



SYLLABUS

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
Sport, Culture, and Society
SPMT 304
Fall 2014

DAY – Monday / TIME: 4:30 p.m. – 7:10 p.m. LOCATION: Innovation #133

Dr. Earl Smith
Adjunct Professor
SPMT
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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

SPMT Department Course Description:

Analyzes sport from educational, political, economic, and cultural perspectives.

SPMT Department Course Objectives: At the completion of this course, students will know:

1. how and why sport, in general, and certain sports in particular, have been created and organized in certain ways;
2. the connection between sports and other spheres of social life, such as family, education, politics, the economy, the media, and religion;
3. how sports and sport participation inform the way people think about their own bodies and about gender, social class,

race and ethnicity, and disability;

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...

Additional Course Objectives

- First, and foremost: that sports are a reflection of the society in which we live
- SportsWorld is now global, reaching far beyond the continental United States
- Sports are an integral institution in the US and around the world, an institution similar in scope and objectives such as the family, schools, religion and the economy
- Sports and sport participation have become central in American life
- Inherent in SportsWorld is conflict, social stratification, violence and over time social change.

WE WILL HAVE CLASS ON MONDAY August 25th

The “A” grade is for excellence; if you want to earn this grade you must do EXCELLENT work in all aspects of the class (e.g., attendance, test taking, clear, grammar perfect writing assignments, very well prepared and delivered oral presentations etc. Just coming to class and completing assignments is NOT excellence

Requirements: The success of the course and subsequent learning experience will rely heavily on **active** student participation. Along with participating in class and reading the required material, the following constitute course requirements:

1. Take all tests/exams (written and / or oral)
2. Complete all essay and book writing assignments
3. Have near perfect attendance
4. Each student is expected to take part in class discussions.

Class attendance is required: Attendance will be taken using your iPhone at the start of each class session. Students on excused absences are responsible for all material covered in class as well as assigned readings. **THREE ABSENCES FROM CLASS WILL RESULT IN A GRADE REDUCTION.** If you miss more than four classes your chances for passing the course are greatly diminished.

Warning: You may find some of the issues discussed in this course to be shocking, disturbing or offensive to you as an individual. By definition, the subject matter of this course includes things that many people find objectionable on moral and aesthetic grounds. This course requires that you have a certain amount of tolerance for the unusual and disreputable side of human social interaction This does not mean that you have to approve of them, but you will have to keep your personal feelings in check in order to study these topics. If you cannot handle this subject matter it may be best for you to take another course. Thank you

IMPORTANT PROCEDURES FOR EACH CLASS: READ CAREFULLY

General Instructions

THIS IS A NO COMPUTER/LAPTOP CLASS

No talking in class

No reading of newspapers, etc in class

No cell phones or iPhones or TEXTING in class!

No assignment you have for this class can make use of WIKEPEDIA

Appropriate dress only

No hats worn in class

Cheating will not be tolerated – do your own work

Check your GMU e-mail each day

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 (4-5 min) 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

AT ALL TIMES COME TO CLASS DRESSED APPROPRIATELY!!

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/>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

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.

GRADE SCALE

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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

*A Note On Final Grades

Final Course Average	Number of Students	Mean Number of absences	Grade
50-59	32	5.4	F
60-69	76	4.4	D
70-79	140	3.6	C
80-89	128	2.7	B
90-99	25	1.6	A
	401= Total Number Of Students		

IMPORTANT DATES

Test 1	Sept 8th	15
Test (Mid Term Exam)	October 20 th	15
Test 3	Nov 17 th	10
Book Oral Presentation	Across Semester	10
Participation	Across Semester	10
Book Report Due	Oct 27th	20
Final Examination	TBA	20
	Total Points	100

Required Books:

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

Earl Smith. 2014. *Race, Sport and the American Dream*. Carolina Academic Press. (3rd Edition)

ALSO:

Book Report Books (These have been assigned; list with your name and when you will give the oral presentation is in BlackBoard)

Any other readings will be placed @ BLACKBOARD

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 using your smartphone using nClass

COURSE SYLLABUS

August

M – 25

Topic: What Is A Sport

Reading Assignment for Today: Coakley – All front matter and Chapt 1 (What is the sociology of sport? - Why study sport in society?)

E. Smith, Chapt 1(A New Sociology of Sports)

- (1) Badminton Scandal London 2012 Olympics;
- (2) Is Ping Pong a Sport
- (3) Madden 25 Is Real Football

Next Reading Assignment: Coakley, Chapt 2; E. Smith, Chapt 2

September

M – 1 Labor Day – No Class

M – 8 Test # 1 (15 points) (last ½ of class)

Topic: Introductions; Course Syllabus; Questions

Reading Assignment for Today: Jay Coakley, Chapter 2: Producing Knowledge about sports in society

E. Smith, Chapt 2: African Americans and Sports: Explanations

Next Reading Assignment: Jay Coakley, Chapter 13: “Sports and Politics”

M – 15

Topic: Sports, Politics & Culture

Reading Assignment for Today: Jay Coakley, Chapter 13: “Sports and Politics”

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

Next Reading Assignment: E. Smith, Chapter 3 · Race and Sports: The Genetic Argument

M – 22

Topic: Introducing the African American Athlete

Reading Assignment for Today: E. Smith, Chapter 3 · Race and Sports: The Genetic Argument

Next Reading Assignment: Jay Coakley, Chapter 6, “Deviance in Sport” and Brian Denham, “Masculinities and the Sociology of Sport.”

M – 29 Oral Book Reports (3)

Topic: Deviance in Sports & Performance Enhancing Drugs

Reading Assignment for Today: Jay Coakley, Chapter 6, “Deviance in Sport” and Brian Denham, “Masculinities and the Sociology of Sport.”

Next Reading Assignment: E. Smith, Chapter 6 · Athletes’ Violence Against Women

October

M – 6

Topic: Athletes Violence Against Women

Reading Assignment for Today: E. Smith, Chapter 6 · Athletes’ Violence Against Women

Next Reading Assignment: 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”

M – 13 Columbus Day - No Class, meet Tuesday 14th Oral Book Reports (3)

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”

Next Reading Assignment: for M, Oct 27th 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

M – 20 Mid Term Exam (20)

M – 27

Book Reports Due (20 points)

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

Next Reading Assignment: 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>

November

M – 3

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

Reading Assignment for Today: 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)

Next Reading Assignment: E. Smith, Chapter 8 · The Athletic Industrial Complex and Jay Coakley, “Sports & Economy” – Chapter 11

M – 10 Oral Book Reports (2)

Topic: Athletic Industrial Complex

Reading Assignment for Today: E. Smith, Chapter 8 · The Athletic Industrial Complex

Jay Coakley, “Sports & Economy” – Chapter 11

Next Reading Assignment: E. Smith, Chapter 5 · The Promise of an Education: Truth or a Lie?

Jay Coakley, Chapter 9 - “Race & Ethnicity”

M – 17 Test 3 (10)

Topic: THE ATHLETIC INDUSTRIAL COMPLEX

DVD: Schooled - The Price of College Sports

M – 24 – Have Class Oral Book Reports (3)

Topic: The African American Athlete

Reading Assignment for Today: E. Smith, Chapter 5 · The Promise of an Education:

Truth or a Lie? and Jay Coakley, Chapter 9 - “Race & Ethnicity”

Next Reading Assignment: E. Smith, Chapter 9 · The Future of Sports in the United States

December

M – 1

Topic: The African American Athlete

Reading Assignment for Today: E. Smith, Chapter 9 · The Future of Sports in the United States

FINAL EXAM - TBA

The Book Report (20)

Book Report – Due Oct 27th before 9AM

PS: Please note that the 1st test will have questions about your book; please start reading at beginning of semester!!

Writing a Book Report (20 points)

- One – page summary
- Identify 3 to 5 Themes in the book
- 1-Page OVERVIEW on each theme
- Finally, apply the themes to specifics of this race & ethnicity course

TOTAL PAGES =10 to12

Book reports are informative reports that discuss a book from an objective stance. Book reports commonly describe what happens in a work; their focus is primarily on giving an account of the major plot, characters, thesis, and/or main idea of the work.

Before You Read

Before you begin to read, consider what types of things you will need to write your book report. First, you will need to get some basic information from the book:

- Author
- Title
- Publisher location, name of publisher, year published
- Number of Pages

You can either begin your report with some sort of citation, or you can incorporate some of these items into the report itself.

Next, try to answer the following questions to get you started thinking about the book:

- **Author:** Who is the author? Have you read any other works by this author?
- **Genre:** What type of book is this: fiction, nonfiction, biography, etc.?
- **Title:** What does the title do for you? Does it spark your interest?

As You Read

While reading keep track of the major characters. You can also do the same with

biographies. When reading nonfiction works, however, look for the main ideas and be ready to write about them.

- **Characters:** Who are the main characters? What happens to them?
- **Main Ideas:** What is the main idea of the book? What happens? What did you learn that you did not know before?

When You Are Ready to Write

Announce the book and author. Then, summarize what you have learned from the book. Explain what happens in the book, and discuss the elements you liked, did not like, would have changed, or if you would recommend this book to others and why. Consider the following items as well:

- **Principles/characters:** What elements did you like best? Which characters did you like best and why? How does the author unfold the story or the main idea of the book?
- **Organize:** Make sure that most of your paper summarizes the work. Then you may analyze the characters or themes of the work.
- **Your Evaluation:** Choose one or a few points to discuss about the book. What worked well for you? What major themes, motifs, or terms does the book introduce, and how effective are they?

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Revising/Final Copy

Do a double check of your paper:

- Double-check the spelling of the author name(s), character names, special terms, and publisher.
- Check the punctuation and grammar slowly.
- Make sure you provide enough summary so that your instructor can tell you read the book.

SUBMITTING YOUR BOOK REPORT ON BLACKBOARD

INSTRUCTIONS:

GO TO BLACKBOARD; CHOOSE OUR CLASS; CHOOSE ASSIGNMENT TAB (on left side of menu). Once in BLACKBOARD – you should see “Book Report”

Click on the hotlink “Book Report”

Assignment Submission

Choose the Browse My Computer tab to upload your book report

Book Reports are due Oct 27th @ 9AM