ENS 302 A Socio-cultural History and Philosophy of Sport
Fall 2014, Sec 1, Sched. #21418
Mon/Wed. 4:00-5:15 P.M.
PG 153

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Course Prerequisites:
ENS 200 or concurrent enrollment

Course Description: ENS 302 is an integrated approach to the understanding of historical, philosophical, and socio-cultural forces shaping the development of physical activity, education, and sport.

This course will focus on three intersecting areas: 1) the identification and function of key historical movements, periods and places in physical education and sport, 2) the (ongoing) development of various philosophical approaches that formed (and continue to influence) the way we learn about and experience sports in our world(s), and 3) the sociocultural place of physical movement, education, and sport during each period. From an organizational approach, we will move temporally across a specific history, noting sports’ and physical culture’s philosophical underpinnings during the period and its connections to current issues and practices in modern sport and physical education.

We begin with sport as it existed in pre-modern civilizations (Ancient Greece and the Roman Republic/Empire), move through the Middle Ages, the Renaissance and Enlightenment periods and into 19th century Europe and the USA. We then explore the 20th century, late colonization, the Industrial Revolution, and high modernism sport before landing in recent (1950s-present) late capitalism/postmodern and current approaches to sport. Each stop will be associated with various philosophical positions not only on the body and the myriad notions of physical education and culture but on the place of sport as a mediated, constructed, and informing social institution.

Our use of the two required textbooks, related readings in the Course Reader, and PDF files on Blackboard, also reflect this organizational approach. Our consideration of philosophies, social practices, and influences will include moral and ethical issues in sport situations and an analysis of the actions and decisions as they relate to moral and aesthetic values. We will be acquainting ourselves with various philosophical schools and ethical theories and then using these as basis to formulate an informing philosophical and ethical orientation for one’s own functioning as a sport participant, therapist, administrator, teacher/coach, practitioner or researcher.

Course Purpose:
ENS 302 is intended to a) offer the student of exercise science a multidisciplinary approach to the study of historical sport and the various philosophies that informed and contributed to these histories, and b) provide the student a sociocultural basis for
considering the place and function of sport, games, and physical culture in our modern world. The study of sport history in this course will employ both descriptive and interpretive approaches that offer the student a genealogy of pre-modern and modern sports with a focus on 19th and 20th century sporting practices, their philosophical inquiries, and in particular, the development of physical education as an academic discipline. The course will offer an opportunity to develop critical thinking skills as students consider the “place” of sport over time and its’ corresponding philosophical approaches. This course will also provide additional use of the socio-cultural elements tied to the periods, places, functions, and movements of sport and physical education in our world. Students are encouraged to question and develop their own philosophical and cultural relations to sport in a variety of scholarly, personal and professional roles.

Caution: Since we are a humanities-based course, some of the lectures, reading material, and forms of evaluation will seem a lot less linear and structured than you may be used to. At times you will be challenged to learn and develop skills without the safety and comfort of highly detailed instructions. It is not that the course is unorganized but more so the professor is purposely leaving some area open to your interpretation of a historical, social, philosophical or cultural problem in early and/or modern sport. The grading rubric reflects this level of student engagement.

School Learning Goals and Objectives
Your experiences in this course provide opportunities to engage, consider, and strive for achievement of the following School of Exercise and Nutritional Sciences learning goals and objectives:

Learning Goal 1 Demonstrate core critical thinking skills and dispositions to ask and answer questions relevant to exercise, and rehabilitation sciences

Objective 1.1 Critically evaluate published research in the discipline.
Objective 1.2 Evaluate alternative solutions to a discipline-based problem.
Objective 1.3 Present opposing viewpoints and alternative hypotheses on issues in exercise, nutrition, and rehabilitation sciences.
Objective 1.4 Critically evaluate current trends and practices using disciplinary knowledge.
Objective 1.5 Actively seek out discipline-based questions as opportunities to apply core critical thinking skills.

Learning Goal 2 Demonstrate effective oral, written, and other interpersonal skills to help communicate knowledge and promote health and wellbeing in diverse communities.

Objective 2.1 Use effective technical writing skills to communicate information about exercise, nutrition, and rehabilitation sciences.
Objective 2.2 Use effective oral presentation skills to present information to peers and other professionals.
Objective 2.3 Use effective interpersonal skills as part of an ongoing and guided dialogue with individuals who may benefit from modifying their health behavior.

Learning Goal 5 Demonstrate ethical decision making, cultural competency, and civic responsibility when applying knowledge of exercise, nutrition, and rehabilitation science.

Objective 5.1 Identify and explain components of ethical decision making, cultural competency and civic responsibility applied to exercise, nutrition, and rehabilitation sciences.

Objective 5.2 Use non-discriminatory/inclusive language when working with peers and clients in on-campus and off-campus settings.

Learning Goal 6 Use biological, behavioral, psychosocial, and ecological theory-based perspectives to design and evaluate behavior change interventions in exercise, nutrition, and rehabilitation sciences.

Objective 6.3 Integrate multilevel determinants into behavior change interventions for individuals, communities, and populations.

Objective 6.4 Evaluate the efficacy and effectiveness of behavior change interventions in exercise, nutrition, and rehabilitation sciences.

Course Learning Goals and Outcome Objectives

1. To understand the significance that human movement and physical activity have taken in the cultural development of selected ancient through modern civilizations through the use of play, games, and sport.

   Outcome Objective 1.1 To understand the socio-historical roles of physical education, human movement, and sport across selected periods and cultures and how these roles are relevant today. Learning outcomes for Outcome Objective 1.1 measured through quiz and test response to course reading-based items.

Learning Goal 2. To appreciate the importance and relevance of moral/ethical movements and decisions in sport over time, including applications of use, meaning, instruction, coaching, administration and physiological data management in any given period.

   Outcome Objective 2.1 To demonstrate an understanding of various issues of moral and ethical import within sport over time and relate them to physical education, philosophy of sport, and sport in society. Learning
Learning Goal 3. To examine historical periods and philosophical approaches as they apply to social interactions within contexts of physical activity, education and health.

Outcome Objective 3.1 To demonstrate a greater self-awareness of the many philosophical and ethical issues in historical and contemporary sport.

Outcome Objective 3.2 To demonstrate an understanding and recreate through writing and examinations, various philosophical positions of human movement over time and how they have influenced and affected the development and operations of sport in the 21st century.

Outcome Objective 3.3 To prove the ability to apply critical thinking to the establishment of personal, philosophical, and ethical stances as they apply to the student’s own athletic background, scholarship and future personal and professional goals. Learning outcomes for Outcome Objectives 3.1-3.3 measured through writing assignments and test item response.

Learning Goal 4. To understand some of the current directions in physical education and sport as they relate to various sport histories and social movements and political actions.

Outcome Objective 4.1 To identify key non-sport events within pre-modern and modern periods that had a significant effect on sports and physical education. Learning outcome objective measured through response in test items.

Outcome Objective 4.2 To be able to relate to and recite specific cases of sport in our historical worlds that have contributed to significant polemic response, specifically for example, the breaking down of racial, gender, class, age, and physical discriminatory behaviors through the processes observed in sport as it functions as social institution. Learning outcome objective measured through writing assignments and quiz/test responses.

Learning Goal 5. To connect our various approaches and disciplines (history, philosophy, sociology, and cultural studies) to both our sports history and our current evolving world of modern sport.

Outcome Objective 5.1 To identify various ways and means that sport might influence our current sociocultural meanings and ways of knowing. Learning Outcome Objective 5.1 measured by correct response to key quiz and test items.
**Course Format and Classroom Expectation:**
Lecture, group discussion, in and out of class reading and writing, and online response will be used. While this is a large class for a humanities course we will endeavor to engage as many students and relevant topics as possible. We will also use a course Blackboard site for continued discussion between class meetings.

It must be noted that the reading load is average for an upper division humanities course but perhaps larger than what ENS students have experienced. The assigned readings constitute 90% of your outside class work.* The key to enabling a quality learning experience in this course is to keep up with the reading and be prepared to ask questions, offer your ideas, and listen to others doing the same. Any subject matter that uses a philosophical approach may develop more questions than answers. But we want to be asking the right questions and keep the conversation from moving too far from the central topic. We want to keep asking questions until we feel confident that we are developing a basis of informed and thoughtful knowledge.

As noted below, all quiz and exam content will be mostly taken from the assigned reading material (inclusive of texts and files on our BB site) and in-class discussion of its meaning and detail. However, there may be supplementary or explanatory material on the quizzes and exams that is NOT in the readings but is covered in class. Thus, it is suggested that you miss as few classes as possible.

* For a high grade in this course please **expect to read a minimum of 30-40 pp/wk.** The equivalent is 1½ large textbooks or about 600 pp in total for the semester. The material is offered across varying areas and subjects, all related to sports, physical culture, and physical education. The selected readings are relevant, lively, and not overly-challenging. They are chosen to make you think; so I suggest you read them closely without distractions. Most students come to enjoy and appreciate the material. Hint: as you read the material constantly consider how the ideas and themes presented might apply to your own history, presence, and future in sport.

**Course Materials (required):**
3. *ENS 302 Course Reader* (in SDSU Bookstore)
4. PDF file readings on Blackboard (see selections below) **

**Course Requirements:**
- Attend and participate in** twice-weekly classes
- Contribute to Blackboard Discussion Board (maximum of 5 posts @ 1 pt/post)
- Take two quizzes, one midterm and one final exam
- Complete two writing assignments: One in-class and one take-home. (rubrics on Blackboard)
- Write one 5-6 page (12pt., dbl space) personal position paper (PPP) on your personal sport philosophy (rubric on Blackboard)
- Keep up with all reading assignments and be prepared to discuss them in each class

**I realize that individual student participation is challenging in a class with approx.150 students. Still, one of our goals is to create an environment where every student feels comfortable asking questions, challenging a particular claim, or otherwise contributing to the discussion of how sport functions in our world. Also note that I am always willing to discuss any of the course material in my office at a time mutually convenient.

**Course Evaluation:** Student evaluation and grades are assigned on a semi-contract graded basis. This means that approximately 25% of your grade is CR/NC assignment-based. As long as your work in the subjective non-test areas is of a minimum standard according to the assignment rubric, you will be awarded full points. If you choose not to do the assignments you will NOT receive the points toward your final grade. Thus, you will have some control-by-choice over your final grade. Fulfilling these CR/NC assignments means turning them in on time. Please plan accordingly.

1. **Class participation***, inclusive of Blackboard Posts (1 point for each of the five Modules or 5 points possible in total. Due dates below)

   Total possible 5 pts.

2. **Writing assignment #1**
   Topic TBD 3 pts.
   (in-class, tentative date, 9/15)

3. **Writing Assignment #2**
   (Take home Due 10/8) 3 pts

4. **Mid-term** (10/20) 25 pts.

5. **Quizzes** (2)(10 pts. each)
   (9/15 and 11/12) 20 pts

6. **Writing Assignment #3**
   (take home due 11/10) 4 pts

7. **Personal position paper** (11/24)
   (Rubric in course BB site) 10 pts.

8. **Final Exam** (12/15, 3:30-5:30PM) 30 pts.
Grading
A   95-100 pts
A-  90-94
B+  85-89
B   80-84
B-  75-79
C   70-74
D   60-69
F   59 and below

***Participation points (5) are offered as follows—5 possible total pts. for on-time DB posts (one point per post—rubric in Course Assignments on BB). Good attendance (no more than 3 unexcused absences) is also highly suggested. I will, on occasion, take roll and keep records. These records are mostly used to determine your “rounding up or down” in the case that your final point score is a fraction (+ or – ½ one point) below the next grade, i.e. good attendance and fulfillment of impromptu assignments plus 89.5 pts may become a 90 pts score and move the student from a B+ to an A-. Conversely, multiple missed classes and assignments plus an 89.5 will remain at B+. Generally, if you miss a lot of class you will not do well nor have a good experience in this course. There is some material in this course that you will be tested on but will only come out in lecture and NOT in Course Documents. Reminder: while I place nearly all of the material you will be tested on in our Blackboard site (plus additional supplementary items), this is NOT an online course. You will have a better experience in this class and achieve a better grade if you come to class and follow the lectures.

****Module Review Assignments are a series of questions, prompts, and assignments that will appear approx. 3-5 days before their due date on our Blackboard site. You will respond to the question or prompt as instructed and answer the question on the site before the due date. A correct answer will award ONE point for the assignment. There are Mod Review Assignments over the course of the term. See due dates below.

Assignment Due Dates:
**DB Posts/ Exams/Quiz Dates/ Writing assignments/Personal Position Paper**

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<tr>
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<th>Due Date</th>
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<tr>
<td>DB Post 1</td>
<td>9/10</td>
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<tr>
<td>Writing Assignment #1 (in-class)</td>
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<td>Quiz One</td>
<td>9/15</td>
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<td>DB Post 2</td>
<td>9/29</td>
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<tr>
<td>Writing Assignment #2 (take home due)</td>
<td>10/8</td>
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<tr>
<td>DB Post 3</td>
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Midterm Exam: 10/20
DB Post 4 11/3
Writing Assignment #3 11/10
Quiz #2 11/12
Personal Position Paper (PPP) 11/24
DB Post 5 12/8

Final Exam: 12/15 3:30 PM -5:30 PM

Note: Class will NOT be held on Monday, 9/1 in observance of the Labor Day holiday, and Wednesday 11/26 due to the Thanksgiving Break

Writing Assignments:
There are four scheduled and graded writing assignments in this course. Each has a due date and points possible as noted above and in a rubric in Course Assignments on our BB site. They are graded C/NC so as long as you follow the rubric and complete the assignment you will receive the points. In the case of the Personal Position Paper (PPP), you may be given a few days to re-write them if they do not meet standards as explained in the rubric. There will be NO LATE PAPERS accepted for any of the assignments. I’ve tried to be negotiable on this point in previous terms but with this class size and no TA, it just isn’t possible. If you cannot be in class on the day as assignment is due, please make other arrangements to have a hard copy delivered. If you are ill on the day of the in-class writing assignment you will need to complete it within 3 days of recovery. I will not accept any emailed docs as a replacement. The subject of Writing Assignments 1, 2, and 3 will be discussed in class (and a rubric in Course Assignments) as will the details of the PPP.
Note: Few classes of this size offer subjective writing assignment options in evaluation. These are designed into our course in an effort to achieve the learning objectives of a humanities-based course. Your papers should reflect careful thought and consideration. It takes considerable time to review and grade these papers. Thank you for not abusing this opportunity to express your opinions.

Exams and Quizzes:
The quizzes will be multiple choice, T/F, and word choice using a red PARSCORE Scantron card. The Midterm and Final Exams will be significantly longer and more difficult but will be similar to the quiz format. All material on the exams will come from the readings, power points, and in-class discussion. Content for Quiz 1 will come from Module 1. Content of the Midterm Exam will be everything in Modules 2 and 3. Quiz 2 will cover all of Module 4. The Final Exam will cover only modules 4 and 5 but in greater detail. While the Midterm and Final Exams are not cumulative, a solid understanding of material presented in other modules of the course will contribute a lot towards understanding the material required in the Exams. While there will be no surprises on the quizzes and exams, there will be some material on the exams that is NOT available on Blackboard and will come from class lecture and reading review. Some “key ideas” from our course readings (Hyland, the Course Reader, readings found on Course Docs in BB, etc.) may be placed in Course Docs depending on student response to
material as presented in class. In other words, we will try to tease out the key ideas of each reading but this is no substitute for careful reading of the material. If you read only the “key ideas” you will make mistakes on the quizzes and exams. Quiz and exam content will be structured to allow a student who reads the material carefully to answer the questions correctly. But as with all computer-graded test items, it ain’t a perfect way to test for knowledge in the humanities. We do the best we can with classes that are entirely too large.

**Course Schedule:** Our study and progress is broken down into 5 modules with each module encompassing 2-3 weeks (4-6 meeting days) depending on our collective progression. See tentative schedule below. We will try to stay within its guidelines. (Subject to change)

**Module One 8/25—9/10**
*Intro to History and Philosophy in Sport:*
--The nature of play, games, and sport
--The role of history and philosophy in modern sport
--Definitions of historical and philosophical terms
--Pre modern sport and its origins/influences
--Ancient civilization and sport
--Lessons from early Greeks and Romans
--Origins of physical education and attitudes on the body
--Thoughts on value and ideology of physical exercise and culture

**Module Two, 9/15—9/29**
*The Advancement of Sport and Philosophy through the Middle Ages, the Renaissance and the Enlightenment, and Ethics in Sport:*
--New thoughts on the mind/body association: from the spirit to the secular
--Intersections of sport and religion, part 1
--Philosophical critique of competition in sport
--Ethics in Sport—theory and historical cases
--Fair play, deception and paradigms of cheating
--Science and technology in modern sport
--Addl. philosophical terms and definitions

**Module Three, 10/1—10/15**
*Theoretical and Professional Development of American Physical Education 18th Century through Late Colonial Period and Underpinnings of Modern Sport:*
--Indigenous sport: development and place in modern sport
--Science and concepts of health as applied to sport and physical education
--The sport hero paradigm: the beginning
--Sport and nationalism/early globalism
--Sport and the Economy: the beginnings
--Origins of commercial and spectator sport Part 1

**Module Four, 10/22—11/12**
Historical and Philosophical Development of Sport in North America 19th Century to the Mid to Late 20th Century:
--Commercial sport and the economy Part 2
--Equality, access, and stratification in sport
--Gender, class, and race ideology in sport
--Late effects of Industrial Revolution and domestic sport movements
--Political and social history of the early modern Olympics
--Hegemony, pluralism, and political influence in sport
--Academic sport and student conflict
--Deviance in modern sport: Ethical case of PED use and violence

Module Five, 11/17—12/8
Modern to Postmodern Sport and Beyond:
--Political and social history of the Olympics mid-20th C to present
--Sport media
--Politics of body image, sexual orientation, sport and pleasure
--Intersections of sport and art
--Ideology of action/extreme sports
--Sport as resistance and rebellion
--Future movements of sport, physical culture, and exercise science education

**Reading list (to be found in our Course Reader or on the BB site in Course Documents):
Note—these are NOT complete texts but range in length from 3 to 20 pp. each.

-Baker, Mark, *Sports in the Age of Conflict* (from *Sports in the Western World*)

-Bannister, Sir Roger, *After the Four Minute Mile*” (from *The Four Minute Mile*)

-Beisser, Arnold, *The Paradox of Sports* (from *The Madness in Sports*)

-Harris, Janet, *Athletes in Context of the Hero Dilemma* (from *Athletes and the American Hero Dilemma*)

-A *Short History of Skateboarding* (unknown)

-H *History of Kenyan Runners* (unknown)

-Kleinman, *Philosophy as a Guide and Tool* (from *Philosophy of Sport*)

-Messner, Michael, *Sports and Male Domination: The Female Athlete as Contested Ideological Terrain* (from *Ethics in Sport*)

-Perrottet, Tony “The Greek Sports Craze”” (from *The Naked Olympics*)

-Nixon and Frey Chapter 6 “Sport and Religion” (from *A Sociology of Sport*)
- Novak, Michael, *The Natural Religion* (from *Sport Inside Out*)

- Sage, George, *Sport as a Site for Agency: Resistance and Transformation*” (from *Power and Ideology in American Sport*)

- Simon, Robert, *A Mutual Quest for Excellence* (from *Fair Play*)

- Simon, Robert, *The Ethics of Sport: An Introduction* (from *Fair Play*)

- Simon, Robert, *Good Competition and Drug-Enhanced Performance* (from *Philosophic Inquiry in Sport*)

- Sports Illustrated staff, *Steroids in America Pt 1*
- Sports Illustrated staff, *Steroids in America Pt 2*
- Sports Illustrated staff, *Steroids in America Pt. 3*

- Tinley, S., *Sport and Technology: Performance, Profit, and Exclusion* (from *Anthology of Sport Management*)

- Tinley, S. *Why Pre Matters* (from *Peak Performance*)

- Vande Berg, Leah, *The Sports Hero Meet Mediated Celebrityhood*

**Supplementary texts:** Helpful but not mandatory (consider using for PPP and writing assignments)

- Badner and Sudbanthad, *No Yellow Jerseys Here*
- Guttmann, Allen *Capitalism, Protestantism and Modern Sport* (from *Ritual to Record*)
- Jarvie, Grant, *Sport, Violence and Crime* (from *Sport, Culture and Society*)
- Kretchmar, Scott, *Sport, Dance, and Exercise Values* (from *A Practical Philosophy of Sport*)
- Kretchmar, *The Significance of Games and Play* (from *A Practical Philosophy of Sport*)
- Reid, Heather, *The Freedom of the Long Distance Runner* (from *Running and Philosophy*)
- Sage: *Social Images and Sports* (from *Power and Ideology in American Sport*)
- Watson, Nick, *Muscular Christianity in the Modern Age* (from *Sport and Spirituality*)
- Zirin, David, *Until the Twentieth Century* (from *A People’s History of Sports in the United States*)
- Zirin, D. *Sports, War and Resistance Today* (from *Sports and Resistance in the United States*)

**Reading assignments:**
Each of the five modules will require reading of ALL of the **bolded** material below while the optional supplementary reading listed below each Module is helpful but will not be specifically evaluated. While the professor will notify students what materials will
be covered the class before each reading, it is suggested that you read these essays and book chapters in advance and closely with an eye on both related historical periods and their informing philosophies toward physical education and the body, significant events and socio-cultural milieus, and one’s own personal philosophical stance. Remember: the assigned readings constitute the majority of your homework. If you don’t read the material sooner or later you will fall behind in your experience with the course or the quizzes, exams, and writing assignments.

CR=Course Reader, BB=Blackboard Course Docs

**Module One: 8/25-9/10** (readings to be done before date listed after each reading)


Mechikoff, Chap 1, *Intro to History and Philosophy of Sport* (CR, BB) (8/27)


Hyland, Chapter 3 *Sport and Self-Knowledge* (9/3)


Hyland, Chapter 4 *Mind and Body in Sport* (9/10)

Mod 1 Supplementary reading:
Kretchmar, Scott, *Sport, Dance and Exercise Values* (BB)

**Module Two: 9/15-9/29**

Simon, *The Ethics of Sport: An Introduction* (BB) (9/17)

Simon, *A Mutual Quest for Excellence* (BB) (9/17)

Mechikoff. *Sport and Physical Culture in the Middle Ages* (CR, BB)(9/22)

Nixon and Frey, Chapter 4, *Religion and Sport* (CR, BB) (9/22)

Novak, *The Natural Religion* (BB) (9/24)

Tinley, *Sport and Technology* (CR, BB) (9/24)

Mod 2 Supplementary reading:
Taylor, *Surfing into Spirituality* (BB)

**Module Three: 10/1-10/15**

Davies, *Games the Colonists Played* (CR) (10/1)

Davies, Chapter 1 *The Emergence of Organized Sports (1607-1860)* & Chap 2 *Baseball: This Notable and Envirotaging Game* (10/1)

Hyland, Chapter 1 *Sport and Society* (10/6)

Harris, Janet, *Athletes in Context of the Hero Dilemma* (CR, BB) (10/6)


Davies, Chapter 3 *The Formative Years of College Football and Chap 4, The Modernization of American Sports, 1865--1920* (10/8)

*History of Kenyan Runners* (BB) (10/13),


Mod 3 Supplementary reading:
Zirin, *Until the 20th Century* (BB)
Module Four: 10/22-11/12
Sage (Gorr and Oriard): A Sociological Perspective of Sports (CR, BB) (10/22)
Hyland, Chapter 2 Ethical Issues in Sport (10/27)
Simon, Good Competition and Drug Enhanced Performance (CR, BB) (10/29)
SI staff, Steroids in America Pt 1, 2 and 3 (BB) (10/29)
Davies, Chapter 9, America’s Great Dilemma (11/3), Chap 11, College Sports in the Modern Era (11/3), Chap 17, The Democratization of Sports (11/5)
Bannister, Roger, After the Four Minute Mile (BB) (11/5)

Mod 4 Supplementary reading
-Guttmann, Allen, Capitalism, Protestantism and Modern Sport (BB)
-Gems, Boorish, and Pfister, Sport, Heroic Athletes and Popular Culture 1920-50
-Jarvie, Grant, Sport, Violence and Crime (BB)
-Unknown This Sporting Life (Violence and greed in sports) (BB)

Module Five: 11/17-12/8
Vande Berg The Sports Hero Meet Mediated Celebrityhood (BB) (11/17)
Messner, Michael, Sports and Male Domination: The Female Athlete as Contested Ideological Terrain (BB) (11/17)
Davies, Chapter 10, Television Changes the Image of American Sports, (11/17), Chap 12, Play for Pay, (11/19) and Chap 13, Do You Believe in Miracles? (11/19), Chap 16, Only in America (11/19).
Hyland, Chapter 5 Sport, Art and the Aesthetic (11/24)
Unknown, A Short History of Skateboarding (BB) (11/24)
Sage, George, Sport as a Site for Resistance Agency: Resistance and Transformation (CR, BB) (12/1),
Tinley, S., Why Pre Matters (CR, BB) (12/1)

Mod 5 Supplementary reading:
Badner and Sudbanthad “No Yellow Jerseys Here” (BB)
Reid, Freedom of the Long Distance Runner (BB)
Sage: Social Images and Sports (BB)
Watson, Muscular Christianity in the Modern Age (BB)
Zirin, Sports, War and Resistance Today (BB)

Policies and Procedures:
Attendance, punctuality, and participation*** as outlined are expected for a high grade. Much lower grades can and likely will be achieved with less effort. Attendance will be formally recorded most meetings and participation points awarded as noted above. Attendance will also be evaluated by short, unannounced, in-class writing assignments. You are expected to attend class on a regular basis, and to fully participate in (if only to actively listen to) class discussions. If you are distracting other students you
will be asked to leave. More than three unexcused absences could affect your grade. Our classroom, PG 153, is large so in an effort to make it feel smaller and not require amplification please do not sit in the back row or the far left or right rows. If you require a lap top computer to take notes please sit in the second to back row. If that row is full, utilize the first row from the far right or left side rows. The university has a policy that requires students to attend class. If you do not attend the first class meeting of the semester and are not present at the start of the second meeting, you may lose your place in the class. If this occurs, YOU MUST still make the necessary formal drop action personally. Non-attendance without consequent formal drop action on your part will result in a failing grade.

**Statement on Cheating and Plagiarism**

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the University. For more information on the University’s policy regarding cheating and plagiarism, refer to the Schedule of Courses (‘Legal Notices on Cheating and Plagiarism’) or the University Catalog (‘Policies and Regulations’).

**Students with Disabilities**

The University is committed to providing reasonable academic accommodation to students with disabilities. The Student Disability Services Office provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Student Disability Services office for information regarding accommodations at (619) 594-6473 (http://www.sa.sdsu.edu/dss/dss_home.html). Moreover, you should notify me so that reasonable efforts can be made to accommodate you.

***Due to the large class size it will be impossible for every student to have their thoughts and voices heard to the level that a class of this subject asks for. However, we will do our best to keep an open and engaging discourse between all of us. One way or another I will try to allow for all students to have their ideas considered. What we cannot allow are additional barriers to this process in the form of distractions. Rules will be discussed on the first day. In general, I’d rather that you not attend class if you’re not there to engage or at least pay attention. As noted above, your participation score will be calculated by a combination of roll sheets, BB posts to the DB (see rubric in Assignments), and completion of in-class writing assignments. Though questions are encouraged, not speaking in class will NOT affect your grade.***