

KNES 381 Sport, Games and Culture

Fall, '06, S. Tinley
Monday, 4-7 P.M. sec. 6, 19147
Monday 7-10 P.M. sec 7, 19148
Rm. KHS 108

Texts: Course reader (available at campus bookstore) plus PDF file articles on Blackboard

Office: KHS 232 Hours: Monday, 2:30-4 P.M., 9:30-10:00 P.M. or by appt.

Phone: 714-278-2156

Email: stinley@fullerton.edu

This course is designed to enable the student to recognize and critique sport as a social, cultural, anthropological and historical phenomenon; to consider sport as a social institution and to analyze the various roles and implications of play, games and sport in the contemporary world. We will use a cultural perspective to explore meaning in sport and its reflections of society. Additionally, the course will focus on the identification of socioeconomic and cultural issues in sport situations, analyzing the (personal, political and collective) actions and decisions as to value orientations and cultural ideology-formation. The student will be encouraged to identify and formulate an introspective, knowledgeable and ethical base for one's own functioning in a sport-oriented career.

Goals and objectives:

- To foster critical thinking about the many and varied elements of sport, games and culture in our world.
- To enable a foundational understanding of those elements through reading, research, discussion, presentation and personal consideration.
- To be able to apply basic sociological and cultural theory and perspective to sport in our society.
- To understand the relationship of human movement as a communicative, aesthetic experience reflective and reproductive of cultural patterns, values, and beliefs.
- To develop our own thoughts and ideals toward sport and culture based on empirical data, foundational warrants and individual experience and to apply them to personal and professional action.
- To synergize these sociocultural considerations of sport with the study of other genres in sport science

Class format

--The four basic vehicles we will use to facilitate these goals are 1) readings (course reader, supplementary readings, current mass media, etc.) 2) class lecture 3) discussion and student (or guest) presentation 4) student research.

Readings: There is a fair amount of reading in this class. We will be adding to the text readings as the instructor or student(s) unearth new and relevant materials that apply to the subject we are covering at any one time. If you aren't keeping up with the readings you'll have trouble following the discussion. Nuff said.

Lecture: I am not a traditional social scientist in pedigree and while I know the theory and material well, there are some areas of the course where my research and background serve some specific subject matter better than others. If I don't know the answer I will

find it for you. Some students may have more experience in or knowledge of sports than others. It is not a prerequisite for this course that you be a serious sports fan. Only that you open your mind to all that sport is and is not.

Discussion: We will consider this the heart of our approach--open and fair discourse on each area as we come to it on the calendar. For this to work well, each student needs to come to class having read the material, ready to participate and willing to allow and consider dissenting opinion in a considerate and open-minded fashion. All discourse should be founded on knowledge of the material as well as personal experience as developed through prior scholarship, opinion and ideology. If it's a rant, be prepared to support it.

Additionally, we will be using the discussion board on BlackBoard to continue our discussions on the days between meetings.

Presentations: As outlined in the course requirements, student groups will present a topic to the class. These presentations will supplement our study of the subject topic in the form chosen by the group. Creative approaches are appreciated. Approx. time 30 min./group.

Student research: Most of the research required in this course will consist of applying current events in the world of sport to the topics and theories introduced in class. This will be demonstrated by students in class discussion, midterm and final tests, presentations and course journals.

General thoughts: I believe that this class will have to allow for some organic fluidity; we need to be flexible when something interesting is happening in the class. But again, with so much material to be covered in short order, we need to maintain a certain rigor to the scholarly ways. As upper division students, I have complete confidence that as a collective, we can find ways to go on about how the surf was on Saturday or who the Raider fans killed on Sunday and still weave it into a discussion of subcultural identities and violence in sport on Monday.

Course Outline

(subject to slight change)

Week one

I Socio-cultural perspectives

- Outline of course objectives
- Critical and social analyses: Benefits, obstacles and applications
- Definitions of play, games, contest and sport
- Sport as culture: past and present
- Social structure of reality—a sporting view
- Influences of theory: historical, applied and projective

Week two

II. Sport and the social image

- Specific social and cultural theory in a sporting context
- Pluralism and hegemony in sport
- Dominate groups and power base
- Applications of social images to sport
- Sport history and societal relevancies

Week three

III. Labor Day-no class

Week four

IV. Gender, class and sport

- Historical perspective
- Perception and reality
- Ideology and cultural issues
- Identity shaping, roles and rules
- Gender, control and professional sport
- Socialization, social class and sport
- Play and development
- Consciousness, stratification and consequences
- Access and barriers—issues of class
- Sport and class--dominant ideology and social mobility

Week five

V. Gender and Class continued.

Race, ethnicity and sport: A survey of issues for the sport manager

- Prep, college and pro sports: Is race an issue?
- Cultural and ethnic practices: Sport as art and ritual
- Race and social institutions: Sport's changing role in equality

Week six

VI. Paradoxes of play, games, sport and money

- Deviance in sport
- Play as culture, play as profit
- Sport as constraint and freedom
- Limits and pressures of State sport
- Violence in sport

Week seven

VII. Political economy of American sport and MIDTERM

- Capitalist enterprise and accumulation in sport
- Social costs of private enterprise in sport
- National, international ideologies and the entrepreneur
- Politics, diplomacy and profit
- Globalization and sport

Week eight

VIII. Commercial sport

- Historical perspectives
- Capitalism, culture and modern sport for hire
- Corporate monopoly, power and sport
- Commercial imperative of sport
- Ethos of sport as commodity
- Scientization and technology
- Legal issues in commercial sport

Week nine

IX. Ethical issues in sport

- Ethics theory
- Ethical issues in sport
- Interpersonal roles and modeling
- Equality, race, gender and the decision process
- Sport as religion
- Financial, political and moral reasoning: defining rules and boundaries

Week ten

X. Mass media and sport

- images, impressions and ideology
- Ideological hegemony
- Role of media in sport
- Hegemonic referencing and self-identification
- Sports journalism

Week eleven

XI. The professional team as sport industry

- Historical perspectives
- Cartel organizations: how and why
- Sport franchise markets and marketing
- Publicly-owned facilities: multiple agendas
- Centralized power base: Corporate to collective

Week twelve

XII. The professional athlete

- Inter-personal relations
- Psychological typecasting
- External and interior factors affecting athletes
- The Hero paradigm deconstructed
- Unions, agents and negotiations: applying moral skill sets
- Retirement and exit pathos: Models of loss

Week thirteen

XIII. Fall break

Week fourteen

XIV. Amateur athletics and Trends in non-mainstream sports

- Organized sport as socialization
- Youth trends and profit motives:
- Amateur ideology in collegiate sports
- NCAA
- Issues of opposition and reform
- Character building vs. cash—a balancing act
- From cult sport to cash
- Gladitorialization of athletes

Week fifteen

XV. -Opportunities and obstacles in sport reform and student presentations

- sport careers and challenges
- Student presentations
- Course review and final questions

Final date(s): Sec 6: Mon. 12/11 5-7 P.M., Sec. 7 Mon. 12/11 7:30-9:30 P.M.

Course requirements:

- Attend and participate in the class meetings. More than two unexcused absences will likely affect your grade
- Keep up with all assigned readings (reading assignments are on Blackboard)
- As part of a team (2-4 others), develop and present to the class on a relevant subject of your choice(s) following the guidelines posted on BB and discussed in class.
- Participate in Blackboard discussions, posting replies to the instructor's and other student's comments or initiating your own
- Take one mid-term and one final test. These will consist of six to eight multi part, essay-style questions based upon our readings and class discussions. Blue book required.
- Keep a course journal for the semester that will consist of your own findings that relate to the subject matter as presented. Consider it a "scrape book" of any and all sources (printed or not) that reflect your outside class consideration and collection of relative and associative material. More criteria on the course BB site.
- Meet with the professor at least once during the term to discuss your presentation or other areas of interest and or challenges

Academic dishonesty:

Students employing any dishonest tactics to gain an unfair advantage will be subject to appropriate penalties. If you have to ask what is unfair, it probably is. Think integrity. 'Nuff said.

Grading:

- Presentation...10%
- Mid-term...35%
- Final 35%
- Participation (including BB postings)...10%
- Course journal...10%
- Total.....100% or 100 possible pts

Grade rubric (based on point allocation):

- 95-100 pts.....A
- 90-94.....A-
- 85-89.....B+
- 80-84.....B
- 75-79.....B-
- 70-74.....C+
- 65-69.....C
- 60-64.....D
- Below 60.....F

Scott Tinley, fall '06

