



SYLLABUS

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
Sport, Culture, and Society
SPMT 304 - 002—(3)
Spring 2014

DAY – Tuesday / TIME: 4:30 p.m. – 7:10 p.m. LOCATION: Univ Hall 1203

Earl Smith, PhD
Adjunct Professor
SPMT
e-mail: 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 - 001—(3)
NONE

COURSE DESCRIPTION:

Analyzes **sport** 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. (10th Edition).

Earl Smith. (2009). *Race, Sport and the American Dream*. Carolina Academic Press. (3rd 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

GRADE SCALE

95-100% A

90-94% A-

86-89% B+

83-85% B

80-82% B-

76-79% C+

73-75% C

70-72% C-

66-69% D+

63-65% D

60-62% D-

Below 60% F

SOME IMPORTANT DATES		
Test 1	Feb 4th	10
Test 2 (Mid Term Exam)	March 4th	15
Test 3	April 8 th	10
Oral Presentation	Across Semester	10
Participation	Across Semester	10
Sport Biography	April 22 nd	25
Final Examination	TBA	20
	Total Points	100

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 ½ 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

WEEK ONE

Tuesday, Jan 21, 2014

Topic: What Is A Sport

1. Introductions
2. Instructions found in the syllabus

Readings for today:

1. Jay Coakley, Chapter 1: Sociology of Sport: What is it, why study it?
Jay Coakley, Chapter 2: Producing Knowledge about sports in society
2. Earl Smith, *Race, Sport and the American Dream* – all pages up through p. 23.

REQUIRED Reading Assignment for Tuesday, January 28th

Jay Coakley, Chapter 13: “Sports and Politics”

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

WEEK TWO

Tuesday, Jan 28, 2014

Topic: Sports, Politics & Culture

Reading for today:

Jay Coakley, Chapter 13: "Sports and Politics"

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

REQUIRED Reading Assignment for Tuesday, February 4TH

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

WEEK THREE

Tuesday, Feb 4th

Topic: Performance Enhancing Drugs (PEDS)

Student Oral Presentations:

ATHLETE

5 Lance Armstrong

6 Beth Heiden

7 Cheryl Miller

8 Joe Montana

SPORT

Cycling

Speed Skating

W Basketball

Football

STUDENT

Ako Ahmandi

Marcus Williams

Brian Money

Kristen Osteen

Readings for today:

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 Schrotenboer, "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)

Test #1 (10) (6:30pm)

Required Reading Assignment for Feb 11th

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"

WEEK FOUR Tuesday, Feb 11th

Topic: Paying Student Athletes

Reading Assignment for today:

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"

DVD: *After the Last Round* (own)

REQUIRED Reading Assignment for Tuesday, February 18th

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.

Jay Coakley, "Gender & Sports" – Chapter 8

Earl Smith, *Race, Sport and the American Dream*, Chapter 6 – "Violence Against Women"

WEEK FIVE Tuesday, Feb 18th

Topic: Gender & Title IX

Reading Assignment for today:

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.

Jay Coakley, "Gender & Sports" – Chapter 8

Earl Smith, *Race, Sport and the American Dream*, Chapter 6 – "Violence Against Women"

DVD: Daisy

Student Oral Presentations:

ATHLETE

- 1 Len Bias
- 2 Peggy Fleming
- 3 Richard Petty
- 4 Julie Krone

SPORT

- Basketball
- Figure Skating
- NASCAR
- Jockey, Horse Racing

STUDENT

- Obaidullah Amin
- Tyler Amorese
- Melissa Armstrong
- Arthur Chu

REQUIRED Reading Assignment for Tuesday, February 25th

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?adxnnl=1&pagewanted=all&adxnnlx=1312918905-WbBxyjAARmb7514eMCX72w>

WEEK SIX

Tuesday, Feb 25th

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

Student Oral Presentations:

ATHLETE

5 Lance Armstrong
 6 Beth Heiden
 7 Cheryl Miller
 8 Larry Bird

SPORT

Cycling
 Speed Skating
 W Basketball
 Basketball

STUDENT

Konnor Fulk
 Alexander Koesters
 Ryan Noel
 Heber Zelaya

REQUIRED Reading Assignment for February 25th**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?adxnnl=1&pagewanted=all&adxnnlx=1312918905-WbBxyjAARmb7514eMCX72w>

DVD:

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

WEEK SEVEN

Tuesday, March 4th

(Test #2 – Mid Term Exam; 15 points)

Student Oral Presentations:

ATHLETE

9 Serena Williams

10 Mia Hamm

11 Billy Jean King

12 Eric Heiden

SPORT

Tennis

Soccer

Tennis

Speed Skating

STUDENT

Dru McInerney

Darrion Naja

Kelly Reid

Lun Wang

HAVE A NICE, BUT SAFE SPRING BREAK

Required reading Assignment for 1st class after Spring Break (March 18th)

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>

WEEK EIGHT

Tuesday, March 18th

Topic: High School Sports

Student Oral Presentations:

ATHLETE

13 Rebecca Lobo
 14 Mary Lou Retton
 15 Babe Zaharias

SPORT

Basketball
 Gymnastics
 Decathlete

STUDENT

Jannik Eckenrode
 Alexander Wicks
 Matthew Hirsch

REQUIRED Reading Assignment for March 18th

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 March 25thE. Smith, *Race, Sport and the American Dream*, Chapters 2 & 3*Sports Illustrated*: "What Happened to the White Athlete"

WEEK NINE

Tuesday, March 25th

Topic: African American and Sports (1)

Student Oral Presentations:

ATHLETE

16 Dwight Gooden
 17 Willie Shoemaker
 18 Caster Semenya

SPORT

Baseball
 Jockey, Horse Racing
 Track

STUDENT

Caitlin Garrity
 Matthew Rafa
 Kristin Toller

Reading Assignment for today:

E. Smith, *Race, Sport and the American Dream*, Chapters 2 & 3
 (“African American & Sports: Explanations”)
 (Race and Sports: The Genetic Argument”)

Sports Illustrated: “What Happened to the White Athlete”

REQUIRED Reading Assignment for April 1stE. Smith, *Race, Sport and the American Dream*, Chapters 4 & 5

WEEK TEN

Tuesday, April 1st

Topic: African American and Sports (2)

Student Oral Presentations:

ATHLETE

19 Don King

20 Arnold Palmer

21 Julius Irving

SPORT

Boxing

Golf

Basketball

STUDENT

Kimberly Gates

Trevor Snook

Daniel Nazario

Reading Assignment for today:

E. Smith, *Race, Sport and the American Dream*, Chapters 4 & 5
 ("Young African American Athletes")
 ("Promise of and Education: Truth or Lie")

REQUIRED Reading Assignment for April 8thE. Smith, E. Smith, *Race, Sport and the American Dream*, Chapter 8

WEEK ELEVEN

Tuesday, April 8th

Topic: African Americans and Sports (3)

Required Reading for today:

E. Smith, *Race, Sport and the American Dream*, Chapter 8
("Athletic Industrial Complex")

Jay Coakley, "Sports & Economy" – Chapter 11

Test 3 (10)

Student Oral Presentations:

ATHLETE

22 Zidane

23 Tiger Woods

24 Joe Namath

SPORT

Soccer

Golf

Football

STUDENT

Victor Ortuno

Aaron Greene

Kristopher McNeil

Required Reading Assignment for April 15th

E. Smith, *Race, Sport and the American Dream*, Chapter 6
("Violence Against Women")

Jay Coakley, Chapter 7, "Violence in Sports"

WEEK TWELVE

Tuesday, April 15th

Topic: African American and Sports (4)

Required reading assignment for today:

E. Smith, *Race, Sport and the American Dream*, Chapter 6
(Violence Against Women")

Jay Coakley, Chapter 7, "Violence in Sports"

Student Oral Presentations:

ATHLETE

25 Muhammad Ali

26 Pat Summitt

27 Earl Campbell

SPORT

Boxing

Coach

Football

STUDENT

Matthew Quinn

Andrew Kaminski

Melissa Kosciow

Required reading assignment for April 22nd

E. Smith, *Race, Sport and American Dream*, Chapter 7
(“Sports Leadership: Where are the Managers”)

Jay Coakley, “Race & Ethnicity” – Chapter 9

WEEK THIRTEEN Tuesday, April 22nd

Sport Biography Due

Topic: African American and Sports (5)

Student Presentations:

ATHLETE	SPORT	STUDENT
28 Michael Phelps	Swimming	Brandon Parr
29 Rubin Hurricane Carter	Boxing	Winta Woldu
30 Lisa Leslie	Basketball (w)	Hani Shadid

Required Reading Assignment for today”

E. Smith, *Race, Sport and American Dream*, Chapter 7
 (“Sports Leadership: Where are the Managers”)

Jay Coakley, “Race & Ethnicity” – Chapter 9

Required Readings for April 29th:

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

WEEK FOURTEEN

Tuesday, April 29th

Topic: Wrap Up

DVD: Facing Ali (own)

DVD: Marcus DuPree (own)

The Student Oral Presentation {10}

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 (25 points)

Instructions for Writing the Sport Biography

The report is due April 22, 2014 **No late reports will be accepted.**

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

1. **You should use the athletes' autobiography and / or a biography as the main 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

Team	Year	Games	Points	PPG
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
TOTALS	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)