

San José State University
College of Health and Human Services/Kinesiology
KIN 101, Sport in America, Section 2, Spring 2022

Course and Contact Information

Instructor:	Matt Crockett
Office Location:	SPX 170
Telephone:	(408) 924-3010
Email:	matt.crockett@sjsu.edu
Office Hours:	Tuesday/Thursday 12p – 1p; or by appointment at other times
Class Days/Time:	Tuesdays & Thursdays, 9:00a – 10:15a
Classroom:	Sweeney Hall 312
Prerequisites:	Completion of core GE, satisfaction of WST, and upper division standing. For students who begin continuous enrollment Fall 2005 or later, courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments or other distinct academic units. KIN Majors cannot take this course for major credit.
GE/SJSU Studies Category:	Area S

Class Format

This is an in-person course, which means that we will meet in a physical classroom on Tuesdays and Thursdays. However, due to the resurgence of COVID-19, this course will meet via Zoom until the week of February 14. Additionally, there may be days where we will not meet in person, and students will be assigned to watch a film or complete an assignment on their own time.

Course Description

This course deals with sport as a pervasive and politicized form of culture in the United States. Central to Sport in America are the ways in which sport shapes the identities of people across diverse social groups (race, ethnicity, class, gender, sexual orientation, age, and ability) within the context of larger social and cultural forces. Social meanings and the experiences associated with sport participation for these diverse groups are directly related to ideology and power in society, for not only is sport a microcosm of larger society, but an institution in which individuals and groups can struggle against discrimination and oppression to attain a greater degree of agency. In other words, sport can reproduce and reinforce dominant beliefs and values,

or serve as a landscape for social transformation and increased equality and social justice. This course fulfills Area S (Self, Society and Equality in the United States) of SJSU Studies.

General Education Learning Outcomes (GELOs) for Area S

Upon successful completion of this course, students will be able to:

GELO 1: describe how identities (religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences in contexts of equality and inequality

- *Assessment: Sport Autobiography*

GELO 2: describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the United States

- *Assessment: Research Paper*

GELO 3: describe social actions that have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age)

- *Assessment: Research Paper*

GELO 4: recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups in the U.S.

- *Assessment: Sport Autobiography*

Course-Specific Learning Outcomes (CLOs)

Upon successful completion of the course, students will be able to:

CLO 1: The idea that identities are socially constructed and intimately tied to issues of power and privilege is central to the course. Students will explore how their identities are shaped in part by the dominant values and norms of American society, and how the largely conservative institution of sport attempts to teach individuals from diverse social groups to conform to the values and norms of the dominant American culture. Students will also examine how characteristics that are unique to sport can contribute to identity formation that sometimes runs counter to prevailing societal norms (e.g. athlete privileges within legal system, proscribed violence within hockey, culture of misogyny within football locker rooms, etc.). The interaction between athletic identity and other lines of identity (e.g. racial, ethnic, gender, sexual orientation, disability, age) will also be central to “Sport in America.”

CLO 2: Students investigate historical, sociocultural, political, and economic processes that have contributed to increased social justice within sport, as well as forces that have impeded greater equality, autonomy, and social justice within American sport. Through engaging with topics such as the desegregation of baseball, the corporatization of

professional and college sport, and the institutionalization of sport within the U.S. educational system from various theoretical perspectives, students will be in a favorable position from which to critique the various social processes at work within sport.

CLO 3: Students will examine and discuss how power manifests itself in American sport, and how athletes from diverse social groups negotiate for increased autonomy and opportunity within the confines of sport. Specifically, students will identify and discuss forms of material (e.g. financial compensation), status (e.g. prejudice, insults), and ideological (justification for keeping non-whites out of country club golf courses) domination that have occurred in sport, and the social actions athletes have taken in their efforts to resist the dominant power structure through open, as well as more subtle, means. Students will also be able to describe how athletes' struggles have worked to promote change in other spheres of American life (e.g. Billie Jean King's victory as larger social commentary on gender relations).

CLO 4: Students will explore constructive interactions between people of various cultural, racial, and ethnic groups in the sporting arena, and how these interactions inform/are informed by power relations. Students will also analyze times when interactions between individuals from different cultural, racial, and ethnic groups have given rise to tension, followed by dialogue and negotiation. A final aspect of this objective involves the contention that sport has the potential to provide a common language that may facilitate more harmonious relations between diverse groups outside of sport.

Required Texts/Readings (Required)

Textbook

Sage, G.H., Eitzen, D.S., & Beal, B. (2018). *Sociology of North American Sport*. (11th ed.). Oxford Press.

Other Readings

Articles posted on Canvas.

Course Requirements and Assignments

This class is a combination of lecture, seminar, small group discussion, in-class reflection and writing and watching and reflecting upon videos. Since a significant portion of the course is driven by discussion and dialogue, **it will be extremely important for each student to thoroughly read the assigned chapters before arriving in class on the day that each topic is to be discussed**. In other words, a considerable part of the success of this class is dependent on your thoughtful contributions. While perspectives on particular, often controversial, topics may vary, it is expected that the classroom environment remain a respectful space to have meaningful discussions about the role and impact of sport in contemporary American society.

Midterm & Final Exam: There will be a midterm exam covering material in the first half of the course. The midterm will consist of 50-60 questions, including multiple choice, matching,

true/false, and short answer. The final exam will cover material in the second half of the course. The final exam is not cumulative. The final will consist of 50-60 questions, including multiple choice, matching, true/false, and short answer. Both exams will be open book exams on Canvas.

Reflections: Students will write short critical reflections each week on the material we cover. There are 13 reflections total in the course, and only the top 9 scores will be counted. Students will be evaluated on the following criteria: 1) content; 2) clarity of response; 3) ability to critically and creatively respond to the prompt

Critical Sport Autobiography Paper: Students will write a critical autobiography about how play, game, sport, and/or physical activity participation have contributed to your identity (in terms of race, ethnicity, culture, class, gender, sexual orientation, etc.). The goal is to critically discuss and analyze the positive and negative impacts that your sport experiences have had on your understanding of who you are today. Avoid simply documenting your participation in sport; **discuss, analyze, and critique** your experiences. You should incorporate relevant class themes, including critical sociological theories and ideas.

Requirements:

- 4-6 double-spaced pages
- 12 pt. font
- APA format for in-text citations and reference list
- 1 Academic source
- 2 Newspaper or journalistic sources
- Direct quoted material from sources should be minimal.
- The paper must be an original work created for this class. No essays from previous classes will be accepted.
- Submitted through Canvas only
- Late papers will be penalized a grade step each day (i.e. B drops to B-)
- Worth 20% of final grade
- Criteria for evaluation will include: 1) content; 2) Integration of relevant theory; 3) Writing clarity; and 4) Originality

Final Research Paper, Sociohistorical Analysis: Students will identify an individual or group in sport that has been subjected to some form of oppression or injustice, and write a paper critically discussing the social actions taken for greater equality and power. You should also endeavor to outline the arguments made by those who attempted to resist change. The paper should incorporate larger social issues outside of sport, and describe how the actions taken by the chosen individual or group have or have not affected American society and culture. You may choose topics and events from the entire history of American sport for this assignment. Some suggested topics might involve individuals or groups that have been faced with unjust practices/policies related to race/ethnicity, class, gender, sexual orientation, religion, disability, or age.

Requirements:

- 5-7 double-spaced pages

- 12 pt. font
- APA format for in-text citations and reference list
- **At least five** different academic sources (Academic journals or Academic-oriented books)
- Direct quoted material should be kept to a minimum.
- The paper must be an original work created for this class. No essays from previous classes will be accepted.
- Submitted through Canvas only
- Late papers will be penalized a grade step each day (i.e. B drops to B-)
- Worth 20% of final grade
- Criteria for evaluation will include: 1) content; 2) Organization/Structure; 3) Integration of relevant theory; 4) Writing clarity; and 5) Originality

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Grading Information

A 93-100
 A- 90-92
 B+ 87-89
 B 83-86
 B- 80-82
 C+ 77-79
 C 73-76
 C- 70-72
 D+ 67-69
 D 63-66
 D- 60-62
 F <59

Reflections	40%
Autobiography paper	20%
Midterm exam	10%
Final paper	20%
Final exam	10%

Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.

Classroom Protocol

- All materials must be original works of the student and typed with text and references in APA format. All submissions must be created specifically for this class.
- Late assignments will be penalized a grade step each day they are late. (Ex: B to B-) Late assignments will be accepted only up to 1 week after the due date. For example, if an assignment is due on Monday, you will have until the following Monday to turn in a late assignment for partial credit. After the week has passed, the assignment will automatically receive a zero.
- Only under extreme circumstances will an “incomplete” grade be assessed.
- Please inform the instructor if you need course adaptations because of a disability.
- Finally, students are encouraged to periodically check the course homepage for various websites and other information (e.g. quiz/exam hints, current events) related to sport and culture.

University Policies

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

KIN 101 Section 2: Sport in America, Spring 2022

(Subject to change with fair notice)

Week 1 (1/31– 2/5): Defining Sociology of Sport

- Reading Assignments
 - Textbook Chapters 1 & 2
 - Beginning of Sport as a Spectacle
 - Quick Basics of American Sports
- Weekly Reflection (300+ words)

Week 2 (2/7 – 2/12): Culture & Values in Sport

- Reading Assignments
 - Textbook Chapter 3
 - Football and morality
- Weekly Reflection (300+ words)

Week 3 (2/14 – 2/19): Socioeconomics of American Sport

- Reading Assignments
 - Textbook Chapter 5 & 11
- Weekly Reflection (300+ words)

Week 4 (2/21 – 2/26): Racial & Ethnic Identity in American Sport Part 1

- Reading Assignments
 - Textbook Chapter 6
 - William Rhoden – Black QBs and racist standards
- Weekly Reflection (300+ words)

Week 5 (2/28 – 3/5): Racial & Ethnic Identity in American Sport Part 2

- Reading Assignments
 - Williams (2007)
 - William Rhoden – Money beat morality in the Redskins logo fight
- Weekly Reflection (300+ words)

Week 6 (3/7 – 3/12): Politics & Sport

- Reading Assignments
 - Textbook Chapter 13
 - Athletes & Activism
- Weekly Reflection (300+ words)

Week 7 (3/14 – 3/19): Militarization & Corporatization

- Reading Assignments
 - Excerpt from Howard Bryant's book
 - Daniel Hale Letter
 - Denton-Borhaug (2001)
- Weekly Reflection (300+ words)

Week 8 (3/21 – 3/26): Midterm + Sport Autobiography

- Details on Canvas

SPRING BREAK (3/28 – 4/2)

- No Assignments; enjoy the break

Week 9 (4/4 – 4/9): Gender in Sport Part 1

- Reading Assignments
 - Textbook Chapter 7
 - Bruce (2013)
- Weekly Reflection (300+ words)

Week 10 (4/11 – 4/16): Gender in Sport Part 2

- Reading Assignments

- Hoop Dreams
- Weekly Reflection (300+ words)

Week 11 (4/18 – 4/23): Intercollegiate Sport

- Reading Assignments
 - Textbook Chapter 10
- Weekly Reflection (300+ words)

Week 12 (4/25 – 4/30): Youth Sport

- Reading Assignments
 - Textbook Chapter 8 & 9
 - Troubling price of playing youth sports
- Weekly Reflection (300+ words)

Week 13 (5/2 – 5/7): Doping

- Reading Assignments
 - Tucker (2019)
 - When doping wasn't considered cheating
 - The case for ending the war on doping
- Weekly Reflection (300+ words)

Week 14 (5/9 – 5/14): Fitness & Body Image

- Reading Assignments
 - CrossFit: Reimagining the Body in a Bodiless World
- Weekly Reflection (300+ words)

Week 15 (5/16 – 5/21): Final Exam & Sociohistorical Analysis Paper

- Final Paper
- Final Exam