AMST:6276 / SPST: 6276 / JMC: 6333
Sport in US Culture:
Sport and Media, Space and Place
Spring, 2017
Wednesdays, 12.30-3.00
704 Jefferson Building

Dr. Thomas Oates
Office: 728 Jefferson Building
thomas-oates@uiowa.edu
Office Phone: 319.335.0316
Office hours: Tuesdays 10-11:30 am in w331 AJB, Wednesdays 10-11:30 am in 728 JB, and by appointment.

Course Description:
How does sport help define communities? How are the politics of space used to advance the commercial interests of sports organizations? How are race, gender, sexuality, and other identities reinforced or challenged by the designation of sporting spaces and acts of resistance? This course addresses these and related questions through an engagement with media studies, cultural studies, American studies, and sport studies scholarship. Each member of the class will produce several stages of a scholarly project, including a 15-20 page research paper.

Course Objectives:
I hope that this course will be an occasion to examine and critique:
- the variety of ways “space” and “place” have been conceptualized.
- applications of these concepts to sport.
- the intersection of multiple cultural, economic, and historical forces shaping space and place.
In addition, the course aims to develop and refine:
- our critical thinking, reading, writing, and oral presentation skills.
- our shared work of expanding the boundaries of knowledge regarding space, place, and sport.
- cooperation that shapes course content in ways that most effectively serve the above goals.

Required Texts:


Requirements:

- **Discussion Posts**: Each student must post to the discussion board three times between January 25 and March 8. Each entry should address the ideas from the readings and should be between 500-750 words (including notes). You may not write on a reading on which you are also leading discussion. On the weeks you choose to post, you will need to do so by 10 am on the day of the discussion.

- **Class Participation** – You are expected to come to class prepared to participate fully in class discussions. We will discuss material on the day indicated on the syllabus, so please read the material by that date.

- **Class Leadership**: Twice this semester, you will help lead discussion on an assigned reading. When it’s your turn, you will need to meet with me at least one week prior to the class you are scheduled to lead. We’ll meet for 10-15 minutes to discuss strategies for leading discussion. Be sure you have read the assigned readings before that meeting. Your ideas and preparation are meant to stimulate a fruitful discussion. You will need to produce a handout that identifies a theme in the readings you’d like to address. Include a list of 2-3 open-ended questions for consideration.

- **Scholarly Project** – During the course of the semester, you will conceive and execute a critical study of some aspect relating to racialized masculinity in sport media. This project will proceed in stages throughout the semester. Those stages are detailed below:

  - **Abstract and Meeting** – In 500 words or less, you must identify a research topic, explain what you hope to discover or demonstrate, and suggest a critical methodology for exploring it. You must also meet with me during office hours or at another scheduled time to discuss your proposal. **Abstract due March 22. Meetings to be held the following week.**

  - **Annotated Bibliography** – This 750-1000 word document should identify between 5-7 scholarly articles or books related to your research topic. Your bibliography should clearly identify how the scholarship you’ve chosen relates to your project, and what findings or approaches are relevant to your study. **Due April 5**

  - **Presentation** – During the last week of the course, each student will have 12 minutes to present her/his research project to the rest of the class. Q & A and general discussion will follow each presentation. **Final presentations are scheduled for April 26 and May 3**

  - **Paper** – This 4,000-5,000 word document should clearly present a topic on racialized masculinity in sport media, identify and marshal the relevant scholarly literature, perform a sustained critical analysis and advance some tentative conclusions. It should be free of grammatical and other basic errors. Please ensure that citations conform to the Chicago Manual of Style format (http://www.chicagomanualofstyle.org/tools_citationguide.htm). **Due on the Monday of finals week.**
Course Rules and Responsibilities:

- **Administrative Home** – American Studies and the CLAS. See the CLAS Academic Handbook for more on policies regarding credit, add/drop deadlines, and other details: [www.clas.uiowa.edu/students/academic_handbook/index.shtml](http://www.clas.uiowa.edu/students/academic_handbook/index.shtml)

- **Computer Responsibilities** — You are responsible for knowing how to use a computer. This includes maintaining back-up files of your work. Losing an assignment due to failure to back up a file will result in a “zero” for the assignment. You must have a uiowa.edu account and be able to receive e-mail there. Check this account regularly and forward to your primary account if necessary. All email communication for the course (both sent and received mail) must move through your uiowa.edu account. Course announcements will also be posted on ICON, so be sure to check in regularly.

- **Academic Fraud** – Attempting to disguise another’s work as your own is therefore strictly forbidden. Words that are not your own must be clearly identified by the use of quotation marks. Paraphrased material must be properly cited. We examine papers carefully for signs of plagiarism and will prosecute offenders to the fullest extent of university policies. Consciously or unconsciously plagiarizing is lazy, foolish, self-defeating, and extremely ill advised. The University provides penalties for plagiarism ranging from disciplinary probation to dismissal from the University. We will review the proper techniques to research and write papers and tests correctly to avoid even accidental plagiarism. If you are in doubt as to whether you may be plagiarizing, ask for help from your section leader. Ignorance or indifference to these guidelines is not a defense. For more details, see the CLAS Academic Handbook linked above.

- **Office Hours** – You should feel free to stop by during office hours to receive clarification about course concepts or assignments, discuss possible projects relating to the course, or just to talk about ideas in an unstructured way. Don’t be a stranger.

- **Reacting Safely to Severe Weather** – If the warning system indicates severe weather, we should immediately seek shelter in the innermost part of the building, if possible at the lowest level. Stay clear of windows and freestanding expanses. The class will reconvene after the severe weather has ended.

- **Special accommodations** – I want to hear from anyone who has a disability that may require some modification of seating, testing or other class requirements. Please contact me during my office hours, by e-mail or after class. Special academic arrangements for students with disabilities are handled in cooperation with Student Disability Services ([https://sds.studentlife.uiowa.edu/](https://sds.studentlife.uiowa.edu/)). Students who feel they need special accommodations for any aspect of the course are encouraged to contact SDS and to speak with the instructor and/or TAs early in the semester, so that accommodation can be made as soon as possible.

- **Conflict resolution** – Should conflict arise, please seek to resolve them with us directly. Students seeking to resolve a conflict should first contact myself, then, should the issue remain unresolved, Horace Porter (Chair of American Studies, available at horace-porter@uiowa.edu). For more information, see the CLAS Student Academic Handbook at: [www.clas.uiowa.edu/students/academic_handbook/ix.shtml](http://www.clas.uiowa.edu/students/academic_handbook/ix.shtml).

- **Harassment policy** – Together, we will strive to make the classroom a space where freedom of expression and egalitarian democracy can be realized as fully as possible. One of the goals of this course is to foster openness and respect for differing viewpoints. Being respectful of others (and of their written and spoken discourse) does not imply agreement or consent. Nevertheless, each of us is obliged to work with thoughtfulness
and openness and to hold ourselves responsible for our own and for each other’s words. Any and all responsible and respectful positions are welcome (see below). While we encourage a diversity of perspectives, we will not tolerate any actions denying the humanity of another in this classroom. Words are powerful – please communicate carefully. If at any time you feel attacked or that the classroom is a hostile environment, please feel free to leave and talk to me about it right after class. Sexual harassment will not be tolerated. We all have a duty to report incidents of sexual harassment immediately. See the UI Comprehensive Guide on Sexual Harassment at https://opsmanual.uiowa.edu/community-policies/sexual-harassment for assistance, definitions, and the full University policy. Immediately report any concerns to Professor Oates or Horace Porter.

Grading Procedure:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
<td>Cumulative</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>15%</td>
<td>Three between 1/25-3/08</td>
</tr>
<tr>
<td>Class Leadership</td>
<td>20%</td>
<td>Two between 1/25-04/19</td>
</tr>
<tr>
<td>Abstract and Meeting</td>
<td>5%</td>
<td>3/22</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>15%</td>
<td>4/05</td>
</tr>
<tr>
<td>Research Presentation</td>
<td>10%</td>
<td>4/26 and 5/03</td>
</tr>
<tr>
<td>Final Paper</td>
<td>25%</td>
<td>Finals Week</td>
</tr>
</tbody>
</table>

Grading scale

- A       94% and up
- A-      90-93%
- B+      87-89%
- B       84-86%
- B-      80-83%
- C+      77-79%
- C       74-76%
- C-      70-73%
- D+      67-69%
- D       64-66%
- D-      60-63%
- F       59% and below

Calendar (*Available on ICON)

01/18: Introductions

01/25: Raymond Williams, “Culture is Ordinary”

    Michel de Certeau, The Practice of Everyday Life

    Discussion Window #1

02/01: Tim Cresswell, Place, An Introduction
Patricia Vertinsky, “Locating a ‘Sense of Place’: Space, Place, and Gender in the Gymnasium”

Daniel A. Nathan, “Introduction: Sport, Community and Identity”

**Discussion Window #2**

**02/08:** Elizabeth Grosz, "Bodies-Cities," from *Sexuality and Space*  
Michael Friedman and Cathy van Ingen, “Bodies in Space: Spatializing Physical Cultural Studies”  
Agnes Elling and Jan Janssens, “Sexuality as a Structural Principle in Sport Participation: Negotiating Sports Spaces”

**Discussion Window #3**

**02/15:** John Bale, *Sport Space and the City*

**Discussion Window #4**

**02/22:** Cathy Van Ingen, “Geographies of Gender, Sexuality and Race: Reframing the Focus on Space in Sport Sociology”  
Caroline Fusco, “Cultural Landscapes of Purification: Sport Spaces and Discourses of Whiteness”

**Discussion Window #5**

**03/01:** Pierre Boudieu, “Social Space and Its Transformation” and “Habitus and the Space of Lifestyles”  
Michel Foucault, "Of Other Spaces"  
Tiffany K. Muller, “The Contested Terrain of the Women’s National Basketball Association Arena”

**Discussion Window #6**

**03/08:** Stuart Hall, “The Neo-Liberal Revolution”  
Michael Keith, “Urbanism and city spaces in the work of Stuart Hall”  
Thomas F Carter, “Interrogating Athletic Urbanism: On Examining the Politics of the City Underpinning the Production of the Spectacle”

**Discussion Window #7**
03/15:  Spring Break

03/22:  George Lipsitz, “The White Spatial Imaginary”
        Elijah Anderson, “The Iconic Ghetto”
        David L. Andrews and Michael Silk, “Basketball’s Ghetto-centric Logic”

++Abstract due++

03/29:  Douglas Hartmann, *Midnight Basketball: Race, Sports, and Neoliberal Policy*

04/05:  David Harvey, "The Urban Process Under Capitalism: A Framework for Analysis"
        Georg Simmel, "The Metropolis and Mental Life"
        Jaime Schultz, “Lest We Forget: Public History and Racial Segregation in Baltimore’s Druid Hill Park”
        Caroline Fusco, “Healthification and the Promises of Urban Space: A Textual Analysis of Place, Activity, Youth (PLAY-ing) in the City”

++Annotated bibliography due++


++Workshop++

        Chris Gaffney and John Bale, “Sensing the Stadium, in Sites of Sport: Space, Place and Experience”
        Michael Silk, “A Tale of Two Cities: The Social Production of Sterile Sporting Space”
        Julie Sze, “Sports and Environmental Justice: ‘Games’ of Race, Place, Nostalgia, and Power in Neoliberal New York City”

++Workshop++

04/26:  ++Presentations++

05/03:  ++Presentations++