “Deviance in Sport.”

Brian Denham, “Masculinities and the Sociology of Sport.”

### **Lance Armstrong Readings**

Buzz Bissinger, “I Was Deluded to Believe Lance Armstrong When He Denied Doping”  
*The Daily Beast*

Reed Albergotti and Vanessa O’Connell, “*Armstrong Switches Gears In Effort to Fix His Image*”, *Wall Street Journal*

Brent Schrottenboer, “Lance Armstrong confesses to Oprah he doped before he had cancer.” USA TODAY, *January 15, 2013*

Tuesday, September 24th, 2013

PREZI Presentation: Performance Enhancing Drugs (PEDS)

Student Oral Presentations:

<b>ATHLETE</b>	<b>SPORT</b>	<b>STUDENT</b>
5 Lance Armstrong	Cycling	Ako Ahmandi
6 Beth Heiden	Speed Skating	Marcus Williams
7 Cheryl Miller	W Basketball	Brian Money
8 Joe Montana	Football	Kristen Osteen

Readings:

Jay Coakley, Chapter 6, "Deviance in Sport"

Brian Denham, "Masculinities and the Sociology of Sport."

Lance Armstrong Readings

Buzz Bissinger, "I Was Deluded to Believe Lance Armstrong When He Denied Doping"  
*The Daily Beast*

Reed Albergotti and Vanessa O'Connell, "Armstrong Switches Gears In Effort to Fix His Image", *Wall Street Journal*

Brent Schrottenboer, "Lance Armstrong confesses to Oprah he doped before he had cancer."  
USA TODAY, *January 15, 2013*

DVD - *Doping for Gold* (own) or OPRA (YouTube or A-Rod)

REQUIRED Reading Assignment for October 1<sup>st</sup>

Tamar Lewin, 2013, "At Many Top Public Universities, Intercollegiate Sports Come at an Academic Price." *New York Times*

Rachel Cohen and Ralph Russo, "Paying College Athletes: Not If, But How."

Michael Lewis, 2007, "Serfs of the Turf." *New York Times*

Tuesday, October 1<sup>st</sup>, 2013

PREZI Presentation: Paying Student Athletes

Student Oral Presentations:

<b>ATHLETE</b>	<b>SPORT</b>	<b>STUDENT</b>
9 Walter Payton	Football	Mia Desantis
10 Mia Hamm	Soccer	Evan Grau
11 Billy Jean King	Tennis	Ricquan Jones
12 Eric Heiden	Speed Skating	Ryan Garrity

Readings:

Rachel Cohen and Ralph Russo, "Paying College Athletes: Not If, But How."

Michael Lewis, 2007, "Serfs of the Turf." *New York Times*

McCormick and McCormick. "Major College Sports: New Apartheid"

Tuesday, October 8<sup>th</sup>, 2013

(Test #2 – Mid Term Exam)

Tuesday, October 15<sup>th</sup> 2013 Columbus Day Holiday – No Class

REQUIRED Reading Assignment for October 22<sup>nd</sup>

Angela J. Hattery, 2012, "They Play Like Girls: Gender and Race (In) Equity in NCAA Sports." *Wake Forest Journal of Law & Policy*, Vol. 2, No. 1, Pp. 247- 265.

Coakley, "Gender & Sports" – Chapter 8

Tuesday, October 22<sup>nd</sup>, 2013

GUEST LECTURE - Gender & Title IX

Student Oral Presentations:

ATHLETE	SPORT	STUDENT
13 Hope Solo	Soccer	Trejon McGee
14 Mary Lou Retton	Gymnastics	Derek Evans
15 Babe Zaharias	Decathlete	Michelle Andrawis

Readings:

Angela J. Hattery, 2012, "They Play Like Girls: Gender and Race (In) Equity in NCAA Sports." *Wake Forest Journal of Law & Policy*, Vol. 2, No. 1, Pp. 247- 265.

Coakley, "Gender & Sports" – Chapter 8

DVD: Daisy (own)      Maybe New ESPN Title IX on Venus Williams

REQUIRED Reading Assignment for October 29<sup>TH</sup>

**ESPN, On Homophobia and Recruiting**

January 26, 2011

<http://sports.espn.go.com/ncw/news/story?id=6060641>

Joyce Wadler, 2007, "AT HOME WITH RENÉE RICHARDS: The Lady Regrets."  
*New York Times*

<http://www.nytimes.com/2007/02/01/garden/01renee.html?adxnml=1&pagewanted=all&adxnmlx=1312918905-WbBxyjAARmb7514eMCX72w>

Tuesday, October 29<sup>th</sup>, 2013

PREZI Presentation:

Sport & Sexuality: Perceptions of Male and Female Athletes and Sexuality

Student Oral Presentations:

<b>ATHLETE</b>	<b>SPORT</b>	<b>STUDENT</b>
16 Dwight Gooden	Baseball	Rebecca Bryan
17 Willie Shoemaker	Jockey, Horse Racing	Bethany Olsen
18 Caster Semenya	Track	Caitlin Francis

DVD:

**Renée** (Renee Richards, tennis player) (from ESPN 30 for 30 series)

Readings:

ESPN, **On Homophobia and Recruiting**

January 26, 2011

<http://sports.espn.go.com/ncw/news/story?id=6060641>

Joyce Wadler, 2007, "AT HOME WITH RENÉE RICHARDS: The Lady Regrets."

*New York Times*

<http://www.nytimes.com/2007/02/01/garden/01renee.html?adxnml=1&pagewanted=all&adxnmlx=1312918905-WbBxyjAARmb7514eMCX72w>

REQUIRED Reading Assignment for November 5<sup>th</sup>, 2013

Jay Coakley, Chapter 14, "Sports in High School."

GREG BISHOP, January 29, 2011, "A \$60 Million Palace for Texas High School Football." *New York Times*,

<http://www.nytimes.com/2011/01/30/sports/30allen.html?hpw=&pagewanted=all>

Tuesday, November 5<sup>th</sup> 2013

PREZI Presentation: High School Athletes

Student Oral Presentations:

<b>ATHLETE</b>	<b>SPORT</b>	<b>STUDENT</b>
19 LeBron James	Basketball	Holly Stevenson
20 Arnold Palmer	Golf	Adam Rhea
21 Michael Jordan	Basketball	Sandra Ngoie Hasahya

Reading:

Jay Coakley, Chapter 14, "Sports in High School."

GREG BISHOP, January 29, 2011, "A \$60 Million Palace for Texas High School Football." *New York Times*,

<http://www.nytimes.com/2011/01/30/sports/30allen.html?hpw=&pagewanted=all>

DVD: Go Tigers

REQUIRED Reading Assignment for November 12<sup>th</sup> 2013

Jay Coakley, Chapter 7, "Violence in Sports"

Smith, *Sociology of Sport and Social Theory*, Chapt 10 – "Race, Class and Gender Theory: Violence Against Women in the institution of Sport." (pp. 129-141),

Jeff Benedict, "125 Cases."

Tuesday, November 12<sup>th</sup> 2013

PREZI Presentation: Male Athletes Violence Against Women

Student Oral Presentations:

22 OJ Simpson	Football	Matthew Chetti
23 Tiger Woods	Golf	John Williams
24 Arnold Schwarzenegger	Body Builder	Thomas Vitaletti

Readings:

Jay Coakley, Chapter 7, "Violence in Sports"

Smith, *Sociology of Sport and Social Theory*, Chapt 10 – "Race, Class and Gender Theory: Violence Against Women in the institution of Sport."

Jeff Benedict, "125 Cases."

DVD - RAGING BULL

REQUIRED Reading Assignment for November 19<sup>th</sup>, 2013

E. Smith, *Race, Sport and American Dream*, Chapters 6 ("Athletic Industrial Complex" - (AIC)

Coakley, "Sports & Economy" – Chapter 11

Tuesday, November 19<sup>th</sup>, 2013

PREZI Presentation: Athletic Industrial Complex (AIC)

Student Oral Presentations:

<b>ATHLETE</b>	<b>SPORT</b>	<b>STUDENT</b>
25 Muhammad Ali	Boxing	Chase Johnson
26 Pat Summitt	Coach	Ryan Martinez
27 Earl Campbell	Football	Amanda Sabella

Readings:

Smith, *Race, Sport and American Dream*, Chapter 6, Athletic Industrial Complex

Coakley, "Sports & Economy" – Chapter 11

REQUIRED Reading Assignment for November 26, 2013

E. Smith, *Race, Sport and American Dream*, Chapters 3 –  
"Race and Sports: The Genetic Argument."

E. Smith (2009) *Race, Sport & the American Dream* (p. 131-151)

Coakley, "Race & Ethnicity" – Chapter 9



Tuesday, November 26<sup>th</sup> 2013

PREZI Presentation: African American Athletes

Student Presentations:

<b>ATHLETE</b>	<b>SPORT</b>	<b>STUDENT</b>
28 Michael Phelps	Swimming	Meredith Bush
29 Eddie Robinson	Coach	Megan Bisson
30 Rubin Hurricane Carter	Boxing	Sarah Beamon

Readings:

E. Smith, *Race, Sport and American Dream*, Chapters 3 -  
 “Race and Sports: The Genetic Argument.”

E. Smith (2009) *Race, Sport & the American Dream* (p. 131-151);

Coakley, “Race & Ethnicity” – Chapter 9

Test # 3

REQUIRED READINGS for December 3<sup>rd</sup>, 2013

McCormick & McCormick, *The Emperor’s New Clothes: Lifting the NCAA’s Veil of Amateurism*

Tuesday, December 3, 2013

**Sport Biography Due**

PREZI Presentation: African American Athletes (2)

DVD: Facing Ali (own)

Readings:

McCormick & McCormick, The Emperor's New Clothes: Lifting the NCAA's Veil of Amateurism

DVD: Marcus DuPree (own)

## *The Student Oral Presentation {15}*

These are formal presentations. You are not required to use PowerPoint.

Appropriate dress required.

There are approximately 2 to 4 students presenting each class session.

Each presenter is **REQUIRED** to adhere to the strict timetable: the presentation is approximately 12 to 15 minutes in length.

At the beginning of the presentation the presenter will distribute a 2-page “fact sheet” on their athlete. The data on the fact sheet must include: (a) key facts about the athlete, (b) critical statistics, (c) *annotated* bibliography that includes the most important sources used for the research. {These would be: (1) biography and /or autobiography, (2) feature length articles and, finally (3) an obituary if appropriate. If the athlete has a web page (4) include that as well.

The above also serve as the foundation for your writing assignment.

### *You cannot, under any circumstances, use Wikipedia*

If you use video clips (e.g., YouTube) the clip cannot be more than 2 ½ minutes long

\*\*\*On your presentation day please arrange to arrive in class 5-7 minutes early so that you can prepare any technology you will need (PowerPoint, DVD, etc). If you use a PowerPoint please either (1) mail it to yourself or (2) save it on your flash drive.

## **Writing Assignment: The Sport Biography (35 points)**

### Instructions for Writing the Sport Biography

The report is due December 3, 2013. **No late reports will be accepted.**

Reports must be typed and submitted to Dr. Smith via the George Mason e-mail system only.

{Make sure you run the virus program before submitting the assignment to Professor Smith}

1. You should use the athletes' autobiography and / or a biography as one important resource for this report.
2. You need to access at least one feature article about your athlete. Also make use of major newspaper articles and magazine articles about your athlete.
3. Your report is to be a minimum of ten (10) pages in length.
4. Your focus is in three parts: (1) Your athlete's early life, (2) the sport career of your athlete, (3) and their life as an adult outside of sport (after sport).
5. Finally, you will need to create an APPENDIX to your report that must detail the accomplishments of your athlete (as a collegian, as a pro etc). { see example below }

Start this assignment on the first day of class!

Please note that a great biography is driven by great questions.  
 Boring questions produce boring answers.  
 Boring answers put readers to sleep.  
 Simple lists of facts are a bit like dry cereal.

### Step One

Learn enough about the person to write an exciting sport biography. You will be spending a good deal of time on this person so really get to know him or her.

### Step Two

Open a word processing file and type your person's name at the top of the page. Then save the file with an appropriate file name in your private folder.

### Step Three

- Browse through the following questions of importance to see which ones seem worth pursuing for your project.
- Identify at least 4 or 5 questions you wish to research for your biography. Copy and paste your questions into your word processing file.
- List 4-5 questions of import to accompany each of your major questions.
- Which related subsidiary questions will you need to explore to answer the questions of import?

It is important to note here that no athlete lives outside of the society they participate in. A careful biography will pick up on the "life" of the athlete, situated in their time.

For example: Pistol Pete Maravich. White male. Son of a college basketball coach. Programmed to become a basketball player at an early age. His father orchestrated his life situation, similar to Todd Marinovich and his father.

The point being that all-great athletes have real lives away from the games they play and you need to capture this in your work.

### Biography Questions of Importance

In what ways was the life remarkable?

In what ways was the life despicable?

In what ways was the life admirable?

What human qualities were most influential in shaping the way this person lived and influenced his or her times?

Which quality or trait proved most troubling?

Which quality or trait proved most difficult?

Which quality or trait was most beneficial?

Did this person make any major mistakes or bad decisions? If so, what were they and how would you have chosen and acted differently if you were in their shoes? How did they recover (or not) from these bad decisions?

What are the two or three most important lessons you or any other young person might learn from the way this person lived?

An older person or mentor is often very important in shaping the lives of gifted people by providing guidance and encouragement. To what extent was this true of your person? Explain.

What do you think it means to be a hero? Was your person a "hero?" Why? Why not?

How is a hero different from a celebrity?

# **SAMPLE APPENDIX**

## **Sport Biography Appendix: “Pistol” Pete Maravich**

**(Example only)**

### **Awards and Records**

#### **[Collegiate]**

- The Sporting News College Player of the Year (1970)
- Naismith Award Winner (1970)
- The Sporting News All-America First Team (1968, 1969, 1970)
- Three-time AP and UPI First-Team All-America (1968, 1969, 1970)
- Holds NCAA career record for most points (3,667, 44.2 ppg, three-year career) in 83 games
- Holds NCAA career record for highest points per game average (44.2 ppg)
- Holds NCAA record for most field goals made (1,387) and attempted (3,166)
- Holds NCAA record for most free throws made (893) and attempted (1,152)
- Holds NCAA record for most games scoring at least 50 points (28)
- Holds NCAA single-season record for most points (1,381) and highest per game average (44.5 ppg) in 1970
- Holds NCAA single-season record for most field goals made (522) and attempted (1,168) in 1970
- Holds NCAA single-season record for most games scoring at least 50 points (10) in 1970
- Holds NCAA single-game record for most free throws made (30 of 31) against Oregon State on Dec. 22, 1969
- Led the NCAA Division I in scoring with 43.8 ppg (1968); 44.2 (1969) and 44.5 ppg (1970)
- Averaged 43.6 ppg on the LSU freshman team (1967)
- Scored a career-high 69 points vs. Alabama (Feb. 7, 1970); 66 vs. Tulane (Feb. 10, 1969); 64 vs. Kentucky (Feb. 21, 1970); 61 vs. Vanderbilt (Dec. 11, 1969);
- Holds LSU records for most field goals in a game (26) against Vanderbilt on Jan. 29, 1969 and attempted (57) against Vanderbilt
- All-Southeastern Conference (1968, 1969, 1970)
- In 1988, Louisiana Governor Buddy Roemer signed legislation changing the official name of LSU's home court to the Maravich Assembly Center
- #23 Jersey retired by LSU
- In 1970, Maravich led LSU to a 20-8 record and a third place finish in the NIT

<b>Team</b>	<b>Year</b>	<b>Games</b>	<b>Points</b>	<b>PPG</b>
LSU	1966-67	17	741	43.6
LSU	1967-68	26	1138	43.8
LSU	1968-69	26	1148	44.2
LSU	1969-70	31	1381	44.5
<b>TOTALS</b>	1967-70	83	3667	44.2

## Awards and Records

### [Professional]

- NBA All-Rookie Team
- All-NBA First Team (1976, 1977)
- All-NBA Second Team (1973, 1978)
- Five-time NBA All-Star (1973, 1974, 1977, 1978, 1979)
- Scored 15,948 points (24.2 ppg) in 658 games
- Top 15 scoring average NBA History (24.2)
- Led the NBA in scoring (31.1 ppg) in 1977, his career best
- Scored a career-high 68 points against the New York Knicks on Feb. 25, 1977
- Shares NBA single-game record for most free throws made in one quarter (14) on Nov. 28, 1973 against Buffalo
- Shares NBA single-game record for most free throws attempted in one quarter (16) on Jan. 2, 1973 against Chicago
- #7 Jersey retired by the Utah Jazz (1985)
- #7 Jersey retired by the Superdome (1988)
- NBA 50th Anniversary All-Time Team (1996)
- #7 Jersey retired by the New Orleans Hornets (2003)
- #23 Jersey retired by the LSU Tigers (2007)