

1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 3/26/2013

1b. Department/Division: Anthropology

1c. Contact Person

Name: Scott Hutson

Email: scotthutson@uky.edu

Phone: 7-9642

Responsible Faculty ID (if different from Contact)

Name: Kristin Monroe

Email: kristin.monroe@uky.edu

Phone: 7-5390

1d. Requested Effective Date: Specific Term/Year¹ Fall 2014

1e. Should this course be a UK Core Course? Yes

Inquiry - Social Sciences

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: ANT 103

2c. Full Title: Sports, Culture, and Society

2d. Transcript Title: Sports, Culture, and Society

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 2

RECITATION: 1

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

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SENATE COUNCIL

2j. Course Description for Bulletin: From little league baseball to the world of college and professional sports and the numerous ESPN channels that track them, it is clear that sports play a significant role in our culture and society and yet, we often take for granted this significance. This course introduces students to the anthropology of sports through an examination of the rituals, political and economic dimensions, and social and cultural meanings of sports from around the globe in both the past and the present.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 90 total per semester

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|MANGLIN|Mary K Anglin|ANT 103 NEW Dept Review|20130327

SIGNATURE|RHANSON|Roxanna D Hanson|ANT 103 NEW College Review|20130409

SIGNATURE|PCOOK2|Patricia G Cook-Craig|ANT 103 NEW UKCEC Expert Review|20131216

SIGNATURE|JMETT2|Joanie Ett-Mims|ANT 103 ANT 103MINOR_TEXT_FOR_TITLEANT 103MINOR_TEXT_FOR_TITLE&|20140212

SIGNATURE|JMETT2|Joanie Ett-Mims|ANT 103 NEW Undergrad Council Review|20140226

Courses	Request Tracking
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New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Generate R

[Open in full window to print or save](#)

Attachments:

Upload File

ID	Attachment
Delete 1610	ANT 103 Intellectual Inquiry Social Science Form.d
Delete 3049	ANT 103 Syllabus Revised.docx

First 1 Last

Select saved project to retrieve...

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

e. Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input checked="" type="checkbox"/> 2 Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> 1 Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: <input type="text"/>		

g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

From little league baseball to the world of college and professional sports and the numerous ESPN channels that track them, it is clear that sports play a significant role in our culture and society and yet, we often take for granted this significance. This course introduces students to the anthropology of sports through an examination of the rituals, political and economic dimensions, and social and cultural meanings of sports from around the globe in both the past and the present.

k. Prerequisites, if any:

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 90 total per semester

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

The class will be a UKCore course at the introductory level. Sports play a significant role on the UK campus but also in United States culture and society at large. The class uses sports as a way to touch on themes of interest

8. * Check the category most applicable to this course:

Traditional -- Offered in Corresponding Departments at Universities Elsewhere

Relatively New -- Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ² for ANY program? Yes No

If YES ², list affected programs::

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable 10.a above) are attached.

-
- Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
 - The chair of the cross-listing department must sign off on the Signature Routing Log
 - In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
 - You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
 - In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

**Course Review Form
Inquiry in the Social Sciences**

Reviewer Recommendation

Accept Revisions Needed

Course: ANT 103: Sports, Culture and Society

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Readings, lectures, or presentations that promote students' ability to define and distinguish different theoretical approaches associated with a social science discipline, either broadly or as applied to an important social science topic.

Example(s) from syllabus:

Week 14: Lecture - Migration and Globalizing Sports, Film - The Road to the Big Leagues, Reading "The Transnational View of Sport and Social Development: The Case of Dominican Baseball"

Weeks 6-9: Lectures and Readings about Gender and Race in Sports

Lectures include "How Sports are Gendered," "Title IX: Gender and the Institution of Sports," and "What is Race and What does Race Have to Do with Sports?" Readings for these weeks include "Male Cheerleaders and the Naturalization of Gender" and "Europeans, not West Africans, Dominate the NBA: The Social Construction of Race in Sports" from Why We Pretend Race Exists."

Brief Description:

Week 14 lecture ("Migration and Globalizing Sports") provides an overview of anthropological theories of globalization and the relationship between global and local forces by focusing on how sports, such as baseball in Latin America, have particular uses and meanings in local contexts at the same time that they are influenced by broader processes and institutions having to do with U.S. dominance in the sport. The theoretical ideas in this lecture are brought to life in the documentary The Road to the Big Leagues about baseball in the Dominican Republic and enhanced by a reading that covers the same topic.

Lectures and readings from Weeks 6 - 9 discuss issues of gender and race in sports to develop students' understandings of anthropological theories of social stratification and social power. The analytical approaches of critical media anthropology are engaged during these weeks as particular attention is paid to the role of the sports media in shaping ideas about gender and race.

Processes or assignments where students apply their understanding of methods and ethics of inquiry which lead to social scientific knowledge.

Example(s) from syllabus:

Ethnographic Research Project

Brief Description:

Each student will submit an ethnographic research project. The project will involve three steps, the first two steps require students to apply their understanding of methods and ethics of inquiry in anthropology. Step 1: attend a live sporting event and take fieldnotes based on participation and observation in this research setting. Step 2: submit a two-page sample of the fieldnotes along with a write-up in which the student analyzes her/his experiences doing research as well as key social and cultural dimensions of the sporting event. The analytical write-up will require the student to reflect on key methodological

aspects of ethnographic fieldwork by asking students to consider their particular positionality and identity in the research setting and how it affected what they were able and unable to see. Through this reflection, students think through how research method influences data collection and findings. In addition, in preparation for the assignment, students will be provided with, in section, an overview of ethics in anthropology.

Artifacts of assignments or exercises that require students to demonstrate the ability to identify and use appropriate information resources to substantiate evidence-based claims.

Example(s) from syllabus:
Film Response

Brief Description:

Each student will submit a 2-page film response about a documentary or feature film we view during the semester that engages with course readings. The screening of the three films is accompanied by a lecture and reading on the same topic. For example, The Trials of Muhammad Ali screened in Week 11 is accompanied by a lecture and reading having to do with the political dimensions of sports. In their film response assignment, students are required to identify and draw on a minimum number of relevant examples from the lectures and readings on that topic in developing their analysis.

Processes, assignments or exercises that demonstrate students' application of the knowledge of how a social science discipline influences society.

Example(s) from syllabus:
Week 3: Sports in the Ancient World

Brief Description:

By taking a historical approach to sports, the lectures and readings during Week 4 help students to understand 1. the role of anthropological archeology in helping to uncover historical knowledge about society and culture and 2. the links between the social and cultural practices of ancient and contemporary peoples. In section during this week, students will participate in a breakout group exercise in which they highlight these links between past and present by discussing how archeological findings about ancient sports influence our understandings of sports and society in modern times.

Artifacts of assignments or exercises that require students to demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.

Example(s) from syllabus:
Ethnographic Research Project

Brief Description:

Step 3 of this assignment ("Step 3: write a short paragraph describing a research project that might be developed from your initial findings as a participant observer in this setting. The project should have a central research question and draw on one or more theoretical approaches from the course. More detailed instructions will be provided during the semester") requires students to develop a research question based on their initial findings as participant-observers at a live sporting event. Students must connect this question to one or more conceptual approaches explored in the course, for example, social stratification and social power, globalization, community, ritual, and solidarity.

ANT 103, section 001-003 – Sports, Culture, and Society
Department of Anthropology
College of Arts & Sciences
MW 10:00 to 10:50, 50 minute recitation sections to be announced

Instructor Contact Information:

Professor: Kristin V. Monroe
Preferred method of contact: email
Office hours: TBA
Office phone: 859 257 5390
Office location: 203D Lafferty Hall
Email address: kristin.monroe@uky.edu

Teaching Assistant Contact Information

TBA

Course Description:

From little league baseball to the world of college and professional sports and the numerous ESPN channels that track them, it is clear that sports play a significant role in our culture and society and yet, we often take for granted this significance. This course introduces students to the anthropology of sports through an examination of the rituals, political and economic dimensions, and social and cultural meanings of sports from around the globe in both the past and the present.

Course Goals:

What can an examination of sports tell us about nationalism, gender, community, and race? How are sports being globalized and connecting people who live in different parts of the world? How do sports influence the life stages of childhood and adolescence? By asking these kinds of questions about sports, this course requires students to consider and analyze an important, but often underexplored, aspect of our society, culture, and everyday lives.

In addition, through the lens of sports, this course introduces students to processes of inquiry in anthropology. What do anthropologists research? How do they conduct this research? The ultimate goal of the course is to help students learn to think anthropologically, which is to think critically, about the world in which we live and also to give them an opportunity to 'practice anthropology' by undertaking short independent ethnographic research project. Additionally, students will achieve each of the learning outcomes listed below.

Course Structure and Learning Outcomes:

To facilitate accomplishment of the learning outcomes listed below, students will engage in a variety of activities to foster the development of anthropological thinking. This means that students will not simply memorize content in preparation for exams, but will actively engage in the process of learning and knowledge creation through class discussions, writing assignments, in-class activities and the undertaking of a short ethnographic research project.

Upon *successful* completion of the course, students will be able to:

- 1) **Analyze** and appreciate sports as more than just mere entertainment but as a culturally and socially significant practice with political and economic dimensions
- 2) **Compare and contrast** the ways in which humans have engaged in sports in ancient and contemporary times
- 3) **Demonstrate** a working understanding of ethnographic research methods as they are used in sociocultural anthropology
- 4) **Develop** anthropological research skills through the undertaking of an independent ethnographic project
- 5) **Apply** ethnographic research methods in undertaking an independent ethnographic project
- 6) **Describe and distinguish** among different theoretical approaches in anthropology

Required Texts:

All readings may be found on Blackboard or via web link. The specific titles of readings and the days on which they should be read are presented in the Schedule at the end of this syllabus.

Blackboard:

This course is Blackboard (Bb) based, so you must be (or become) familiar with Blackboard. You can access Bb via Link Blue, either directly (<http://elearning.uky.edu>) or through the MyUK portal. Please check Bb often since we will regularly post information relevant to each day's activities, including announcements and reminders, assignments, etc. (Working within Bb will be facilitated by using Mozilla Firefox as your browser rather than Internet Explorer). In addition, you will be required to submit assignments via Bb through the "Assignments" link (this will be demonstrated in class, but you can also access information at the Bb Wiki website, URL given below). You will also be able to access your grades in Bb, so you will always know where you stand in the course. Therefore, please make sure that your email address in Bb is correct – it should be either the email address that you actually use, or you can forward your Bb email to the account you use. The default address is the "official" email listed by the University – there is a way to change that – please see the Bb web site for information. The URL for the Bb Wiki site is <http://wiki.uky.edu/Blackboard/Wiki%20Pages/Home.aspx/>.

Outline of Content: See the schedule at the end of this syllabus for a week by week outline of the content to be covered.

Course Structure

The format of this course is lecture/discussion section but we will be undertaking a variety of activities on both "lecture" and "discussion" days. We expect students to come to class prepared on ALL days so that you can take best advantage of all learning opportunities. To do that, you must not only read the material, but also think about it. We encourage you to take notes on your reading – ask

yourself, "What is the point of this paragraph, of this section, of this chapter? What is the author saying here? What should I take away? How does this help me think anthropologically?"

Summary description of the components that contribute to the determination of course grade

A variety of activities will assist you in acquiring content knowledge, developing critical thinking skills, and applying knowledge and skills to anthropological inquiry. **Please note: You must satisfactorily complete all assignments and exams to pass the course.** The assignments and activities include:

Section participation (100 pts. 20%): Attendance, participation, and work completed in recitation sections is worth 20% of your grade. The work completed as part of recitation sections will vary from week to week and will be explicitly communicated by the TAs. Please note: **MORE THAN THREE UNEXCUSED ABSENCES IN SECTION WILL LEAD TO A SCORE OF 0 OUT OF 100 FOR YOUR PARTICIPATION GRADE.** For the policy on what types of absences are excused, see the section below under Course Policies>Excused Absences.

Mid-Term exam (DATE TBA, 100 pts. 20%): The First Exam will involve multiple choice questions, short answer questions, and short essays. Material from the tests will be drawn from lectures and readings.

Final exam (During finals week, time and day TBA, 100 pts, 20%): The Second Exam will involve multiple choice question, short answer questions, and short essays. Material from the tests will be drawn from lectures and readings.

Ethnographic Research Project (DATE TBA, 30% = 150 points): Each student will submit an ethnographic research project. The project will involve three steps: Step 1: attending a live sporting event and take fieldnotes based on your participation and observation in this setting. Step 2: submit a two-page sample of your fieldnotes along with a write-up in which you analyze your experience doing research as well as key social and cultural dimensions of the sporting event. The write-up will require you to engage with materials from the lectures and readings. Step 3: write a short paragraph describing a research project that might be developed from your initial findings as a participant observer in this setting. The project should have a central research question and draw on one or more theoretical approaches from the course. More detailed instructions will be provided during the semester.

Film Response (DATE TBA, 50% = 50 points): Each student will submit a 2-page film response about a documentary or feature film we view during the semester that engages with course readings. Detailed information and instructions regarding the film response assignment will be provided in the coming weeks.

Preparation for Class:

We expect you to be active participants in the learning process. It is important that you work with assigned reading material BEFORE coming to class. In our experience, students often have difficulty understanding or keeping up with lectures and class discussions because they do not familiarize themselves with the material prior to class. There are many strategies that can help you become a more receptive reader and an active learner, including taking notes on your reading (not

simply highlighting), asking yourself questions as you read, etc. Two great resources at UK that can help with study skills are the Counseling and Testing Center (<http://www.uky.edu/StudentAffairs/Counseling/index.html>), and Academic Enhancement's "The Study," (<http://www.uky.edu/UGS/study>). Carolyn Hopper, author of *Practicing College Learning Strategies*, published by Houghton Mifflin, 2007, has created a website (<http://frank.mtsu.edu/~studskl/>) for one of her courses, which includes a number of very helpful tips for studying (see bottom of page, "Strategies for Success") and a number of links to other helpful sites.

If you are coming to class prepared, but find that you are having difficulty or are falling behind, please see your TA right away during office hours, or make an appointment – don't let the problem become too big to overcome, and don't wait until it's too late to do anything about it!

Tentative course schedule: See the schedule at the end of this syllabus for a week by week outline of the content to be covered.

Grading

Grade components:

First exam	100 points (20%)
Second exam	100 points (20%)
Ethnographic Research Project	150 points (30%)
Film Response	50 points (10%)
Section participation:	100 points (20%)

Mid-term Grade consists of the average of the First exam and section participation up to week 7.

Final Grade Calculation

- A = 450 to 500 points
- B = 400 to 449 points
- C = 350 to 399 points
- D = 300 to 349 points
- E = 299 points or below

Final examination information: The day, time, and duration of the final exam will follow the Registrar's final exam schedule.

Course Policies:

Attendance, Excused Absence, Verification of Absence and Make-Up Policy:

Attendance is extremely important. We expect you to come to each class, and the TAs will take attendance in the Discussion Sections. You are allowed three unexcused absences in the discussion section; beginning with the 4th unexcused absence, you will receive 0 out of 100 points for your section participation. In addition, if you miss a lecture class on the day of a film screening, or a research presentation, or a discussion class on the day of a in-class exercise in section - without an approved excuse (see below) - you will not have the material needed to turn in a required assignment.

Excused absences are those listed in Senate Rule 5.2.4.2. If you miss a film screening and have an excused absence, contact your TA within one week of the day the film is shown and s/he will schedule a make-up viewing for you in the Department of Anthropology. If you miss an in-class exercise done in section and have an excused absence, we will make sure that you have the materials needed to complete the assignment that followed from the in-class exercise, so see your TA as soon as you return to class.

If you miss a class for any reason, make sure you get notes from a classmate – neither I nor the TAs will give our notes to students.

Makeup Opportunity: If you have an excused absence that causes you to miss a section or a miss a class when an exam is given or an assignment is due, you will be permitted to arrange a make-up opportunity, as long as you provide documentation of your excused absence no later than one week after the absence. Please give sufficient advanced notice whenever possible.

Submission of Assignments:

All assignments must be submitted on time and via Blackboard unless otherwise announced in class. TAs will provide instructions on how to do this. Failure to submit an assignment on time will result in a 5% point reduction for each day the assignment is late. Please remember, failure to hand in an assignment or take an exam will result in course failure.

Academic Integrity, Cheating and Plagiarism:

Plagiarism, cheating on quizzes and other forms of cheating (see S.R. 6.3.1 on Plagiarism, and 6.3.2 on Cheating) are unacceptable! Consequences are severe – see the Code of Student Conduct at <http://www.uky.edu/StudentAffairs/Code/index.html> (Part II), the New Senate Rules (<http://www.uky.edu/USC/New/SenateRulesMain.htm>; and/or the Ombud web site (<http://www.uky.edu/Ombud>) for details.

Classroom Behavior, Decorum and Civility, Use of Computers, and more:

Please respect the rights of all others in the course. It is important that you come to class on time and if you must be late, enter the room quietly and take the first available seat. We assume that you are here to learn, so please be attentive - do not read the newspaper, materials for other courses, books, magazines, etc., do not chat with your classmates, and please do not talk or text on your cell phones once class has begun – this is disturbing to, and disrespectful of, others. You may use laptop computers to take notes, but please do NOT use them for any other purpose once class has started. This can be very distracting to those around you. Those using laptops for note-taking must sit in the front row or along the aisle – we will check your screen from time to time. If you engage in any of the forbidden behaviors outlined above, we will ask you to leave the room, and if violations continue, we will notify the Dean of Students.

If you have a question, please raise your hand and ask me or the TA, not your neighbor. We are most happy to entertain questions at anytime.

Remember -- NO CELL PHONES, PLEASE – turn them off, and put them away. Do not take them out again until class is over.

It is important to note that we, the Department of Anthropology, the College of Arts and Sciences, and the University of Kentucky are committed to respecting the dignity of all people and to valuing

differences among members of the academic community. While differences of opinion are valued and encouraged both inside and outside the classroom, discussion and debate must take place in a respectful and civil manner. Students have the right to take reasoned exception and to voice opinions contrary to the instructor and/or other students (S.R. 6.1.2). Faculty members have the right – and the responsibility – to ensure that all academic discourse occurs in a context characterized by respect and civility. Personal attacks or any other acts of denigration *will not be tolerated* in this class, and anyone acting in this manner or any other manner detrimental to the atmosphere and function of the class will be asked to leave the classroom. We will report persistent problems to the Dean of Students. We are all responsible for creating a safe space for the healthy exchange of ideas, so please help in this endeavor.

Professional preparations: NA

Group Work and Student Collaborations: Group work and collaborations will be limited to breakout discussions and in-class exercises conducted in weekly section meetings. The ethnographic research project and film response are individual efforts though discussions with other students about course materials and research topics are allowed. Please consult the section above entitled academic integrity, cheating, and plagiarism for more information.

Office Hours:

Our Office Hours are listed above – we ask that you respect them. You may sign up for office hours on the sign-up sheet outside our offices, or you may simply drop by during Office Hours; however, those who have signed up will have first priority. We also understand that you may have a day/time conflict with our scheduled office hours, and if that is the case, please email for an appointment.

Adjustments to the Syllabus and Course Schedule:

We may make adjustments to the syllabus and schedule when necessary. We will announce all changes in class and post them to the Bb site.

Copyright Policy:

All materials from this course, including lecture materials, hand-outs, etc. are copyrighted. You may NOT sell your lecture notes, discussion section notes, or any hand-outs or other course materials provided to students, nor may you or anyone else use these items for commercial purposes. Making a copy for a classmate for their personal use is acceptable; however, printing out multiple copies or posting on a web site are not.

Websites to know:

University Ombud: <http://www.uky.edu/Ombud>.

University Senate Rules: <http://www.uky.edu/USC/New/SenateRulesMain.htm>.

UK Student Code of Conduct: <http://www.uky.edu/StudentAffairs/Code/index.html>.

Foundation for Critical Thinking: <http://www.criticalthinking.org>.

Schedule/Outline of Content

Week 1

Lecture 1: Introduction to the Course

Week 2

Lecture 1: Introduction to Anthropology

- **Reading:** "Body Ritual Among the Nacirema" Horace Miner, *American Anthropologist* 58(3), 1956, pp. 503-7.

Lecture 2: Sports and Games: Defining the Field

- **Reading:** "Games, Bodies, Celebrations and Boundaries: Anthropological Perspectives on Sport" Noel Dyck in *Games, Sports, and Cultures* (2000) ed. Noel Dyck.

Week 3

Lecture 1: Sports in the Ancient World: Greeks, Gladiators, and The Olympics

- **Reading:** "When the Games Began: Olympic Archaeology" John Noble Wilford, *NY Times* (March 2, 2004).

Lecture 2: Sports in the Ancient World: MesoAmerican Ball Games

- **Reading:** "Extreme Sport" Colleen Popson, *Archaeology Magazine* (Sept/Oct 2003).

Week 4

Lecture 1: Colonialism and Imperialism

- **Reading:** TBA

Film 1: *Trobriand Cricket: An Ingenious Response to Colonialism* (1976)

Week 5

Lecture 1: Childhood, Socialization, and Organized Sports

- **Reading:** "Little League Baseball and Youth Sports Organizations" Gary Alan Fine, *Encyclopedia of American Folklore* (2006), 706-709.

Lecture 2: High School, Hierarchy, and Sports

- **Reading:** *Freaks, Geeks, and Cool Kids*, Murray Milner, Excerpts. pgs 27-33, 44-48.

Week 6

Lecture 1: How Sports are Gendered

- **Reading:** "Male Cheerleaders and the Naturalization of Gender" in *Sport, Men, and the Gender Order*, Messner and Sabo, eds. (1990), pp. 153-162.

Lecture 2: Gender Inequality in Sports

- **Reading:** "Augusta Adds First Women Members", (espn.com 8/21/12) (http://espn.go.com/golf/story/_/id/8284599/augusta-national-admits-condoleezza-rice-darla-moore-first-two-female-members)

Week 7

Lecture 1: Title IX: Gender and the Institution of Sports

- **Reading:** "Title IX: 37 Words that Changed Everything," Steve Wulf (4/30/12) <http://espn.go.com/espnw/title-ix/7722632/37-words-changed-everything>

Lecture 2: Gender, Sports, and the Media

- **Reading:** TBA

Week 8

Lecture 1: What is Race and What Does Race Have to Do with Sports?

- **Reading:** “Europeans, not West Africans, Dominate the NBA: The Social Construction of Race in Sports” from *Why We Pretend Race Exists*, Joseph Graves (2005) 137-165.

Lecture 2: Race, Sports, and the Media

- **Reading:** (complete reading listed for Lecture 1)

Week 9

Lecture 1: Beyond Black and White: Sports, Nation, Ethnicity

- **Reading:** “Futbol Nation: U.S. Latinos and the Goal of a Homeland” in *Latino/a Popular Culture*, Habel-Pallan and Romero eds., 250-251 (2002).

Lecture 2: (cont’d) Beyond Black and White: Sports, Nation, Ethnicity

- **Reading:** “Korean Golfers: The Magic Formula”, *The Economist* (1/29/12)
<http://www.economist.com/blogs/gametheory/2012/01/korean-golfers>

Week 10

Lecture 1: Community, Solidarity, and Ritual, Part 1 – Friday Night Lights

- **Reading:** “In Clairton, Pa., a High School Football Team Keeps a Town’s Heart Beating”, *NY Times* (11/21/12)

Lecture 2: Community, Solidarity, and Ritual, Part 2 – Fans, Hooliganism, and ‘Sportsaholics’

- **Reading:** “I’m Considering Becoming a Sports Fan – How Do I Pick a Team?” Andy Hinds, *The Atlantic Monthly* (1/30/13),
<http://www.theatlantic.com/entertainment/archive/2013/01/im-considering-becoming-a-sports-fan-how-do-i-pick-a-team/272630/#>

Week 11

Lecture 1: Political Dimensions of Sports

- **Reading:** “Dennis Rodman and Diplomatic Dystopia” Ian Crouch, *The New Yorker* (3/4/13) <http://www.newyorker.com/online/blogs/sportingscene/2013/03/dennis-rodman-and-diplomatic-dystopia.html>

Film 2: *The Trials of Muhammad Ali* (2013)

Week 12

Lecture 1: Economic Dimensions of Sports, Part 1: Stadiums, Teams, and Economic Development

- **Reading:** “Do Basketball Arenas Spur Economic Development” Richard Florida, *The Atlantic Cities* (8/9/12) <http://www.theatlanticcities.com/jobs-and-economy/2012/08/do-basketball-arenas-spur-economic-development/2804/>

Lecture 2: Economic Dimensions of Sports, Part 2: Olympic Dreams

- **Reading:** “The Olympics: An Economic Cure or Curse?” Ethan Portnoy *Dartmouth Business Journal* (8/17/12) <http://dartmouthbusinessjournal.com/2012/08/the-olympic-games-uncovered-an-economic-cure-or-economic-curse/>

Week 13

Lecture 1: Sports and Higher Education, Part 1

- **Reading:** Chapter 1 from *Big-Time Sports in American Universities*, Charles Clotfelter (2011) 3-23.

Lecture 2: Sports and Higher Education, Part 2

- **Reading:** “Should College Athletes Be Paid? Why, They Already Are” Seth Davis, *Sports Illustrated* (9/21/11)

http://sportsillustrated.cnn.com/2011/writers/seth_davis/09/21/Branch.rebuttal/index.html

Week 14

Lecture 1: Migration and Globalizing Sports

- **Reading** “The Transnational View of Sport and Social Development: The Case of Dominican Baseball” Alan Klein, *Sport and Society* (2009) 1118-1131.

Film 3: *The Road to the Big Leagues* (2008)

Week 15

Lecture 1: Extreme Sports: Race, Class, and the Embracing of Risk

- **Reading:** “BMX, Extreme Sports, and the White Male Backlash” from Kyle Kusz, *To the Extreme: Alternative Sports from Inside and Out* (2003) 153-178.

Lecture 2: Course Wrap-up

***Note: Syllabus Subject to Change with Notice**