

# SYLLABUS

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

DAY – Thursday / TIME: 4:30 p.m. – 7:10 p.m. LOCATION: West 1007

Dr. Earl Smith  
 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

## 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.....

**COURSE OBJECTIVES:** At the completion of this course, students will know:

- First, and foremost: that sports are a reflection of the society in which they live!
- That SportsWorld is now global, reaching far beyond the continental United States
- That sports are an integral institution in the world, an institution similar in scope and objectives such the family, schools, religion, the economy etc
- That it is quite possible that sports and sport participation inform the way people think about their own bodies and about gender, social class, race and ethnicity and disability
- Inherent in SportsWorld is conflict, social stratification, violence and over time social change. Come to grips with ways to understand this especially structurally.

Required Books:

Jay Coakley, 2009. *Sports in Society*. McDraw 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

SOME IMPORTANT DATES		
Test 1	January 29 <sup>th</sup>	10
Test 2	February 12th	10
Test 3 (Mid Term Exam)	February 28th	20
Oral Presentation	Across Semester	15
Participation	Across Semester	10
Sport Biography		35
Final Examination	TBA	50
	<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. NONE. You can bring water, coffee or a soft drink.

- Attendance will be taken at the start of each class

Class Format:

4:30 – 4:40 Attendance

4:45 - 5:15 – My Lecture or Test

5:15 – 10 minute break

5:25 – 6:10 – Student Oral Presentations

6:15-7pm – film / DVD

This format can be changed with notice

#### 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.

#### GMU EMAIL ACCOUNTS

Students must use their Mason email accounts—either the existing “MEMO” system or a new “MASONLIVE” account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

#### OFFICE OF DISABILITY SERVICES

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. <http://ods.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>

### Grade Scale

Test 1	January 29th	10
Test 2 (Mid Term Exam)		20
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	<b>Total Points</b>	<b>150</b>

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

Tuesday, January 22, 2013

Topics:

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

Reading Assignment for January 29th

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. **The Matthew Effect in Sports: Talent ID and sports science application**  
*A Look at Gladwell's "MATTHEW EFFECT" in sports.* Jan 5, 2009  
<http://www.sportsscientists.com/2009/01/matthew-effect.html>

Tuesday, January 29, 2013      Test #1

Topic: What role does CULTURE play in shaping sports, in the US and Globally?

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

**“The Matthew Effect in Sports: Talent ID and sports science application:** *A Look at Gladwell’s “MATTHEW EFFECT” in sports.* Jan 5, 2009  
<http://www.sportsscientists.com/2009/01/matthew-effect.html>

Reading Assignment for February 5<sup>th</sup>

Jay Coakley, Chapter 13: “Sports and Politics”

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

Tuesday, February 5, 2013

Topic: Sports, Politics & Culture

Student Oral Presentations:

Teodor Handarov; Charles Boswell; Taylor Brown; Logan Caine

Readings

1. Jay Coakley, Chapter 13: "Sports and Politics"
2. E. Smith, *Race, Sport & American Dream*, Pp. xiii-23

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

#### Reading Assignment for February 12<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, February 12, 2013 (Test #2)

Topic: Health & Injury

Lecture: The Health of Americans & Athletes

Student Oral Presentations:

Robert Comer; Morgan Doxer; Rachel Eichhorst; Nicole Giordano

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)

Reading Assignment for February 19<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*

Reed Albergotti and Vanessa O'Connell, Lance Armstrong: One Big Lie, *Wall Street Journal* (Jan 18, 2013)

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



Tuesday, February 19, 2013

Topic: Health & Performance Enhancing Drugs

Student Oral Presentations:

Sergio Hasa; Timya Jackson; Hannah Bell

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*

Reed Albergotti and Vanessa O'Connell, Lance Armstrong: One Big Lie, *Wall Street Journal* (Jan 18, 2013)

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

DVD - *Doping for Gold* (own)

Reading Assignment for February 28<sup>th</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, February 28, 2013 (Test #3 - Mid-Term Exam)

Topic: Paying Student Athletes

Student Oral Presentations:  
Reagan Knecht; Charles LeFrancios

Readings:

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*

## SPRING BREAK

Reading Assignment for March 19<sup>th</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, March 19, 2013

Topic: Gender & Title IX (Guest Lecture)

Readings 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.

Coakley, "Gender & Sports" – Chapter 8

DVD: Daisy (own)

Reading Assignment for March 26th

**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>

Tuesday, March 26, 2013

London 2012: Women's 800m perplexity, analyzing Semenya's race

Saedi, Britney Griner

Tuesday, March 26th

Topic: Sport & Sexuality: Perceptions of Male and Female Athletes and Sexuality (lecture)

Student Oral Presentations:

Hanuel Lim; Alec Manriquez; Daniel Marks

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

London 2012: Women's 800m perplexity, analyzing Semenya's race

Saedi, Britney Griner

DVD:

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

Reading Assignment for April 2<sup>nd</sup>

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, April 2, 2013

Topic: High School Athletes

Student Oral Presentations:  
Gavin Mease; Lyn Midcap

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

#### Reading Assignment for April 9th

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),

E. Smith, *Race, Sport and American Dream*, Chapt. 7 – Athletes Misbehaving."

Jeff Benedict, "125 Cases."

Tuesday, April 9, 2013

Topic: Violence in Sport

Student Oral Presentations:

Danielle Miller; Chole Piercy; Casey Price

Reading:

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."

E. Smith, *Race, Sport and American Dream*, Chapt. 7 – Athletes Misbehaving."

Jeff Benedict, "125 Cases."

DVD - RAGING BULL

Reading Assignment for April 16<sup>th</sup>

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

Coakley, "Sports & Economy" – Chapter 11

Tuesday, April 16, 2013

Topic: Athletic Industrial Complex (AIC)

Student Oral Presentations:

Erik Reddersen; Jasmine Griffin-Simpson

Reading for today: Smith, *Race, Sport and American Dream*, Chapter 6,  
Athletic Industrial Complex

Coakley, "Sports & Economy" – Chapter 11

Reading Assignment for April 23<sup>rd</sup>

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, April 23, 2013

**Sport Biography Due**

Topic: African American Athletes

Student Oral Presentations:

Daryle Sharpe; John Claros; Kangsan Kim

DVD: Facing Ali (own)

Readings for today:

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

Reading Assignment for April 30<sup>th</sup>

McCormick and McCormick, *Major College Sports: New Apartheid*”



Tuesday, April 30, 2013

Topic: Paying Student Athletes

Reading

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

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 April 1, 2013. **No late reports will be accepted.** Reports must be typed and submitted to Dr. Smith via the George Mason e-mail system.

{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)