



***SPORT IN AMERICA (SPTS 141)***  
***COURSE HANDBOOK***  
***UNIVERSITY OF THE PACIFIC***  
***SPRING 2011***

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## **1. Course Information:**

Class meeting days:	Tuesday & Thursday
Class hours:	1-2.45pm
Class location:	Gym 130
Class dates:	Tuesday 11 <sup>th</sup> January– Tuesday 3 <sup>rd</sup> May 2011
Course credits:	4 credits

SPTS 141 is registered as a GE I-B (US studies), Ethnic Studies course and Gender Studies course. It contributes towards the Ethnic Studies and Gender Studies Minors.

## **2. Purpose of course:**

This course is designed to explore the relationship between sport, culture and society in both the USA and the broader global world. You will learn to critically examine a wide range of topics including, but not limited to sport & gender, sport & race, global sports worlds, drugs and violence in sport, sport & politics and the crime-sport nexus. The intention of this course is to develop your sociological imagination and encourage you to think critically about the role sport plays in the development of societies, ideologies and everyday life.

## **3. Course objectives/Student learning outcomes:**

By the end of this course, you will be able to:

1. Appraise the social significance of sport in American society
2. Evaluate the gap between the rhetoric surrounding sport in America and the reality of sport in America
3. Identify, explain and evaluate how various social institutions shape, and are shaped by, developments in sport.
4. Examine how sport in America reproduces, reinforces or challenges dominant ideologies/ways of thinking about gender, race, socio-economic status, disability, sexuality and our bodies
5. Identify and apply the central assumptions of the following theoretical perspectives to a range of sociological issues: Functionalism, Marxism and Feminisms.
6. Synthesize your lecture notes, readings and pertinent sporting events to explore sociological topics and formulate a case/argument in relation to the questions asked.
7. Reflect on, and critically examine, your own experiences of sport in America

You will also become:

1. More comfortable working in groups.
2. More skilled writers.

3. More adept at reading and selecting important information from a text.
4. More comfortable at presenting in front of others.
5. More skilled at constructing a logical argument grounded in evidence.

#### **4. Class Materials:**

**Readings and Discussion Materials (required):** Along with the relevant power point slides, I will post weekly readings, media articles and scholarly sources that form the basis of class discussions/group tasks. You will be able to access these via your laptops in class. Alternatively, you may wish to print them out and bring them. The cost of printing these materials at the library will not exceed **\$40** for the whole semester (this is cheaper than a class text!).

**“Sports Pages” (required):** Every Thursday you will be expected to bring to class a current media article related to the topic of the week. This can be sourced from the printed or online media. You will share your findings with your classmates during small group discussions. This task will assist you with your media portfolio.

#### **5. Supplementary Materials:**

The following books are an excellent source of sociological critique and can be used to supplement your assigned reading:

- Atkinson, M. (2008). Battleground Sports. London, Greenwood Press. (Access through library)
- Cashmore, E. (2005). Making Sense of Sports (4<sup>th</sup> Edition). London, Routledge. (\$9.99 secondhand on Amazon [here](#)).
- Coakley, J. (2009). Sports in Society: Issues and Controversies (10<sup>th</sup> edition). New York: McGraw-Hill. (The 10<sup>th</sup> Edition is pricey but more up-to-date, you can pick up the 9<sup>th</sup> edition for \$5 secondhand on [Amazon](#) and it is just as good, I would not go any older than the 8<sup>th</sup> edition though).
- Eitzen, S. (2007). Fair and Foul: Beyond the Myths and Paradoxes of Sport. Oxford, Rowman & Littlefield Publishers. (\$16 new, \$1 secondhand on Amazon [here](#))
- Eitzen, D.S. & Sage, G.H. (2009). Sociology of North American Sport (8<sup>th</sup> ed.). Brown & Benchmark: Madison, WI. (\$45 new, \$36 second hand on Amazon [here](#)).
- Hargreaves, J. (1994). Sporting Females. London, Routledge (\$47.13 new, \$8.95 secondhand on Amazon [here](#))
- Jarvie, G & Maguire, J. (1994). Sport & Leisure in Social Theory. London, Routledge (\$3.84 secondhand on Amazon [here](#)).

## **6. Class expectations:**

You will not be able to get good grades in this class by just attending class. You will need to **READ** (books, journals, newspapers), **WATCH** sport, **EXPLORE** sport worlds using the media, spend time **THINKING** about what we talk about and **SYTHESIZE** all of these aspects together to get good grades.

My lecture notes alone will not be enough to do well in this class. To get good grades and get the most out of this class you should be doing *at least* 2 hours of work outside of class for every hour that you are in class with me. You spend 4 hours in class with me, so *each week* you should be doing *at least* 8 hours of work related to this class outside of our contact time.

This may sound like a lot, but if I were a student, I would break it down into manageable pieces and try and do something related to the class everyday rather than attempting to do it in large blocks. It doesn't always have to involve sitting in the library reading books, you can schedule discussion meetings with your classmates, watch sport on TV and engage your sociological imagination, debate issues with your friends and family. All of these things will help you sharpen your sociological imagination and prepare for class.

We will do A LOT of active learning activities and I will not come with all the answers-you will need to do the readings, bring your own examples and experiences and be ready to share them. I will match your input with my expertise, but if you don't 'bring it' you won't be able to make the most of our contact time and this will be reflected in your grade.

## **7. Your responsibilities (student):**

1. **Attendance** – Your attendance is mandatory. Group discussions are the foundation of this class, and without student presence, quality discussion cannot take place. I will take a roster each class to monitor attendance. Furthermore, each class will begin with a “Power play”, a 2-minute quiz worth 2 points; therefore absences will harm your grade.

2. **Class Etiquette** - You are required to come to class on time-the ‘power plays’ will take place in the first 2 minutes of class, if you are not seated when I distribute the ‘power play’ you will not be eligible to take it. You are required to adhere to the guidelines of respectful discussion *at all times* during the class. These guidelines will be established in the first class. Laptops are permitted in class for class-related purposes only and all cell phones, PDAs or iPods are to be silenced during class. You will earn a **failing grade** if your cell phone rings, you are caught text messaging or inappropriately using your laptop (e.g. being on Facebook during class) more than once during the semester.

3. **Reading**– You will be required, **as a minimum**, to read your weekly reading assigned at the end of each class or via the class Sakai site. Additional readings will be assigned as required. It is your responsibility to check Sakai each week for these readings. Where

appropriate a reading guide will be issued. These guides will help direct your reading and encourage you to ask critical questions as you read. They will also serve as the foundation for discussion in the class and can be used as study guides for the assignments. You must complete your assigned reading before the start of the class.

4. **Assignments** – It is your responsibility to ensure that you meet the demands and time schedules for each assignment. Detailed rubrics for all the assignments will be provided. Please read these carefully as failure to present assignments as required (see Section 10 for presentation expectations) and any late submissions will result in lost grades (see Section 12 for definition of ‘late’ assignments).

5. **Sakai** – You must access the course’s Sakai site before the start of your class on the **18<sup>th</sup> January 2011**. You can access Sakai [here](#). Follow the instructions on the handout provided in class to find out how to sign up and navigate this course’s Sakai page.

## **8. My responsibilities (Instructor):**

1. **Sakai postings** – I will maintain a presence on Sakai. You will be able to find your syllabus, rubrics for assignments and readings on Sakai. My deadline for posting readings will be 5pm on Tuesdays (for Thursday’s class) and 5pm on Thursday’s (for Tuesday’s class). This will allow you time to download them and work through them before class.
2. **Office hours** – I will be in my office during the hours stated on page 1. You will also be able to reach me via Skype during my virtual office hours. You can also make appointments to see me at a time that is convenient to you.
3. **Returning assignments** – I will return assignments in a timely manner to allow you to benefit from the feedback given and hopefully improve your grade in the next assignment.
4. **PowerPoint slides** – I will post my PowerPoint slides on Sakai at least 12 hours before class.
5. **Changes to course calendar** – I reserve the right to change the course calendar as required. I will post all changes on Sakai.

## **9. Assignments:**

There are five forms of assignments in this class:

1. **“Power Plays”** (50 points) – Each class will begin with a ‘power play’ (a 2 minute/2 point quiz) based on the previous class’ topic and discussions.
2. **Class activities** (25 points) – There will be class activities assigned throughout the semester.

3. **Olympic Report** (100 points). With a partner of your choice, you will select an Olympiad, and analyze the political uses of the Games. A detailed rubric will be provided. **The best report will be published on the British Library Website as part of their “Celebrating the Olympics” resources.** Each pair must declare which Olympiad they are going to explore with me by the start of the class on **Tuesday 8<sup>th</sup> February**. You must each turn in a report via Sakai by 10am on **Tuesday 22<sup>nd</sup> February**.

4. **Media Portfolio** (175 points) – This portfolio is a cumulative semester-long independent project. A detailed rubric for the media portfolio will be provided. You must turn in your Media Portfolio at or before the start of class on **Tuesday 26<sup>th</sup> April**.

5. **Class Debates** (100 points). This is a group project and will take place during the final exam period. In teams of 4, you will defend a position on one of three debate topics. You must register your team with me by **Thursday 14<sup>th</sup> April**. The debate topics will be chosen on **Thursday 14<sup>th</sup> April** when your team will also be randomly assigned its position. The debates will take place on **Tuesday 3<sup>rd</sup> May between 12 noon – 3pm**. A detailed rubric for the debates will be provided.

## **10. Presentation of Assignments:**

Assignments must be word-processed, double spaced and justified in 12-point Times New Roman with 1-inch margins. They must include page numbers and a header with the title of the assignment and your Pacific ID number. You must also include an accurate word count (not including your bibliography) at the end of the assignment. Detailed rubrics will be provided for all assignments.

Each assignment must be accompanied by the appropriate submission form, which takes the place of a title page (available on Sakai). Failure to do so will result in the loss of half a letter grade. Do not write your name on assignments use your Pacific ID as a means of identification instead.

You are required to reference all cited sources in accordance with the APA referencing style. The Owl at Purdue [website](#) offers an extensive guide to the APA format. You can also view a basic APA tutorial [here](#). It is your responsibility to ensure that your assignments are correctly referenced.

## **11. Honor Code:**

You are to comply with the University of the Pacific’s policy regarding academic conduct as described in the *2007-2008 General Catalog*:

“All members of the University community are entrusted with the responsibility of observing high ethical conduct. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty.

Members of the University community, including students, faculty, staff, administrators and trustees, must not commit any intentional misrepresentation or deception in academic, professional, or community matters. Further, community members are expected to treat others with civility, respect, and dignity.” (p. 33)

You are required to reference all cited sources in accordance with the APA referencing style. The Owl at Purdue [website](#) offers an extensive guide to the APA format. You can also view a basic APA tutorial [here](#). It is your responsibility to ensure that your assignments are correctly referenced. The College of the Pacific holds all of its students to a strict standard of academic integrity. Academic dishonesty will not be tolerated in this class. In the case of a suspected violation of the University academic honor code, I will evaluate the alleged infraction and report it immediately to the chair of the department, the College Academic Affairs office, and the Office of Judicial Affairs, which will begin a formal investigation. If the Office of Judicial Affairs determines that the student is responsible for the honor code violation, the standard penalty in the College is failure of the assignment and/or the course. In such cases, the student will be prevented from dropping or withdrawing from the course, even if the deadline to do so has not expired. Further disciplinary action may also be taken by the Office of Judicial Affairs. The full text of the University’s Academic Honesty Policy can be found [here](#)

## **12. My Late Policy:**

Your assignments must be turned in via Sakai before the *beginning* of class on the due date. After that time they will be considered late. Each *day* (24hrs) assignments are late; they will drop half a letter grade. No credit will be given for any assignments turned in five days after the due date.

## **13. My Extra Credit policy:**

Under no circumstances do I offer extra credit assignments- you have plenty of chances to accrue points throughout the semester. However, I will award extra credit points for participation in various class activities. These points (max. 10 points) will be added to your overall class score. They can help you improve your grade if you are on a borderline.

## **14. My Group Work policy:**

I recognize that group work can often be stressful and a difficult process. However, the development of good communication and teamwork skills is integral to success in the workplace. The selection of your groups should be made carefully and with due consideration of your interests and schedules. In order to address some of the issues that can arise from group work, I implement 2 separate strategies in this class:

- 1) **Peer grading:** 10% of your final class debate grade will be awarded by your group members. They will grade you on your contribution to the final project (see Sakai for example grading sheet).
- 2) **Survivor clause:** You are able to 'vote' group members 'off your island' **up to 7 days** before the due date of the project. To enact the survivor clause your group must report any grievances to Dr Killick and the vote must be conducted in my office prior to this deadline. A majority vote is required to cast any group member 'off the island'. Ejected group members will have the choice to join another group (permission required from new group) or undertaking the final project alone.

## **15. Disability Access:**

The University of the Pacific is committed to the goal of providing qualified students an equal opportunity to attain college education regardless of disability. To reach that goal, Pacific will make efforts towards meeting reasonable requests for services and accommodations to students with disabilities. The Educational Resource Centre offers a variety of services for Pacific students with disabilities, including but not limited to, extended time for completing exams, alternative testing procedures, note takes and transportation to and from classes. Please contact them in the first instance, however I am also available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made during the first **three weeks** of the semester, except for unusual circumstances. Students are encouraged to register with the Office of Services for Students with Disabilities (Bannister Hall, Room 101, (209) 946-2879, E-mail: [ssd@uop.edu](mailto:ssd@uop.edu), website: <http://www.uop.edu/education/ssd>) to verify their eligibility for appropriate accommodations.

## **16. Student Evaluation:**

How are your grades worked out?

Power plays =	50 points
Class activities =	25 points
Olympic report =	100 points
Media portfolio =	175 points
Final Debate =	100 points
<b>TOTAL =</b>	<b>450 points</b>

Your final grades will be determined by calculating your accumulated points from the power plays, class activities, Olympic report, media portfolio and final presentation and dividing that number by the total points possible (450 points). Your final grade will be assigned according to the following scale. Where necessary, grades will be rounded up to the nearest point.

A = 93 -100 %	C+ = 77 - 79%	D- = 60 - 62 %
A- = 90 - 92 %	C = 73 - 76 %	F = 59.5 % and below
B+ = 87 - 89 %	C- = 70 - 72%	
B = 83 - 86 %	D+ = 67 - 69%	
B- = 80 - 82%	D = 63 - 66%	

To earn the grades you need to do the following:

- A = combine/synthesize the set readings, additional research, contemporary examples, your notes from class and PowerPoint slides
- B = combine/synthesize the set readings, notes from class and PowerPoint slides
- C = combine the notes you take in class with the PowerPoint slides
- D = rely on your PowerPoint slides alone

### **17. Finding out your grade:**

I will post your grades on the course Sakai site and will return your assignments to you during class. If you are absent from that class, you can collect your assignments from my office. If you have not collected them by the end of the semester, I reserve the right to dispose of them.



**SPORT IN AMERICA (SPTS 141)  
COURSE CALENDAR  
UNIVERSITY OF THE PACIFIC  
SPRING 2011**

Instructor: Dr. Lara Killick Office: 210 Main Gym  
 E-mail: [lkillick@pacific.edu](mailto:lkillick@pacific.edu) Phone: 209-946-2981  
 Office Hours: See syllabus

***I RESERVE THE RIGHT TO ALTER THIS CALENDAR AS REQUIRED. ALL CHANGES  
WILL BE POSTED ON SAKAI***

**1<sup>ST</sup> QUARTER: THINKING SOCIOLOGICALLY ABOUT SPORT**

Date	Topic	Class Tasks	Reading(s)	Assignments
01/11	<b>INTRODUCTION: WHAT IS SPORT(S)?</b>		None set	
01/13	<b>INTRODUCTION: SPORT(S) IN AMERICA</b>	* Sports Pages * SIA syllabus quiz	Hughes & Coakley- The Sports Ethic	PP1
01/18	<b>THINKING SOCIOLOGICALLY ABOUT SPORTS</b>		Eitzen- Fair & Foul- Chapter 4 (pg 51-71)	PP2

**2<sup>ND</sup> QUARTER: SPORTS WORLDS**

Date	Topic	Class Tasks	Reading(s)	Assignments
01/20	<b>DEVELOPMENT OF MODERN SPORT</b>	* Sports pages	Guttman- From Ritual to Record- Chapter 2 (pg 15-55)	PP3
01/25	<b>DEVELOPMENT OF AMERICAN SPORT</b>	* “Who do you think you are” Task	None set	PP4 * Coaches Corner: Media Portfolio
01/27	<b>SPORTS IN THE GLOBAL WORLD</b>	* Sports Pages * “Shrinking worlds” Task	“Games without Frontiers”	PP5
02/01	<b>SPORTS &amp; POLITICS</b>		Eitzen & Sage: Chapter 9 (pg 195- 205)	PP6
02/03	<b>SPORTS &amp; POLITICS &amp; INFORMATION LITERACY</b>	* Sports Pages	Eitzen & Sage: Chapter 9 (pg 205- 213)	PP7 * Coaches Corner: Olympic report

02/08	<b>SPORTS &amp; THE ECONOMY</b>	“Chasing the Corporate Dragon” Task	See Sakai	PP8 <b>DEADLINE TO REGISTER OLYMPICS</b>
02/10	<b>SPORTS, ALIENATION &amp; ATHLETES’ RIGHTS</b>	* Sports Pages	See Sakai	PP9
02/15	<b>SPORTS &amp; EDUCATION: HIGH SCHOOL SPORT</b>		See Sakai	PP10 <b>DEADLINE TO ENACT SUVIVOR CLAUSE (Olympic)</b>
02/17	<b>SPORTS &amp; EDUCATION: COLLEGIATE SPORT</b>	* Sports pages	See Sakai	PP11 * Coaches Corner: Olympic report
02/22	<b>THE SPORTS-MEDIA COMPLEX (1)</b>		Eitzen & Sage: Chapter 11 (pg 240-270)	PP12 <b>OLYMPIC REPORT DUE</b>
02/24	<b>THE SPORTS-MEDIA COMPLEX (2)</b>	* Sports Pages	See Sakai	PP13

### 3<sup>RD</sup> QUARTER: SPORTING IDENTITIES:

Date	Topic	Class Tasks	Reading	Assignments
03/01	<b>SPORTS &amp; IDENTITIES: INTRO</b>	Media: Angel or Devil debate	None set	PP14 * Coaches Corner: Media Portfolio
03/03	<b>HOOP DREAMS: SPORTS &amp; SSES</b>	* Sports Pages * Hoop Dreams Worksheet	Watch Hoop Dreams	PP15
03/08	<b>NO CLASS- SPRING BREAK</b>			
03/10	<b>NO CLASS- SPRING BREAK</b>			
03/15	<b>“WHITE MEN CAN’T JUMP”:</b> SPORTS & ETHNICITY		See Sakai	PP16
03/17	<b>“DARWIN’S ATHLETES”:</b> SPORTS & ETHNICITY	* Sports Pages * Race: Myths & Realities worksheet	Eitzen- Fair & Foul: Chapter 3 (pg 33-48)	PP17 <b>MEDIA PORTFOLIO (SPORTS WORLDS) ENTRIES DUE</b>
03/22	<b>“REAL MEN DON’T QUIT”:</b> SPORTS, MEN & THE GENDER ORDER	“Real” Man Picture	See Sakai	PP18
03/24	<b>“YOU THROW LIKE A GIRL”:</b> SPORTS, WOMEN & THE	* Sports Pages	See Sakai	PP19

	<b>GENDER ORDER</b>			
03/29	<b>(DIS)ABILITY &amp; SPORTS</b>	Murderball worksheet	Watch Murderball & See Sakai	PP20

#### 4<sup>TH</sup> QUARTER: SPORTING BODIES

<b>Date</b>	<b>Topic</b>	<b>Class Tasks</b>	<b>Reading</b>	<b>Assignments</b>
03/31	<b>SPORTING BODIES: INTRO</b>	Sporting Identities: debates * Sports Pages	See Sakai	PP21 * Coaches Corner: Class Debates
04/05	<b>SEXUAL BODIES</b>		See Sakai	PP22
04/07	<b>CRIMINAL BODIES</b>	* Sports Pages	See Sakai	PP23
04/12	<b>VIOLENT BODIES</b>	* Violence Ethnography Findings	Messner: Bodies as Weapons	PP24 <b>MEDIA PORTFOLIO (SPORTS IDENTITIES) ENTRIES DUE</b>
04/14	<b>INJURED BODIES</b>	* Pain and Injury Questionnaire Findings * Sports Pages	See Sakai	PP25 <b>DEADLINE TO REGISTER DEBATE TEAMS; DEBATE TOPICS RELEASED &amp; POSITIONS ASSIGNED</b>
04/19	<b>ENHANCED BODIES</b>		See Sakai	PPM1 <b>DEADLINE TO ENACT SURVIVOR CLAUSE (Debates)</b> * Coaches Corner: Media Portfolio
04/21	<b>CHEATING BODIES</b>	* Sports Pages	None set	PPM2
04/26	<b>DEVELOPING YOUR ORAL DEBATE &amp; PRESENTATION SKILLS</b>		None set	* Coaches Corner: Debates <b>MEDIA PORTFOLIO DUE</b>
04/28	<b>NO CLASS – STUDY DAY</b>			

**FINAL WHISTLE**

05/03	<b>DEBATES &amp; ESPY AWARDS</b>		None set	
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**Important Dates:**

<b>Date</b>	<b>Activity</b>	<b>Done</b>
01/21/11	Last day to drop class	
02/08/11	Deadline to register your chosen Olympic Games	<input type="checkbox"/>
02/15/11	Deadline to enact Survivor clause (Olympic Report)	
02/22/11	Olympic report due	<input type="checkbox"/>
03/07- 03/11	Spring Break	
03/14- 04/01	Advising	
03/17/11	Media Portfolio (Sports Worlds) Entries Due	<input type="checkbox"/>
03/25/11	Last day to withdraw from class	
04/12/11	Media Portfolio (Sports Identities) Entries Due	<input type="checkbox"/>
04/14/11	Deadline to register your debate teams, debate topics released & positions assigned	<input type="checkbox"/>
04/19/11	Deadline to enact Survivor clause for Debate teams	
04/26/11	Media portfolio due	<input type="checkbox"/>
05/03/11	Class Debates ESPY awards and evaluations	<input type="checkbox"/>