THURSDAY, JANUARY 21ST

Introductions of Course and each other: Goals, Expectations and Deliverables.

Watch Movie (2008) Chris Bell’s Movie BIGGER, STRONGER, FASTER

READ FOR NEXT WEEK (WILL FOLLOW THIS PATTERN EACH WEEK):

REQUIRED: TEXT (2010), CH. 1, Examining Identity in Sports Media (Hudley & Billings)
AND: Dunning (1994/1986), Ch. 11 Sport as a Male Preserve in Women, Sport & Culture
AND: Susan Birrell & Mary McDonald’s (2000). Reading Sport, Articulating Power Lines
Introduction in Reading Sport: Critical Essays on Power and Representation.

CLASS Handout:
Sociologist R.W. Connell’s “Core (Sport)” vs. “Peripheral” institutions (Handout)

THURSDAY, JANUARY 28TH

WATCHING MOVIE DOPING FOR GOLD Steroid Use in the Olympics

PUT YOUR “TWO CENTS” IN: Exercise to model class participation.

Class Discussion of Documentaries and readings.

REQUIRED READING:
Birrell & McDonald’s (2000) Reading Sport: CH. 1, Trujillo, Media
Representations of Nolan Ryan and American Sports Culture. AND: Trujillo
OR Oates (2009) New Media and the repacking of NFL fandom in Sociology of Sport
JOURNAL;
Scandal that Rocked Professional Sports.

LOOK AT HISTORY OF FOOTBALL AT RUTGERS AND PAUL ROBESON ON RU ATHLETICS’ WEBSITE.
Also, Skim Chapter 5 (2009) Football Games. In Gem’s and Pfister’s
Understanding American Sport.
IF INTERESTED: Gems & Pfister (2009) Chapters 5 & 6 Football Games and College Sport

THURSDAY, FEBRUARY 4TH


TITLE IX: The Stronger Women get, the more men love football (Burton Nelson)
“If You Let Me Play Sports” and The Costume “Male function” at the 1999
Women’s Soccer Worldcup Championship and “Who’s Got Next?”

REQUIRED READING: Birrell (2000), CH. 4, Feminist Theories of Sport. In Coakley and
Dunning’s Handbook of Sports Studies and CH. 5 of TEXT (2010): GENDERED SPORTS DIRT:
INTERROGATING SEX AND THE SINGLE BEER COMMERCIAL

(2009) “Big Freaky-Looking Women”: Normalizing Gender Transgression through Bodybuilding in
Sociology of Sport Journal; Agliata & Tantless-Dunn (2004) The impact of media exposure on male’s
THURSDAY, FEBRUARY 11TH

“IT TAKES A BEAUTY QUEEN”: VIOLENCE, “POWER OVER,” GENDER AND MEDIATED BEAUTY IN SPORT. DISCUSION. BODY FASCISM, EATING DISORDERS AND BODY DISMORPHIA

SHOWING PARTS OF THE MOVIE “OUR GUYS: THE GLEN RIDGE RAPE TRIAL
PARTS OF MOVIE: “WRESTLING WITH MANHOOD: BOYS, BULLYING, AND BATTERING”
PARTS OF MOVIE: BRAS BOYS: VIOLENCE AND GANGS IN SURFING CULTURE


THURSDAY, FEBRUARY 18TH

EDUCATIONAL DEBATE ON SINGLE SEX SPACES (MALE/FEMALE ONLY) VS. MIXED TEAMS AND SPACES TOWARD THE “HYBRID” AND THE “ULTIMATE” ATHLETE

LEFKOWITZ’S MODEL OF SOCIAL STATUS OF ELITE ATHLETES
MESTIZAS IN SPORT: CONCEPTS OF HYBRIDITY AND “IN BETWEEN” SPACES/IDENTITIES
THE MEGATEST: THE IMPACT OF MEDIA, ZOOMING CULTURAL & PERSONAL IDENTITIES.
THE BUILD UP & TEAR DOWN OF ATHLETIC HEROES/INES AND WANTING FIGURE SKaters AND GYMNASTS TO FALL DOWN
REALITY TELEVISION VS. THE GLADIATORS & LIONS


**OR** Jamieson (2003). Occupying a middle space: Toward a Mestiza sport studies in *Sociology of Sport Journal.*

**Suggested:**


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**Thursday, February 25th**

**Analysis Paper Due:** First Date Option  
**Fluid Identities... “In Motion”: The Certain Terror for LGBT Athletes OR Athletes Are Athletes!!**

Schuster’s Campus Games: When Gender, Race, and Sexuality Collide in Sport


**Suggested Reading:**  

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**Thursday, March 4th**

**Final Date for Analysis Paper**

Theories of Race in Sport: closer to position of power (the ball) More White and Further Away from the Ball/Power, more athletes of Color (currently Contested) Myths Vs. Realities of RACE: Michael Jordan & Tiger Woods INC. and Coaching

REQUIRED: ONE OF THE CHOICES OF READINGS ON SPORT AND RACE...

Finley, P. & Finley, L. (Eds.) (2006d). Chapter 7: Racism, sexism, and classism: In The sports industry’s war on athletes.
Wigginton, R. T. (2006c). Chapter 5: “She’s done more for her country than what the U.S. could have paid for her”; African American women and sports. In The strange career of the black athlete: African Americans and sports.
THURSDAY, MARCH 11TH
Why Did Imus vs. Rutgers Women Articulate only Race in the nation Discourse? What Happened to The Discussion on Sex/uality, Gender and Class?(Bornstein)
Showing Portions of BLACK MAGIC: When it was illegal for Whites to Play African American Athletes in College Basketball

REQUIRED READING: Disch and Kane (1996) When a Looker is a Bitch: Lisa Olson, Sport and the Heterosexual Matrix

SUGGESTED:

THURSDAY, MARCH 18TH
IF YOU COME TO CLASS YOU WILL BE ALONE!!!! SPRING BREAK,ENJOY!!
But KEEP READING...

SPRING RECESS: Begins Sat. March 13th ENDS Sun. March 21st


THURSDAY, MARCH 25TH
Who Are the Guards and The Prisoners in Sport?
Schuster’s Keynote Presentation on FOUCALT’S PANOPTICON AS A METAPHOR FOR SEXUAL SERVEILLANCE IN THE “LOOKER” ROOM (The Role of “the Gaze” in Sport)Watch Movie Training Rules (2009) About Penn State’s Rene Portland’s Three Training Rules: No Drugs, No Drinking... NO LESBIANS! Class Discussion
ABSTRACT and OUTLINE of Presentation Due OR Topic and Abstract of Alternative to Presentation Due

AND REQUIRED ONE OF THE FOLLOWING:

**THURSDAY, APRIL FIRST (1) No Kidding!!**

**First Due Date for Alternative to Presentation**
“IF YOU DON’T PAY THE WITCH DOCTOR, YOUR PENIS WILL GROW BACK”
Intersexed and Transgender Athletes: Just A Body or Performance Enhancement?

**SECOND HALF: GO TO SEE MARGARET CHO at CAC Gym (Admission Fee) OR Reaction Paper to Either: Why is Cho Relevant to Course or Compare Bras Boys to Territoriality and Your Own Notions of American Surfing Culture: DUE NEXT CLASS**

**THURSDAY, APRIL 8TH**

**Final Due Date for Alternative to Presentation**
American Sport Profiles” Individual , “Lifestyle” & Extreme Sports Vs. Team Sports
Watch Michelle Dumaresq (M to F Mountain Biker) Movie **100% Woman**
Clips from THAI (M to F ) Champion Boxer Movie **BEAUTIFUL BOXER (2005)**
Performance Enhancement? Why Swim Suits, vs Souped-up Snowboards, Bicycles, Ski Equipemnt, Figure and Hockey Skates, or High-Tech Tennis Rackets?

**Required:** READ Laura Chase’s Clydesdale or Chase on Rugby or Nancy Theberge’s Higher Goals (Women’s Hockey).
**AND** Chapter 8 of Gilbert (2005) Better Than Sex: Surfing and the Imaginary of Male/Female Desiring in Sexuality, Sport and the Culture of Risk

**THURSDAY, APRIL 15TH**

**Can American Sport Exist without Competition, Nationalism and Capitalism?**
**The Counter Argument:** Alfie Kohn’s **No Contest: The Case Against Competition**
College Athletics: Sporting Dollars vs. Academic Departments & Endowed Chairs
The Role of Bowl Games, Television Rights and Media in College Sports

Take HOME EXAM IS DISTRIBUTED: DUE EITHER APRIL 29TH LAST DAY OF CLASS OR BY 5:00 P.M. IN DEAN SCHUSTER’S OFFICE ON FRIDAY MAY 7TH, BISHOP HOUSE ROOM 109.

**OR** Singer (2008) Benefits and Detriments of African American Male Athlete’s participation in a Big-Time College football Program in the International Review for the Sociology of Sport.
THURSDAY, APRIL 22ND

**First Round of Class Presentations**

**Required:**

**Suggested:**

THURSDAY, APRIL 29TH

**Remainder of Class Presentations** and Class Wrap Up **Last Class**

Is Sport an Inspiration or Opiate (Entertainment or Addiction)?
What Will Sport and College Athletics Look Like 20 Years From Now?

**Friday, May 7th**  **Take Home is Due**  Latest 5pm in Bishop House Room 109

Reading Days are Tues. May 4 and Wed. May 5th.

**Friday, May 7th Take Home is Due**

Take Home is Due at 5:00 P.M. on May 7th in Bishop House Room 109
If later than 5 pm on May 7th need Letter from one of My Dean of Students

**Friday, May 7th** Final Time to Submit Take Home By 5:00 No Later in Bishop House Room 109

Monday, May 3rd  **Classes End**

**Exams Begin**  **Thursday, May 6th**

**Exams End**  **Wednesday, May 12th**
**Course Requirements:**

1. **Attendance:** Grades drop after two unexcused absences, missing THREE unexcused classes (which equals three weeks) your grade starts at a “C” and goes down from there. You will fail the course for missing more than four unexcused absences/classes. You must have a letter from one of my Deans of Students, not me, for any absences beyond four or for late take-home exams.

2. **Paper:** One 5-8 page analysis paper is required. This paper is NOT a mere book report or description of the readings or in-class events/discussions. This assignment is a synthesis, critique, reflection and assessment of class discussions, supported by your analysis and critical thinking associated with integrating the readings, videos/films and class discussions. Papers must be typed and double-spaced. Late papers = one point per day…including weekends/vacation. **(Worth 25pts.)**

   **ANALYSIS Paper due on one of the following dates:**

   All readings, class discussions, videos/films & readings up to and including due on Feb 25th. **February 25th:** first date option of analysis paper…or **March 4th:** final date option

3. **Presentation or One of Two Alternative Paper Options (Three Options Total):**

   - **Presentation:** students have the option of working individually or in a group to further explore any appropriate topic(s). If it is a topic NOT covered in class, it needs to be approved by Professor by March 25th. If it is a topic covered, there needs to be a different perspective or focus than the in-class discussion…in greater depth. Relevant, to insure a diversity of topics, students must hand in an abstract and outline of the presentation, and equipment needed by March 25th (minus one point for each missing). Deduction from the overall presentation grade if the abstract or outline missing. Students are responsible for announcing any potentially offensive material before they present. Each student/group will briefly present to the class during the final two weeks of class.

   **Presentations are worth 25 points.** They are limited to ten minutes per person. A handout for the class is required the day of the presentation. A one-page list of references/sources for the presentation must be distributed to the class at the end of your presentation (including any websites used). **(Worth 20 Points)**

   **First alternative to presentation option:** Attendace to two (2) lectures or films and analysis of the two. Must be a relevant topic to the course and your thoughts before and how your views changed after the event. The write-up is 3-4 pages and it is **Due on the date of the First Presentations which is April 22nd.** **(Worth 20 Points)**
SECOND ALTERNATIVE TO PRESENTATION OPTION: ANALYSIS of One (1) Sport Film or Topic
BACKED UP by research and supporting evidence from books or journal articles. Must be
a relevant topic to the course and your thoughts before and after you do the research. close to
a research paper on a topic. The write-up is 5 to 7 pages.
**Due on date of First Presentations which is April 22nd.** (Worth 20 Points)

4. **Take Home Exam:** On APRIL 15th, instructions and the take-home exam that covers the required book,
readings, videos, films, and class discussions will be distributed. Your analysis must be supported by
as many of the required readings and class discussions as possible. **Take Home is due on April 29TH or
May 7TH, and will be TYPED, DOUBLE-SPACED, not less than 5 Pages and NO MORE than 10
PAGES.** (Worth 30 Points)

5. **Class Participation:** The overall enjoyment of this class will rely on the richness and quality of
class discussions. Therefore, attendance, participation, and your personal contribution to
providing provocative discussions may alter your final grade (both positively and negatively) by as much as
a FULL grade level. **Journal writing IN YOUR Sakai DROP BOX is an alternative to in class participation.**
(Participation = 25 pts)

6. **Grading:** Points from FIRST Paper (25 Pts.), the presentation or one of two ALTERNATIVES (20 pts.),
the Take Home exam (30 pts.) and PARTICIPATION (25 pts.) = 100 Points Total.
Attendance will be taken in account AFTER these totals (see number one above).

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“A” reflects exceptional, outstanding work. “B” is good, above average work. “C” is satisfactory, average work and “D” is below average, poor work.

“F” is reserved for folks who stop coming and have no clue what is going on in class.

**Expectations and Learning Outcomes for the Course:**

- **Be on time, prepared and mentally present (which includes a sense of humor and having fun).**
- **Open minded and respectful of other people’s feelings and viewpoints** (which includes one person speaking at a time). The only discourse worse than NO point of view is ONE point of view!
- **Confidentiality:** creating an emotionally safe environment in the classroom is crucial. This includes NEVER asking for, feeling pressured to share, or referring to a person’s private life or affectional preferences in class (unless you have obtained prior approval from the individual).
- Using media as a mirror. **One of the MAJOR Learning Outcomes for this course is to reflect on major sporting events throughout history more critically and to be able to identify what they tell us about American Culture and society.**
- **By the end of the course, students should be more able to “articulate” how sport has evolved and shaped American society, culture, and our current national “personality” and values.**
- **By the end of the course, Students should be able to recognize the impact of societal norms on the his/her stirical lack of (but improving) athletic opportunities and resources for women, persons or color, persons from low socioeconomic backgrounds and abilities, and how/who athletes choose to love.** These deficit models need to be deconstructed and replaced with the empowering notion that athletes are athletes!
- **Commitment to Social Justice and Civility:** Exploring the topic of Sport and the Body in Motion is a critical and provocative process, but this IS NOT a license to offend any person or group. One course Learning outcome is to increase the overall understanding, awareness, acceptance and respect for persons of different backgrounds and lifestyles in ALL classroom settings…especially this one! This process is a continuum where MUTUAL RESPECT (very different from tolerance) is the ultimate objective. This focus leaves no room for the entitled or bashing another person (or group) in order to empower another. Simply because one has been historically harassed, abused or victimized by society, or other groups, is no excuse for acting uncivil, verbal or psychological insensitivity or disregard for social justice issues.
ANY INDIVIDUAL WITH VARIED ABILITIES: (SUCH AS PHYSICAL, LEARNING, PSYCHOLOGICAL AND LANGUAGE) SHOULD COMMUNICATE TO THE PROFESSOR PRIVATELY ANY SPECIAL NEEDS OR ACCOMMODATIONS TO ENHANCE LEARNING (MODIFICATION OF SEATING, TESTING OR CLASS REQUIREMENTS). ALL CLASS MEMBERS WILL BE RESPONSIBLE FOR MAKING LEARNING FOR ANYONE WITH DIFFERENT ABILITIES AN EQUITABLE AND ENJOYABLE EXPERIENCE.

EVERYONE IS EXPECTED TO BE ACTIVE PARTICIPANTS IN CREATING LIVELY, DYNAMIC, PROVOCATIVE AND RESPECTFUL CLASS DISCUSSIONS. IN THIS JOURNEY, ONE SET OF BELIEFS AND VALUES MAY CREATE DISCOMFORT FOR SOME. ANOTHER LEARNING OUTCOME FOR THIS COURSE IS TO DEVELOP CONSISTENCY IN CRITICAL THINKING. IN THIS SPIRIT, THERE SHOULD BE A CLASS COMMITMENT FOR RESPECTFUL, APPROPRIATE, AND ETHICAL BEHAVIOR DURING ANALYSIS AND PUBLIC DISCOURSE AND DEBATES. EACH INDIVIDUAL IS RESPONSIBLE FOR POINTING OUT WHAT MIGHT BE CONSIDERED OFFENSIVE OR OUTRAGEOUS (VERSUS PROVOCATIVE AND CRITICAL). IT IS EXPECTED THAT THE CLASS AND PROFESSOR WILL HAVE AN OPPORTUNITY TO RESOLVE WHAT IS OBJECTIONABLE IN CLASS, BEFORE SEEKING OUTSIDE SOURCES (SUCH AS PARENTS, DEANS, PRESIDENTS, BOARD OF DIRECTORS AND ESPECIALLY MEDIA). A CRITICAL PART OF MUTUAL RESPECT AND THE ETHIC OF CARING IS ANTICIPATING AND DELIVERING YOUR THOUGHTS IN AN APPROPRIATE MANNER...SO YOUR AUDIENCE CAN "HEAR IT!" KEEP IN MIND: ONE PERSON’S EMOTIONAL NOISE IS ANOTHER PERSON’S MUSIC! WORKING OUT CONFLICT, DISAGREEMENTS, AND VARIED POINTS OF VIEW CAN BE THE MOST USEFUL AND EDUCATIONAL PART OF TRULY EXPLORING THE RELATIONSHIP BETWEEN THE INDIVIDUAL AND CULTURE IN TODAY’S DIVERSE AND INCLUSIVE COMMUNITIES.

ANY INDIVIDUAL

PLAGIARISM AND ACADEMIC INTEGRITY: PLAGIARISM INCLUDES—but is not limited to—OVER QUOTING, NOT CITING SOURCES PROPERLY, AND NOT UNDERSTANDING HOW TO PROPERLY PARAPHRASE. THE SPORT TOPIC IS MY EXPERTISE AND PROFESSIONAL PASSION: I KNOW PERSONALLY MANY OF THESE AUTHORS AND I CERTAINLY KNOW THE WRITING STYLES OF MOST OF THEM! PLEASE READ THE UNIVERSITY’S POLICIES ON ACADEMIC INTEGRITY AND PLAGIARISM AT:

http://academicintegrity.rutgers.edu

I SUPERVISE THE DIRECTOR OF STUDENT CONDUCT OFFICE FOR THE UNIVERSITY HINT! SO...DON'T EVEN THINK ABOUT IT!!!