Meets Thursdays from 6:10 to 9:00 p.m.  Bishop House Room 101

Dean Mark Schuster, Senior Dean of Students
Affiliate Faculty in American Studies, Women & Gender Studies, and Psychology

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
OR Oates (2009) New Media and the repacking of NFL fandom in Sociology of Sport
JOURNAL;

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
CLIPS FROM “PUMPING IRON II: THE WOMEN” (1985)
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


**THURSDAY, FEBRUARY 11TH**


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 MEGATEXT: 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
REQUIRED: Messner, Michael (2002) Chapter 2: The Triad of Violence in Men’s Sport in
Taking the Field: Women, Men and Sports.
OR Thorpe (2006). “Beyond “decorative sociology”: Contextualizing female surf,
skate, and snowboarding in Sociology of Sport Journal
OR Brackenridge, C (2002). Men Loving Men Hating Women: The Crisis of
Masculinity and Violence to Women in Sport in Gender and Sport: A Reader
Time Gentleman Pleas: The Space and Place of Gender in Sport.
OR Beltran, Cristina. (2004). Patrolling borders: Hybrids, hierarchies and
the challenge of Mestizaje in Political Research Quarterly.
OR Jamieson (2003). Occupying a middle space: Toward a Mestiza sport studies in
Sociology of Sport Journal.

SUGGESTED: Swanson (2009). Soccer Fields of Culture [re]Production: Creating ‘good boys’ in
surburban American in Sociology of Sport Journal
Kian & Mondello (2008) Masculine Hegemonic Hoops: An Analysis of Media Coverage of
March Madness in Sociology of Sport Journal

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: Anderson (Gumby) (2006) In the Game: Gay Athletes & the Cult
of Masculinity; Laural Davis (1997) The Swimsuit issue and sports Illustrated
(Chapters 1 and Chapter 8) Go to Google and under more; Raymond, D. (1995). Feminism on thin ice: Refusing dualism in the narrative of Nancy and Tanya in C. Baughman (Ed.)
Women on Ice: Feminist essays on Tonya Harding / Nancy Kerrigan spectacle;

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

OR
on Sports Illustrated Magazine Covers 1970 - 2003
**Required. One of the choices of readings on sport and race...**


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 Foucault’s Panopticon as a Metaphor for Sexual Servillance 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 Equipment, 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

OR


**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.


And


Or

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
REQUIRED TEXT


SUGGESTED BOOK READINGS (NOT REQUIRED):


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 DEAN 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 25 pts.)

**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 detail. Relevant, to insure a diversity of topics, students MUST HAVE 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:** Attendence to Two (2) Lectures or Films and analysis of the two. Must be a relevant topic to the course and your thoughts before 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.**

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 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)


ATTENDANCE WILL BE TAKEN IN ACCOUNT AFTER THESE TOTALS (SEE NUMBER ONE ABOVE).

| 90 – 100  | A  | 76 – 79  | C + | 59 & Below = Clueless, F |
| 86 – 89   | B+ | 70 – 75  | C  |
| 80 – 85   | B  | 60 – 69  | D  |

“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 STORICAL 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.

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!!!