

ANT 3930 INTRODUCTION TO THE ANTHROPOLOGY OF SPORT
SPRING 2013

SYLLABUS

Lecture: MWF 5 (11:45 am -12:35 pm)

Room: Norman Hall (NRN) 331

Instructor: Jennifer J. Fiers (PhD Candidate, Department of Anthropology)

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Office: TBA

Office Hours: TBA

Course Description:

What is the meaning of sport and what can it tell us about ourselves? How does this meaning vary across cultural contexts? How do certain aspects of sport not only reflect cultural values and controversies but also influence our social lives and perspectives? Why do we invest so much time, money, emotion, and infrastructure into something that is “just a game”? How does sport challenge and also reproduce stereotypes and inequality? How is sport a site of both empowerment and disempowerment? How does sport change with culture and society? Why is sport, while a large part of the cultural fabric in most societies, largely overlooked in the anthropological arena? In this class, we will be taking a critical look at sport taking these questions into account while we touch on various topics of anthropological inquiry each week including power, gender, race, politics, nationality, class, deviance, violence, risk, ritual, religion, the body, identity, childhood, and human rights.

Student Learning Objectives:

This course will introduce students to various anthropological concepts using sport as a site to ground these conversations. This is meant to inspire students to delve more deeply into the complexities of social and cultural issues as their academic careers progress. Through this class, students will:

- Acquire knowledge about the history and meaning of sport from, mainly, a socio-cultural perspective
- Develop critical thinking and identify the ways in which sport is a site for analysis of larger social issues such as political ideology, power, gender, race, ethnicity/nationality, risk, class, childhood, and human rights
- Use qualitative anthropological methods of ethnographic and participant observation as well as media analysis to critically analyze biases and perspectives about sport and its participants
- Integrate culturally diverse sources of information about sport and apply this knowledge to solving problems in the sport context and in the larger social context, in general

Class Format:

This class will be comprised of lectures, class discussions, essay exams, quizzes and short ethnographic projects. I will expect the assignments and exams to include information from the readings, class lectures and discussions. We will have an online e-learning forum for the class in order to post discussion questions and comments in lieu of emailing them to me. Students will also be expected to attend sporting events at UF for part of their writing assignments.

Attendance Policy:

Students should come to class every day as the material I cover in class will not necessarily always be covered in the readings. However, students are allowed 3 unexcused absences. After that, all absences must be excused with the required documentation, otherwise, I will deduct 1 point from the final grade for every unexcused absence. I will be taking attendance randomly at the beginning of class, so if you are late on the days I take attendance, you will be marked absent. Acceptable reasons for being absent (or late) include illness, serious family emergencies, field trips for other classes, professional conferences, military obligation, severe weather conditions, religious holidays, court-imposed legal obligations (i.e. jury duty, subpoena) and official university activities (i.e. music performance, athletic competitions, debates).

Students who do not attend one of the first two class meetings and who have not contacted the department to indicate their intent to take the class, can be dropped from the class. However, do not

assume that you will be dropped if you don't show. If you want to drop the course, you must drop through ISIS.

Students may not attend classes without being registered officially or approved to audit with evidence of having paid audit fees.

For further information on University of Florida's attendance policy, consult <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Availability of the Teacher:

I will be available for your comments, concerns, questions, and respectful criticisms throughout the semester through my office hours and email. I will try to help you in any way I can, but I expect you to do the work. I will try to accommodate you if you need to miss class but will expect the work to be done while you are gone or before you leave. Please communicate with me if you are having trouble keeping up with the class and we will figure out a solution.

Assignments and Requirements:

Participation in Discussion (in class or on-line) = 20%

I expect students to participate in class discussion, but students will also be required to post questions and comments to the e-learning page discussion forum (or email to me directly if you have technical problems with the e-learning site). For full participation credit, **2 discussion questions/comments per week about the readings for at least 10 of the weeks should be posted on the e-learning class discussion site. The first one should be directly from your readings and be posted by 10:00 pm the night before the reading is due.** For instance, if your questions are about Monday's reading assignment, they are due by 10:00 pm the Sunday night before class. This will give me a chance to incorporate them in the class discussion. You can choose the readings that you will have questions for, but you need to write two questions/comments for each week. **The second one may be a comment on some one else's discussion thread. That is due by 10:00 pm Friday of the same week.** For instance, if you comment on someone's discussion thread that was posted anytime between Monday and Thursday, you have until Friday night to post your comment to their thread. The questions/comments need not be for the same day. This not only shows me that you have thought critically about the readings, but it helps me focus the discussion on topics that are of specific interest to you. I want this to be a collaborative effort, and this will help those of you who may be shy to speak in class to still have your thoughts and voices heard. (* Note: You may write more than two questions/comments in a week, but extra credit will not be given until you have posted questions/comments for 10 weeks.)

Critical questions/comments should follow at least one of these guidelines to receive full credit:

- 1) Compare or contrast different readings of the same week
- 2) Apply the content of the reading to a topic of a previous week
- 3) Apply the content of the reading to an ethnographic observation you may have made or an experience you may have had
- 4) Critique the author's theoretical or methodological foundation
- 5) Form the basis of a debate in class
- 6) Explain why you agree/disagree with or are confused by a reading

5 In-class Quizzes: 5 pts each (Drop the lowest grade)= 20%

There will be 5 multiple choice quizzes based on key points of the readings AND class lectures/discussions of the weeks leading up to the quiz. I will drop the quiz with the lowest score from your grade. Therefore, only 4 of the 5 quizzes will count. These won't be cumulative but will only cover the weeks after the previous quiz. They will be given in class on the following days:

- Quiz #1 – Friday Week 3 (1/25): Covering Weeks 1-3
Quiz #2 - Friday Week 5 (2/8): Covering Weeks 4-5

Quiz #3 - Friday Week 8 (3/1): Covering Weeks 6-8
Quiz #4 - Friday Week 11 (3/29): Covering Weeks 9-11
Quiz #5 - Friday Week 14 (4/19): Covering Weeks 12-14

(*Note: Week 15 will not be covered in a quiz, but will be covered in Essay Exam #2).

4 Ethnographic Observational Pieces: 5 pts each = 20%

Instead of a final paper due at the end of the semester, students will write about their observations of or participation in sport events on campus or in the media. This is an opportunity for you to be creative as well as show that you can apply the anthropological concepts we discuss in class to “real world” contexts. I encourage you to explore various forms of presentation as long as they aim to exemplify the concepts we are discussing in the classes leading up to the day the project is due. For instance, Piece #1 should incorporate concepts covered in Weeks 1-4, Piece #2 should incorporate concepts covered in Weeks 5-8 (but may also incorporate topics from Weeks 1-4), etc.

I'll accept a 2-3 page double-spaced written synopsis, a photo ethnographic essay, a short documentary, experimental imagery with commentary, etc. However, if you choose to take photos or videos, they cannot expose individual identities other than yourself due to ethics and privacy guidelines. Please see me before you choose to do any photographic or video projects.

To get full credit for these assignments, **you MUST reference at least 1 required reading and 1 class lecture/discussion** in your analysis of a sporting event/issue that you observe yourself.

The due dates (to my email or handed in to me at class) for each ethnographic observational piece are as follows:

Piece #1: Monday Week 6 (2/11) at 12:00 NOON (using topics from Wks 1-5)
Piece #2: Monday Week 9 (3/11) at 12:00 NOON (using topics from Wks 6-8)
Piece #3: Monday Week 12 (4/1) at 12:00 NOON (using topics from Wks 9-11)
Piece #4: Monday Week 15 (4/22) at 12:00 NOON (using topics from Wks 12-14)

2 Take-Home Exams: 20 pts each = 40%

In lieu of an in-class mid-term and final exam, there will be two take-home, open-book essay exams covering the readings and class lectures. The first will cover Weeks 1-8 and will be **due 12:00 NOON the Monday of Week 9** via email. The second will cover Weeks 9-15 and will be **due 12:00 NOON the Wednesday of Final Exam week** via email. I will expect you to include in your answers insights from the readings, films, class, and your own observations about sport on campus, in society, in your life, etc. The point of these exams is not to memorize and regurgitate but to show me you have thought critically about the concepts presented throughout the semester and can apply them to your own observations and experiences. Again, these exams will have the following due dates:

Exam #1: Monday Week 9 (3/11) at 12:00 NOON via email or in class
Exam #2: Wednesday Final Exam Week (5/1) at 12:00 NOON via email

Extra Credit = Up to 10 pts Total

This is an opportunity to earn up to 10 extra percentage points towards your final grade, or make up any points you have lost during the semester. There are several ways to earn extra credit:

1) Extra Credit Ethnographic Piece: Up to 5 pts

I will accept a fifth ethnographic piece on any topic of the students choice, following the same guidelines as above.

2) Extra Credit Weekly Questions (1 pt each week): Up to 5 pts

While students are required to pose 2 critical reading questions per week for 10 weeks, you may continue to submit 2 questions a week thereafter. For each extra week you pose 2 questions, you will receive 1 extra credit point (*Note: not 2 points as is given for the required weeks).

3) REMOVED

4) Suggested Film/Reading Commentary: Up to 5 pts

Students may write a 2-3 page commentary - applying at least one of the concepts discussed in class - on any of the films/readings I've suggested throughout the syllabus.

5) Week 15 Commentary: Up to 5 pts

Students may write a 2-3 page commentary on the readings from Week 15 and pose their own views about the future directions, challenges, and needs for change in sport and/or sport anthropology.

Grading Scale and Assignment Summary

Assignment/Exam	Frequency	Points (Percentage)
Weekly Questions	2/week (10 wks)	2pts/wk (20%)
Quizzes	4 (out of 5) Total	5pts/quiz (20%)
Take-home Exams	2 Total	20pts/exam (40%)
Ethnographic Pieces	4 Total	5 pts/piece (20%)
Extra credit Assignments	2 Max.	Up to 10 pts (extra 10%)

TOTAL (w/out extra credit) = 100 pts (100%)

TOTAL (w/ all extra credit) = 110 pts (110%)

Academic Honesty/Anti-Plagiarism Policy

All take home exams and writing assignments must be done on an individual basis (i.e. not in groups). Students must conform to UF's academic honesty policy regarding plagiarism and other forms of cheating. This means that on all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The university specifically prohibits cheating, plagiarism, misrepresentation, bribery, conspiracy, and fabrication. For more information about the definition of these terms and other aspects of the Honesty Guidelines, see

<http://www.dso.ufl.edu/judicial/academic.php>.

All students found to have cheated, plagiarized, or otherwise violated the Honor Code in any assignment for this course will be prosecuted to the full extent of the university honor policy, including judicial action and the sanctions listed in paragraph XI of the Student Conduct Code. If I suspect that students have worked together on these assignments or have copied each other's work, I will file a complaint with the Dean of Students Office for academic dishonesty and the student(s) will receive a 0 for the assignment. For serious violations, you will fail this course.

Students with Disabilities

Please do not hesitate to ask for accommodation for a documented disability. Students requesting classroom accommodation must first register with the Dean of Students Office

(<http://www.dso.ufl.edu/drp/>). The Dean of Students Office will provide documentation to the student, who must then provide this documentation to me when requesting accommodation. Please ask me if you would like any assistance in this process.

Other Policies, Rules, and Resources

1. Handing in Assignments: Assignments should be emailed to me or handed to me in class by the deadline.

2. Late or Make-Up Assignments: You may receive an extension on an assignment *only* in extraordinary circumstances and *only* if the request for the extension is prompt, timely, and accompanied by all necessary written documentation. In the case of an excused absence (see attendance policy above), the student is required to notify me of the conflict *before the assignment is due*, and if possible at the start of the semester.

If an extension is not granted, the assignment will be marked down 1 pt for each day late.

3. Completion of All Assignments: You must complete all assignments to fulfill the requirement for class participation in order to pass the course.

4. Common Courtesy: Cell phones and other electronic devices must be turned off during class. Students who receive or make calls or text messages during class will be asked to leave and marked absent for the day. I may ask students engaging in disruptive behavior to leave the class. If that occurs, the student will be marked absent for the day.

5. Computer Use in Class: You may take notes on a laptop computer. However, if it comes to my attention that you are using your computer for something other than note-taking, I will ask you to leave and mark you absent for the day.

6. Counseling Resources: Resources available on-campus for students include the following:

- a. University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling;
- b. Student Mental Health, Student Health Care Center, 392-1171, personal counseling;
- c. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling;
- d. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

7. Software Use: All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

Reading Schedule:

The reading for this class includes required texts, academic articles and ethnographic pieces that I have carefully selected for depth as well as accessible language. In other words, I have tried to select readings that are easy to understand and interesting to read rather than laden with heavy academic jargon. Please give me your feedback when the readings do or do not meet this criteria. Articles that are not included in the required books will be posted on the class website or another source of which I will notify you throughout the semester. Ideally, the readings are scheduled to be read before the class for which they are assigned. I will be lecturing from both the required readings and the suggested readings as well as pairing documentary footage with some of the readings in class. If you fall behind on the readings some days, you should be okay. But just be sure to catch up in time for the quizzes, exams, and ethnographic due dates as I will expect you to have read the material by those times.

Required Texts (available at UF Bookstore and on-line both in new and used form):

- 1) Coakley, Jay. 2006. Sport in Society. McGraw-Hill: New York.
- 2) Blanchard, Kendall. 1995. Anthropology of Sport. Bergin & Garvey: Westport, CT.
- 3) Dyck, Noel, ed. 2000. Games, Sport, and Culture. Berg: Oxford.
- 4) Sands, Robert and Linda, eds. 2010. Anthropology of Sport and Human Movement. Lexington Books: Lanham, UK

Recommended Texts (not required, available at UF Bookstore and on-line used):

- 1) Bolin, Anne and Jane Granskog, eds. 2003. Athletic Intruders: Ethnographic Research on Women, Culture, and Exercise. SUNY Press: Albany.
- 2) Klein, Alan. 2008. American Sports: An Anthropological Approach
- 3) Eitzen, Stanley D, ed. 2001. Sport in Contemporary Society: An anthology, 6th edition. Worth Publishers: New York
- 4) Aitchinson, Cara Carmichael. 2006. Sport & Gender Identities: Masculinities, Feminities, and Sexualities. Routledge: New York

Suggested Readings:

I list several suggestions for extra readings and films for each week in case you want to learn more about a specific topic. I will also be covering some of the ideas represented in these suggested readings in lectures. These are NOT required, but will be offered as sources for extra credit opportunities as mentioned above as well as additional sources of information.

Reading List (All reading is required unless specified as “suggested”):

Week 1 – Defining Anthropology, Culture, Sport and Sport Anthropology

Monday Jan. 7 – Overview of SyllabusMonday's Suggested Reading (particularly for non-Anthro majors):

- Blanchard. 1995. Anthropology of Sport
 - Ch 1 Sport and Anthropology, p1-9
 - Ch 2 The Meaning of Sport: A Cultural Approach, p29-34
- Coakley. 2006. Sports in Society
 - Ch 1 The Sociology of Sport: What is it and Why Study it?, p4-5, 12-18

Wednesday Jan. 9

Coakley. 2006. Sports in Society

- Ch 1 The Sociology of Sport: What is it and Why Study it?, p6-12

Blanchard. 1995. Anthropology of Sport

- Ch 2 The Meaning of Sport: A Cultural Approach, p34-59

Friday Jan. 11

Blanchard. 1995. Anthropology of Sport

- Ch 1 Sport and Anthropology, p9-23

Sands and Sands, eds. 2010. The Anthropology of Sport and Human Movement

- Ch 1 Anthropology Revisits Sport Through Human Movement (Sands), p1-16

Week 2 – Socio- and Bio-cultural Approaches to Sport Anthropology

Monday Jan. 14

Coakley. Sport in Society.

- Ch 1 The Sociology of Sport: What is it and Why Study it?, p19-23
- Ch 2 Using Social Theories: How Can They Help Us Study Sports in Society? p34-35

Blanchard. 1995. Anthropology of Sport

- Ch 3 Theory and Method, p61-82

Monday's Suggested Reading:

- Coakley. Sport in Society. All Ch 2

Wednesday Jan. 16

Dyck, Noel. ed. 2000. Games, Sports, and Cultures

- Ch 1 Games, Bodies, Celebrations and Boundaries: Anthropological Perspectives on Sport (Dyck), p13-34

Wednesday's Suggested Readings:

→ Bolin, Anne and Granskog, Jane, eds. 2003. Athletic Intruders: Ethnographic Research on Women, Culture, and Exercise

- Ch 1 Reflexive Ethnography, Women, and Sporting Activities, p7-16

Friday Jan. 18

Sands and Sands, eds. 2010. The Anthropology of Sport and Human Movement

- Ch 1 Anthropology Revisits Sport Through Human Movement (Sands), p16-32
- Ch 10 The Paleolithic Athlete: The Original Cross Trainer (Cordain and Friel), p267-276

Week 3 – Bio-Evolutionary Approaches to Sport

Monday Jan. 21: No Class (MLK Day)

Wednesday Jan. 23

Sands and Sands, eds. 2010. Anthropology of Sport and Human Movement

- Ch 4 Endurance Predator (Heinrich), p91-101
- Ch 6 *Homo Cursor*: Running into the Pleistocene (Sands), p143-174

Friday Jan. 25 – QUIZ #1

Sands and Sands, eds. 2010. Anthropology of Sport and Human Movement

- Ch 5 Thermoregulation and Hydrating Strategies in Human Evolution (Noakes), p103-142

Week's Suggested Readings:

→ Sands and Sands, eds. 2010. Anthropology of Sport and Human Movement

- Ch 2 Impact of the Concept of Culture on the Concept of Man (Geertz), p39-60
- Ch 3 From Landscapes to Playscapes: The Evolution of Play in Humans and Other Animals (Lewis), p61-90

Week 4 – Cultural Evolutionary Approaches to Sport

Monday Jan. 28

Blanchard. 1995. Anthropology of Sport

- Ch 5 Sport in Culture: An Evolutionary Perspective, Pt 1 Band Society, p129-169

Wednesday Jan. 30

Blanchard. 1995. Anthropology of Sport

- Ch 6 Sport in Culture: An Evolutionary Perspective, Pt 2 Supraband Society, p171-202

Coakley. Sport in Society

- Ch 3 Studying the Past: Does It Help Us Understand Sports Today?, p60-61

Friday Feb. 1

Sands and Sands, eds. 2010. The Anthropology of Sport and Human Movement

- Ch 7 Traditional and Modern Running Culture among the Kalenjin of Kenya: A Historical and Anthropological Perspective (Christensen and Damkjaer), p187-210

Week 5 – Ritual/Religious Aspects of Sport

Monday Feb. 4

Coakley. Sport in Society
- Ch 3 Studying the Past: Does It Help Us Understand Sports Today?, p56-59,62-64

Blanchard. Anthropology of Sport
- Ch 4 Prehistory and Early History of Sport, p95-103,119-126

Monday's Suggested Readings:

→ Morse, Mike. 1992. Sport as a Model for Cultural Interaction: The Classic Maya Ball Game. Journal of Sport and Social Issues 1992 16:34-46 (pdf)

Wednesday Feb. 6

Coakley. Sport in Society
- Ch 15 Sports and Religions: Is It a Promising Combination?, p530-544

Blanchard. Anthropology of Sport
- Ch 4 Prehistory and Early History of Sport, p103-119

Wednesday's Suggested Reading:

→ Gmelch, George.1999. Baseball Magic. In Anthropology, Sport, and Culture, Robert R. Sands, eds. Westport, CT: Bergin & Garvey, p191-199. (pdf)

Friday Feb. 8 – QUIZ #2

Coakley. Sport in Society
- Ch 15 Sports and Religions: Is It a Promising Combination?, p545-562
- Ch 3 Studying the Past: Does It Help Us Understand Sports Today?, p64-72

Friday's Suggested Reading:

→ Hoffman, Shirl James. 2010. Whatever Happened to Play? How Christians Have Succumbed to the Sport Culture – and what might be done about it. Christianity Today, Feb (2010), p21-25 (pdf)

Week 6 - Ethnicity, Nationality, and Political Ideologies in Sport

Monday Feb. 11 – ETHNOGRAPHIC PIECE #1 DUE 12:00 NOON

Coakley, Jay. Sport in Society.
- Ch 3 Studying the Past: Does it Help Us Understand Sports Today?, p76-86
- Ch 13 Sports and Politics: How Do Governments and Global Processes Influence Sports?, p 448-466

Monday's Suggested Reading:

→ Sorek, Tamir. 2003. "Arab football in Israel as an 'integrative enclave'." In *Ethnic and Racial Studies*. Routledge: London., p422-450 (pdf)

Wednesday Feb. 13

Dyck, ed. Sports, Games, and Cultures.
– Ch 9 'America' in Takamiya: Transforming Japanese Rice Paddies into Corn Stalks, Bleachers, and Basepaths (Charles Fruehling Springwood), p201-216

Ness, S.A.1999. Understanding Cultural Performance: Trobriand Cricket. In Anthropology, Sport, and Culture, Robert R. Sands, eds. Westport, CT: Bergin & Garvey, p39-49 (pdf)

Friday Feb. 15

Dyck, ed. Sports, Games, and Cultures.
- Ch 4 Kabaddi, A National Sport of India: The Internationalism of Nationalism and the Foreignness of Indianness (Alter), p83-107

Friday's Suggested Reading:

→ Appadurai, Arjun. 1996. "Playing with Modernity: The Decolonization of Indian Cricket." pp. 89- 112 in *Modernity at Large*, edited by Arjun Appadurai. Minneapolis: University of Minnesota Press

→ Klein, Alan, ed. 2008. *American Sports: An Anthropological Approach*. Routledge: London.

Suggested Films:

→ Trobriand Cricket

Week 7 – “Race” in Sport

Monday Feb. 18

Coakley. *Sport in Society*

- Ch 3 Studying the Past: Does it Help Us Understand Sports Today?, p73-74
- Ch 9 Race and Ethnicity: Are They Important in Sports?, p282-398
- Ch 14 Sports in High School and College, p521-525

Monday's Suggested Reading:

→ Hartmann, Douglas. 2000. "Rethinking the relations between sports and race in American culture: Golden ghettos and contested terrain." *Sociology of Sport Journal* 17, p229-253. (pdf)

Wednesday Feb. 20

Sands and Sands, eds. 2010. *The Anthropology of Sport and Human Movement*

- Ch 9 "White" Men Can't Run: Where is the Scientific Evidence? (Pitsiladis et al), p243-258

Hoberman, John. 2000. "The Price of 'Black Dominance'." *Society* 37(3):49-56 (pdf)

Wednesday's Suggested Reading:

→ Sands and Sands, eds. 2010. *The Anthropology of Sport and Human Movement*
– Ch 8 Black Like me: The Shared Origins of Humanity and Why we are Different (Entine)
p213- 242

Friday Feb. 22

Coakley, Jay. *Sport in Society*.

- Ch 9 Race and Ethnicity: Are They Important in Sports?, p298-318

Friday's Suggested Reading:

→ Stratta, Terese M. Peretto. 2003. Cultural Expressions of African American Female Athletes in Intercollegiate Sport. In *Athletic Intruders: Ethnographic Research on Women, Culture, and Exercise*. Bolin, Anne and Granskog, Jane, eds. SUNY Press: New York. P79-106

Suggested Films:

→ Hoop Dreams

→ Fist of Freedom

Week 8 – Gender and Sexuality in Sport

Monday Feb. 25

Coakley, Jay. *Sport in Society*.

- Ch 3 Studying the Past: Does it Help Us Understand Sports Today?, p72-73
- Ch 8 Gender and Sports: Does Equity Require Ideological Changes?, p234-249
- Ch 14 Sports in High School and College, p518-521

Geertz, Clifford. 1972. Deep Play: Notes on the Balinese cockfight. *In Sport in the Sociocultural Process* (1981). Marie Hart and Susan Birrell, eds. Wm. C. Brown Company Publishers: Dubuque, IA, p642-647 (pdf)

Wednesday Feb. 27

Coakley, Jay. Sport in Society.

- Ch 8 Gender and Sports: Does Equity Require Ideological Changes?, p249-262

Johnson, Corey W. and Beth Kivel. 2006. Gender, sexuality and queer theory in sport. *In Sport & Gender Identities: Masculinities, Feminities and Sexualities*. Cara Carmichael Aitchinson, ed. Routledge: New York. P93-104 (pdf)

Wednesday's Suggested Reading:

→ Bolin, Anne and Granskog, Jane. 2003. Afterword: Pastimes and Presentimes: Theoretical Issues in Research on Women in Action. *In Athletic Intruders: Ethnographic Research on Women, Culture, and Exercise*. Anne Bolin and Jane Granskog, eds. p247-259

Friday March 1 – QUIZ #3

Coakley, Jay. Sport in Society.

- Ch 8 Gender and Sports: Does Equity Require Ideological Changes?, p262-279

Friday's Suggested Reading:

→ Wachs, Faye Lina. 2003. "I was There...": Gendered Limitations, Expectations, and Strategic Assumptions in the World of Co-ed Softball. *In Athletic Intruders: Ethnographic Research on Women, Culture, and Exercise*. Bolin, Anne and Granskog, Jane, eds. SUNY Press: New York. P177-196

→ Bolin, Anne. 2003. Beauty or the Beast: The Subversive Soma. *In Athletic Intruders: Ethnographic Research on Women, Culture, and Exercise*. Bolin, Anne and Granskog, Jane, eds. SUNY Press: New York. P107-124

SPRING BREAK WEEK (March 2-10)

Week 9 - Power and the Body in Sport: Social and Self Order Part 1

Monday March 11 - ETHNOGRAPHIC PIECE #2 DUE 12:00 NOON

TAKE-HOME ESSAY EXAM #1 DUE 12:00 NOON

Foley, Douglas E. 1990. The Great American Football Ritual: Reproducing race, class and gender inequality. *In Sport: Critical Concepts in Sociology*, Vol. III – Sport and Power Relations. Eric Dunning and Dominic Malcolm, eds. Routledge: London, p304-331 (pdf)

Monday Suggested Reading:

→ Hargreaves, John. 1987. "The Body, Sport and Power Relations". *In Eric Dunning and Dominic Malcolm (eds.) Sport: Critical Concepts in Sociology Volume IV – Issues in the Sociology of Sport* (2003) Routledge: London, New York p256 -274. (pdf)

Wednesday March 13

Cheska, Aylce Taylor. 1981. Sports Spectacular: The Social Ritual of Power. *In Sport in the Sociocultural Process*, Marie Hart and Susan Birrell, eds. Wm. C. Brown Company: Dubuque, Iowa, 368-381 (pdf)

Wednesday Suggested Reading:

→ Fiske, Shirley. 1981. Pigskin Review: An American Institution. *In Sport in the Sociocultural Process*, Marie Hart and Susan Birrell, eds. Wm. C. Brown Company: Dubuque, Iowa, p350-366 (pdf)

Friday March 15

Dyck, ed. Sports, Games, and Cultures.

- Ch 2 Why Should an Anthropologist Study Sports in China? (Brownell), p43-59
- Ch 3 Society, Body, and Style: An Archery Contest in an Amerindian Society (George Mentore), p65-78

Week 10 – Power and the Body in Sport: Social and Self Order Part 2

Monday March 18

Foster, Kevin Michael. 2003. "Panopticonics: The Control and Surveillance of Black Female Athletes in a Collegiate Athletic Program". *Anthropology & Education Quarterly* 34(3):300-320. (pdf)

Monday's Suggested Reading:

→ Rail, G. and Harvey, J. 1995. "Body at Work: Michel Foucault and the sociology of sport" *In* (2003) Sport: Critical Concepts in Sociology – Volume 1, Eric Dunning and Dominic Malcolm, eds. London and New York: Routledge, p375-388(pdf)

Wednesday March 20

Jones, Amanda and Cara Carmichael Aitchinson. 2007. Triathlon as a space for women's technologies of the self. *In* Sport & Gender Identities: Masculinities, Feminities, and Sexualities. Cara Carmichael Aitchinson, ed. Routledge: New York. p53-73 (pdf)

Wednesday's Suggested Readings:

→ Cole, Cheryl L. 1993. Resisting the Canon: Feminist cultural studies, sport and technologies of the body. *In* Sport: Critical Concepts in Sociology, Vol. I – Approaches to the Study of Sport. Eric Dunning and Dominic Malcolm, eds. Routledge: London, p347-367.

→ Morgan Smith, Jennifer. 2002. Michel Foucault: Sport, Power, Technologies and Governmentality. *In* Theory, Sport, and Society. P293-311 (pdf)

Friday March 22

Sands and Sands, eds. 2010. Anthropology of Sport and Human Movement

- Ch 12 Throwing Like a Brazilian: On Ineptness and a Skill-Shaped Body (Downey), p297-319

Suggested Film:

→ State of Mind

Week 11 – Power and the Body in Sport: Sacrifice and Violence

Monday March 25

Coakley, Jay. 2006. Sports in Society

- Ch 7 Violence in Sports: How Does It Affect Our Lives?, p196-206

Messner, Michael A. 2003. When bodies are weapons: masculinity and violence in sport. *In* Sport: Critical Concepts in Sociology, Vol. IV. Eric Dunning and Dominic Malcolm, eds. Routledge: London, p 53-73. (pdf)

Monday's Suggested Readings:

→ Palmer, Catherine. 2002. 'Shit Happens': The Selling of Risk in Extreme Sport. *The Australian Journal of Anthropology* 13(3):323-336.

Wednesday March 27

Coakley, Jay. 2006. Sports in Society

- Ch 7 Violence in Sports: How Does It Affect Our Lives?, p206-210, 214-230

Wednesday's Suggested Reading:

→ Schneider, John and D. Stanley Eitzen. 1986. The Structure of Sport and Participant Violence. *In Sport, Power, and Society: Institutions and Practices* (2010). Robert E. Washington and David Karen, eds. Westview Press: Boulder, Co. p409-420 (pdf)

Friday March 29 – QUIZ #4

Coakley. Sports in Society

- Ch 6 Deviance in Sports: Is It Out of Control?, p175-192

Hoberman, J. 1986. Sport and the Technological Image of Man. *In Philosophic Inquiry of Sport*. Pp 202-209. (pdf)

Friday's Suggested Reading:

→ Waddington, Ivan. 2000. Doping in Sport: Towards a sociological understanding. *In Sport: Critical Concepts in Sociology – Vol. IV issues in the Sociology of Sport*. Routledge: London, p433-454

Suggested Films:

→ North Dallas Forty

→ Bigger, Faster, Stronger

→ Munich

Week 12 – Youth, Highschool, and Collegiate Sport

Monday April 1 – ETHNOGRAPHIC PIECE #3 DUE 12:00 NOON

Coakley, Jay. 2006. Sports in Society

- Ch 5 Sports and Children: Are Organized Programs Worth the Effort?, p122-148

Wednesday April 3

Dyck, ed. Games, Sports, and Cultures

– Ch 6 Parents, Kids and Coaches: Constructing Sport and Childhood in Canada (Dyck), p137-157

– Ch 8 Culture, Context and Content Analysis: An Exploration of Elite Women Gymnasts in the High School World (Weiss), p183-196

Friday April 5

Coakley. Sport in Society

– Ch 14 Sports in High School and College: Do Competitive Sports Contribute to Education?, p484-515

Week 9 Suggested Reading:

→ Coakley. 2006. Sports in Society.

-Ch 4 Sports and Socialization: Who Plays and What Happens to Them? P 90-119

Week 13 – Deviance and Abuse of Power in Sport

Monday April 8

Coakley. Sports in Society

- Ch 6 Deviance in Sports: Is It Out of Control?, p157-175

Burke, Michael. 2001. Obeying Until It Hurts: Coach-Athlete Relationships. *Journal of the Philosophy of Sport XXVII*: 227-240. (pdf)

Wednesday April 10

Gervis, Misia and Nicola Dunn. 2004. The Emotional Abuse of Elite Child Athletes by their Coaches. *Child Abuse Review Vol. 13*:215-223. (pdf)

Stirling, Ashley et al. 2011. Canadian Academy of Sport and Exercise Medicine Position Paper: Abuse, Harassment, and Bullying in Sport. *Clinical Journal of Sport Medicine* 2011; 21:385-391. (pdf)

Brackenridge, Celia, Ian Rivers, Brendan Gough, and Karen Llewellyn. 2006. Driving down participation: Homophobic bullying as a deterrent to doing sport. *In Sport & Gender Identities: Masculinities, Feminities and Sexualities*. Cara Carmichael Aitchinson, ed. Routledge: New York. P122-136 (pdf)

Friday April 12

Coakley. *Sports in Society*

- Ch 7 Violence in Sports: How Does It Affect Our Lives?, p210-214

Heywood, Leslie. 1999. Despite the Positive Rhetoric About Women's Sports, Female Athletes Face a Culture of Sexual Harassment. *In Sport in Contemporary Society*, D. Stanley Eitzen, ed. (2001). Worth Publishers: New York, p150-154 (pdf)

Neimark, Jill. 1991. Out of Bounds: The Truth about Athletes and Rape. *In Sport in Contemporary Society*, D. Stanley Eitzen, ed. (2001). Worth Publishers: New York, p190-197 (pdf)

Sydnor, Synthia. 2012. Cultural Anthropology of the Penn State Tragedy. *Cultural Studies <=> Critical Methodologies* 2012 12:333-338 (pdf)

Week 14 – Human Rights in Sport

Monday April 15

Symons, Caroline. 2006. Challenging homophobia and heterosexism in sport: the promise of the Gay Games. *In Sport & Gender Identities: Masculinities, Feminities and Sexualities*. Cara Carmichael Aitchinson, ed. Routledge: New York. P140-156 (pdf)

Howe, David. 2011. Cyborg and Supercrip: The Paralympics Technology and the (Dis)empowerment of Disabled Athletes. *Sociology* 45(5):868-882 (pdf)

Wednesday April 17

Coakley, Jay. *Sport in Society*.

- Ch 13 Sports and Politics: How Do Governments and Global Processes Influence Sports?, p 466-470

Kidd, Bruce and Peter Donnelly. 2000. Human Rights in Sports. *International Review for the Sociology of Sport* 35:131-148 (pdf)

Wednesday's Suggested Reading:

→ Donnelly, P. and Petherick. 2004. "Worker's playtime? Child labor at the extremes of the sporting spectrum. *In Sport in Society* 7(3):301-321. (pdf)

Friday April 19 – QUIZ #5

Paulo, David. 2008. The human rights of young athletes. *In Sport and Society*. Barrie Houlihan, ed. Sage: London, p 106-129 (pdf)

Friday's Suggested Reading:

→ Grenfell, Christopher C. and Robert E. Rinehart. 2003. Skating on Thin Ice: Human rights in Youth Figure Skating. *International Review for the Sociology of Sport* 2003 38:79-97. (pdf)

Week 15 – Future Directions?

Monday April 22 - ETHNOGRAPHIC PIECE #4 DUE 12:00 NOON

Sands and Sands, eds. *The Anthropology of Sport and Human Movement*

– Ch 13 The DREAM Gene for the Posthuman Athlete: Reducing Exercise-Induced Pain Sensations using Gene transfer, p327-342

Downey, Greg. 2010. 'Practice without theory': a neuroanthropological perspective on embodied learning. Journal of the Royal Anthropological Institute (N.S.), S22-S40, p22-36

Monday's Suggested Reading:

→ Whitehead, Neil L. 2009. Post-Human Anthropology. Identities: Global Studies in Culture and Power, 16:1-32. (pdf)

Wednesday April 24

Besnier, Niko and Susan Brownell. 2012. Sport, Modernity and the Body. The Annual Review of Anthropology 41:443-459.(pdf)

Coakley. Sports in Society.

- Ch 16 Sports in the Future: What Can We Create?, p581-590

Wednesday's Suggested Reading:

→ Coakley. Sports in Society.

- Ch 16 Sports in the Future: What Can We Create?, p566-581

Friday April 26

No class. Reading Day

Final Exam Week

Wednesday May 1 - TAKE-HOME ESSAY EXAM #2 DUE (12:00 NOON via email)