

Spring Semester 2012
College of Applied Health Sciences
Department of Kinesiology & Community Health
Ethnography of the University Initiative
KIN/SOC 249, Sport and Modern Society, 3 credits

Lecture: KIN 249: CRN 57530

Instructor: Caitlin Vitosky

vitosky@illinois.edu

Lecturer TR 2-3:20 pm

Office Hours: TBA

Classroom accommodation

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES you may visit 1207 S. Oak St., Champaign, call 333-4603 (V/TDD), or e-mail a message to disability@uiuc.edu

Course description

This course is a special media-based offering of KIN 249 for spring 2012 because of its association with the Ethnography of the University Initiative (EUI) and the University Living Learning Communities. This means that the AE1 section is separate from the rest of the KIN 249 sections offered this semester. It also provides a unique opportunity to undergraduates to conduct original ethnographic research and learn to use audio recording and editing software to create audio podcasts.

Generally, Sport and Modern Society is described as the following: In today's world, sport and athletics are ubiquitous and central to the lives, imaginations, and consumer behaviors of many people. Through readings and a variety of media and active learning experiences this course familiarizes students with important issues and perspectives related to the study and criticism of sport and modern society. The course focuses upon themes in sport studies such as those having to do with the nature of sport, hegemony theory, and body culture.

This course has additional components. Disability studies is a relatively new field and has only been connected interdisciplinarily to sport sociology since around early 2000. Given my own research interests in disability studies, sport sociology, and some publications in both fields within the last decade, this course will be an EUI course focused on issues of ability and disability within sport. Since the University of Illinois at Urbana-Champaign is one of the pioneers in accommodating disability, this course makes an important contribution to the EUI's interest in documenting the present and historical importance of and growth within the world of disability sports. The idea is first to expose students to the relatively unknown world of disability sports through films such as MTV's *Murderball* (2004) and clips from the Special Olympics and Paralympics. Then, to move into cultural critiques of modern society and modern sport using the readings listed below to trouble understandings of terms like "fitness," "athlete," "elite sport," "normal," etc. This will involve discussions of problems within disability sports, such as the common issue of "distancing" between the Paralympics and the Special Olympics, which leads many to the false belief that the Special Olympic athletes are inherently inferior. And finally, to then begin to deconstruct and/or decenter the idea of the "normal" or "able-bodied" athlete through discussions of, for example injury, pain, and the major leagues' "disabled lists".

Objectives

By the end of this course, you should be able to:

- Critically analyze such terms as the body, ability, disability, normal, fitness, athlete, elite sport, etc.
- Conduct ethnographic research
- Be able to use audio recording and editing software to create audio podcasts
- Create logical arguments for a particular position, definition, theory or hypothesis
- Understand and discuss issues of disability, race, class, and gender
- Recognize and differentiate between different theories of the body

Required Texts

Davis, Lennard J. (2010). *The Disability Studies Reader 3rd Edition*. Routledge, New York NY.

Goodley, Dan. (2010). *Disability Studies an Interdisciplinary Introduction*. Sage, London.

Markula, Pirkko & Richard Pringle (2006). *Foucault, Sport and Exercise*. Routledge, New York NY.

UIUC Student Code

Attendance, academic integrity, etc.: All rules, rights and responsibilities as outlined in the most recent UIUC Student Code will be followed in this course; see

<http://www.admin.uiuc.edu/policy/code/index.html>

Specific class policies

Class attendance/participation, preparation, and discussion are expected in this course; students are expected to be prepared for class (complete readings and assignments before class) and to collaborate fully in all activities and assignments. Although students do not receive a grade for attendance, any student who misses more than 2 days of class without documentation will be penalized in their final grade. If a medical, family or personal emergency keeps you from course assignment(s) please document your absence to Ms. Vitosky with a written official excuse (e.g., letter from the emergency dean) before the absence or as soon as possible. See <http://www.odos.uiuc.edu/emergency/> for more information on Deans letters.

There are no opportunities for extra credit in the course.

To get credit for work that takes place during class, students must be on time and present for the entire class meeting on the due date.

Late work will be docked ½ of a letter grade for each day it is late, unless you submit an emergency dean letter documenting your absence.

If you have a question regarding a grade on an assignment please contact me within one week of receiving the grade.

Late-add students will have one week to make up missed work, unless you provide an emergency dean letter documenting your absence.

Because EUI involves sustained ethnographic inquiry and research on human subjects, all data collection are carried out in compliance with carefully defined research protocols approved by the Institutional Review Board. Students will be responsible for EUI consent forms, intellectual property forms, and research summary forms. All students and groups will be responsible for submitting their project

proposals and all other group project assignments including the IRB consent forms to Caitlin. More information will be given later. Most important is that students must submit their consent forms to Caitlin at the end of the semester, which she will then submit to the IRB and EUI.

Disastrous situations: Students may experience unfortunate circumstances while working with audio and video files, such as losing all data. In the event that a group should lose all data and their back-up files, the group will need to meet with Ms. Vitosky to discuss an alternative assignment. The primary goals for the course are to learn about issues of disability in sport and conduct ethnographic research, thus your project will need to reflect your understanding of both goals.

Students cannot receive a passing grade until all of their IRB (Institutional Review Board) forms have been handed in to Ms. Vitosky or our EUI Coordinator*

Moodle

We use Moodle, a web server/course management system and community to manage and communicate our ongoing work in the course. Students in the course are required to enroll in Moodle by Friday, January 20th, 2012.

The URL for the course is

<https://courses.las.illinois.edu/course/view.php?id=1584>

Help with Moodle:

<http://www.atlas.illinois.edu/support/teaching/moodle/student/help/>

Group Work

Please note that for a large portion of this course, you will be working with and responsible to a smaller group of students. Group work will include writing a revised proposal and writing an analysis. All group members will be peer-evaluated anonymously at the end of the semester. These evaluations will factor into the final grade.

Students will be working with the same group throughout the entire semester. These groups will be formed during the first few weeks of class.

Specific directions for all group work, both the lead-up assignments and the final podcast project, will be given in more detail in separate handouts.

It is required that you have a secured back-up location for all files since you will be working with audio and video files and creating podcasts. We will discuss options for secure file storage with EUI and CITES staff. EUI will provide external hard drives for file storage. Students should also plan to back-up files on their home computer in a secure folder.

It is recommended that you purchase your own SD card for this project. However, this is not required since EUI will loan SD cards with equipment loans (see below).

Audio File Hosting: To view work in progress and final projects, we will be using Podcast Producer (PP). You can upload both audio files to PP; no audio files should be uploaded to Moodle. A link to PP will be provided through Moodle to access PP. Podcast Producer's format reads in Blog form, so I would ask that you label your files consistently using the following format: Group, Assignment Title, Version. For example, Grp1RealOlympV1.

Equipment Loans: All audio and video equipment and accessories will be made available through the CITES Computer Lab at 901 W. Oregon Street. Operating hours are 8am-12am. Loans require a student ID and the name of the class. Loans run for 48 hours, so it's important to plan time wisely. Loans can be renewed but only in person. Equipment available includes digital audio and video recorders and accessory packs including tripods, SD cards, AC adaptors and cords, etc. Students are responsible for broken and lost equipment, so please be very careful and diligent about keeping track of the equipment!

Grading: 1000 possible points

Grading (4 categories, each worth 100 points and each worth 25% of the total course grade)

NOTE – Most assignment directions are listed in the reading schedule below. Some assignment directions will be given in more detail as we near the assignment due date. Please always check Moodle and look for new handouts regarding class assignments.

■ **Assignments (250 pts total / 25 points each) 25% of course grade**

1. Disability in Sport Facebook Group Assignment
2. Script for Evidence of Guttmann's Characteristics of Modern Sport
3. CITES Tech Training Audio Assignment
4. Week 4 Podcast Assignment
5. Week 5 Podcast Assignment
6. *Fit: Episodes in a History of the Human Body* Written Assignment
7. Week 7 Podcast Assignment
8. Week 8 Podcast Assignment
9. In-Class Debate
10. Peer Review of Group Projects

■ **Student research and individual Moodle entries (250 pts total / 25 points each) 25% of course grade**

1. About the author
2. Ideals links
3. Keywords / Research Questions / Research Plan
4. Modules 1, 2, 3 for Using the Archives
<http://www.library.illinois.edu/village/primarysource/mod1/index.htm>
5. Proposal Workshop Draft
6. Ethnographic and archival data 1 (interviewing, evidence, findings, etc.)
7. Ethnographic and archival data 2 (interviewing, evidence, findings, etc.)
8. Script & Analysis Draft 1
9. Script & Analysis Draft 2
10. Reflect on the EUI research process / Recommendations to university on basis of findings

■ **Group Final Podcast and Analysis/Discussion (400 pts total / 200 pts each, 40% of course grade)**

1. Group Final Podcast & Script with Works Cited
2. Group Final Analysis/Discussion

■ **Group presentation and/or creation of poster for EUI Student Conference; rehearsal on Monday May 1st and conference participation on Monday May 1st (100 pts., 10% of course grade)**

Grade Scale

- 90-100 A
80-89 B
70-79 C
60-69 D
0-59 F

TENTATIVE SEMESTER SCHEDULE

(always check Moodle for updated schedule and assignment directions)

Week 1

January 17 Introduction

Discussion Activity – What is sport? What is disability?

January 19 What is Disability Studies?

Dan Goodley (2010) *Disability Studies an Interdisciplinary Introduction*, Chapter 1, Chapter 3

Required to enroll in Moodle (see Moodle above)

About the author assignment. Create your personal profile on Moodle and contribute to the “about the author” on Moodle (“Student Research Projects” link; then click “new entry”; first entry block is “about the author” (tell us something interesting about yourself; why did you take the course, concerns, anticipated contributions, previous experience related to the course or athletics, etc.). **Due on Moodle January 19th.**

Week 2

January 24 What is Sport Sociology?

Clifford Geertz, “Deep Play: Notes on the Balinese Cockfight,” *Daedalus*, Fall 2005, Vol. 134, No. 4, pp. 56-86. Originally published *Daedalus*, Winter 1972.

C.L.R. James, “What is Art?”. *Beyond a Boundary*. Durham: Duke University Press, 1993.

Disability in Sport Facebook Group Assignment. Request to Join the Facebook group “Disability in Sport” and browse the wall posts. Make sure to read or watch at least 3 posts of articles or media clips from the wall. Submit a typed summary of the posts you read and your reactions to them (**due in class January 24th**).

January 26 What are the major issues in Disability Studies?

Dan Goodley (2010) *Disability Studies an Interdisciplinary Introduction*, Chapter 4, Chapter 10

Discussion Activity: Brainstorm project topics & form groups (preliminary stage only)

DUE: Module One, Two, and Three: Primary and Secondary Sources

<http://www.library.illinois.edu/village/primarysource/mod1/index.htm> **Due in class January 26th: bring in an example of a primary and secondary source.**

Week 3

January 31 How do we define modern sport?

Allen Guttman “Introduction: Rules of the Game”; “The Institutionalization of Modern Sports in the United States”; and “Coda: *Les Sports Californiens*” in Guttman, *Sports: The First Five Millennia* Introduction. Amherst: University of Massachusetts Press, 2004, pp. 1-6; 323-325. (Moodle)

Assignment: Please choose one example of one of the 7 characteristics discussed by Guttman and create a script explaining why you feel this piece of evidence fits into that particular category. You will need to submit a script to Caitlin at the start of class Jan 31st (before 2 pm).

Discussion Activity: Class meeting with EUJ Coordinator Karen Rodriguez regarding group ethnography projects.

February 2 **How do we define “Disability” or “Normal”? How are these constructed by society?**

Disability Studies Reader. Chapter 1, “Constructing Normalcy”, pp.3-20, by Lennard Davis

Disability Studies Reader. Chapter 20, “The Social Model of Disability”, pp. 266-273, by Tom Shakespeare

Discussion Activity: CITES technology training for group projects session 1: Audio Recording & Editing Assignment – Practice using the recording equipment. Choose 2-3 favorite/interesting quotes from the readings, have your partner read the quotes and give a quick response/comment on the chosen quote. Practice uploading and editing the audio file in Audacity.

Week 4

February 7 **What are some of the problematic histories of the Olympics? What is Amateurism?**

In-class screening: *The Real Olympics*

David C. Young, “The Riddle of the Rings,” in S.J. Bandy, ed., *Coreobus Triumphs*. San Diego: San Diego University Press, 1988, pp. 257-276. (Moodle)

David C. Young, “Body, Mind and Greek Athletics,” in Young, *A Brief History of the Olympic Games*. Malden, MA: Blackwell Publishers, 2004, pp. 80-91 (Moodle)

David C. Young, “How the Amateurs Won the Olympics,” in *The Archaeology of the Olympics: The Olympics and Other Festivals in Antiquity*. Madison: The University of Wisconsin Press, 1988, pp. 55-75. (Moodle)

February 9

Discussion Activity: CITES technology training for group projects session 2

Assignment – Create an individual Podcast response to the Prompt on this week’s reading and film screening (minimum 1 minute). You should plan out your response in advance and use the readings and notes from the film to help you craft your response into a basic script, which you will then use in class on the 9th to work on creating a quick response podcast. Note that the actual due date is slightly later to allow you time to edit if needed. Please submit no later than Friday February 10th at 5 pm.

Week 5

February 14 **How can we include gender in discussions of disability?**

In- class screening: *Playing Unfair: The Media Image of the Female Athlete* (2002, Media Education Foundation)

Eileen McDonagh and Laura Pappano, *Playing with the Boys: Why Separate is Not Equal in Sports*. Oxford University Press, 2008, pp. 153-189. (Moodle)

Kane, M. J. (1995). Resistance/transformation of the oppositional binary: Exposing sport as a continuum. *Journal of Sport & Social Issues*, 19(2), 191-218. (Moodle)

February 16 What is Power? How does it shape our bodies and perceptions of self and others?

Pirkko Markula and Richard Pringle, *Foucault, Sport and Exercise: Power, Knowledge and Transforming the Self*. Routledge, New York, NY, 2006. Part 1 & Part 2 (p.1-71) (Moodle)

Assignment – Create a Podcast response to the Prompt on this week’s reading and film screening (minimum 1 minute). This assignment may be completed in groups no larger than 3. You should plan out your response in advance using the readings and notes from the film to help you craft your response into a basic script. You will be required to submit your script and works cited to Caitlin. Due before the start of class (2pm) February 16th. Podcast responses will be shared in class as part of the discussion.

Week 6

February 21 How do definitions of fitness impact understandings of disability?

In-class screening: *Fit: Episodes in the History of the Body*

Assignment – Complete the study guide questions provided in class and submit the typed response by February 23rd in class.

Due: Ideals Assignment. Search for related student projects in the IDEALS database. Select at least 3 to link to your project on Moodle and provide an explanation for why you chose each one. Bring your typed assignment to class. <http://www.ideals.illinois.edu/>

February 23 How does the media portray and impact the perception of people with disabilities?

Joseph Shapiro. *No Pity: People with Disabilities Forging a New Civil Rights Movement*. Three Rivers Press, New York, NY. 1993. pp.12-40 (Moodle)

Ian Brittain. (2004) “Perceptions of Disability and their Impact upon Involvement in Sport for People with Disabilities at All Levels”. *Journal of Sport and Social Issues* 28(4) pp.429-452 (Moodle)

Recommended but not required: Disability Studies Reader Ch 21, “Narrative Prosthesis”, pp.274-287, by David Mitchell and Sharon Snyder

Discussion In-Class Assignment: Proposal Workshop. Create 1st draft of project abstracts in groups. Copy of initial draft due February 24th at 5:00 pm (Freer 120 mailbox or by email).

Week 7

February 28 How do the course readings so far help us understand or critique this film?

In Class Screening: *Murderball*

Recommended but not required: Disability Studies Reader Ch 33, “Crippling Heterosexuality, Queering Able-Bodiedness: *Murderball*, *Brokeback Mountain* and the Contested Masculine Body”, pp. 443-459, by Cynthia Barounis

March 1

In-Class Activity: CITES technology training for group projects session 3

Assignment – Create a Podcast response for the Prompt on this week’s readings and film screening. Come to class with your audio recordings completed and files uploaded. This time will be used to help further refine your audio editing skills. This assignment may be completed in groups no larger than 3. You should plan out your response in advance using the readings and notes from the film to help you craft your response into a basic script. You will be required to submit your script and works cited to Caitlin.

Week 8

March 6 Masculinity, Disability, and Sport History – An International Problem

In Class Screening: *Wrestling with Manhood: Boys, Bullying and Battering* (2002) Media Education Foundation

Disability Studies Reader Ch 23, "The End of Identity Politics: On Disability as an Unstable Category," pp.301-315 by Lennard Davis

Susan Brownell. "Europe and the People without Sport History, or What the Olympic Games Means to China," in Brownell's *Beijing's Games, What the Olympics Mean to China*. Rowman & Littlefield, New York, NY. 2008. pp.1-18 (Moodle)

Stone, E. (2001). Disability, sport, and the body in china. *Sociology of Sport Journal*, 18(1), 51-68. (Moodle)

Assignment – Create a Podcast response to the Prompt for this week's reading and film screening. This assignment may be completed in groups no larger than 3. You should plan out your response in advance using the readings and notes from the film to help you craft your response into a basic script. You will be required to submit your script and works cited to Caitlin in addition to submitting the video URL.

March 8 How should we structure international competition?

Olympics, Special Olympics, Paralympics, and the Gay Games

Assignment – In-Class Debate regarding the following question: How should we structure international competition? Students will be given more specific instructions at a later date.

Howe, P. D., & Jones, C. (2006). Classification of disabled athletes: (dis)empowering the paralympic practice community. *Sociology of Sport Journal*, 23, 29-46.

Recommended but not required: Ashton-Shaeffer, C., Gibson, H., Autry, C., & Hanson, C. (2001). Meaning of sport to adults with physical disabilities: Disability sport camp experiences. *Sociology of Sport Journal*, 18(1), 95-114.

Due in Class – Research Questions, Abstract, Hypothesis. Caitlin will review and return for corrections by Friday March 9th. Revised and final version due on March 13th.

Week 9

March 13 Conducting Archival Research

Class Field Trip: Visit to Archives Library

UI Archives Tutorial (Same as Modules 1-3 already completed)

<http://www.library.illinois.edu/village/primarysource/index.htm>

Weis "Interviewing" 61-119 (Moodle)

March 15 Sex & Sexuality Issues, PLUS How to Create Posters for Conferences

Merinda Hensley visit Regarding EUI Poster session

Susan K. Cahn, "Beauty and the Butch: The 'Mannish' Athlete and the Lesbian Threat," in Cahn, *Coming On Strong: Gender and Sexuality in Twentieth-Century Women's Sport*. Harvard University Press, 1994, pp. 164-184. (Moodle)

Recommended but not required: Kevin B. Wamsley, "Social Science Literature on Sport and Transitioning/Transitioned Athletes". Unpublished paper prepared for the "Promising Practices: Working with Transitioning/Transitioned Athletes in Sport" Project. The University of Western Ontario, 2008. (Moodle)

Week 10

March 19 – Spring Break, No Class

Week 11

March 27 Conducting Research: Ethical Concerns

Robert Levine, “Consent Issues in Human Research” pg. 197-202 (Moodle)

Allan Brandt, “Racism and Research: The Case of the Tuskegee Syphilis Study” pg. 20-23 (Moodle)

Recommended but not required: Harold Gamble, “Students, Grades and Informed Consent” pg. 266-270 (Moodle)

March 29 Conducting Research: Ethnographic Methods

Emerson “Fieldnotes” and “Jotting”

Becker *Tricks of the Trade*: “Imagery.” 46-57, “Sampling.” 67-108

Anderson, D. (2009). Adolescent girls' involvement in disability sport: Implications for identity development. *Journal of Sport & Social Issues*, 33(4), 427-449.

Week 12

April 3 Theory in Disability Studies

Disability Studies Reader Ch 28, “Compulsory Able-Bodiedness and Queer/Disabled Existence”, pp.283-392, by Robert McRuer.

C.L. Cole. (2009) “Oscar Pistorius’s Aftermath”. *Journal of Sport and Social Issues* 33(1), pp.3-4

April 5 How do issues of race impact issues of disability in sport?

Richard Giulianotti, “‘Race’, Ethnicity and Intolerance in Sport,” in Giulianotti, *Sport: A Critical Sociology*. Cambridge: Polity Press, 2005, pp. 62-79.

Disability Studies Reader Ch 27, “Is Disability Studies Actually White Disability Studies?”, pp. 374-382, by Chris Bell.

All Video, Audio, and Archival Data Due

Week 13

April 10 Contemporary Examples of Ethnographic Research in Sport Sociology

Markula & Pringle (2006) Foucault Sport & Exercise, Chapters 5 & 6

In-Class Activity – Review Data in groups. Note initial themes or common findings. Begin to draft initial script and/or analysis.

April 12 Conducting Research: Ethical Concerns Part II

Heather Munro Prescott. 2002. "Using the Student Body: College and University Students as Research Subjects in the United States during the Twentieth Century" pp. 3-38.

In-Class Activity – Continue working on script/analysis using your data. Swap drafts with another group for comments and feedback. Submit revised draft by April 13th at 5pm via email to Caitlin. Begin to create your rough version of your Podcast.

Week 14

April 17 Research & Activism: Listening to and engaging with people with disabilities

Disability Studies Reader Ch 32, "This is What We Think", pp.432-442

Disability Studies Reader Ch 40, "Autism as Culture", pp.535-562, by Joseph Straus

In-Class Discussion & Assignment – Caitlin will return script & analysis drafts with comments. Consider today's readings in light of your project. How might these readings help inform your script's content or your editing choices? How might these readings change your analysis? Revise your draft based on Caitlin's comments and our discussion. Bring your new draft to class on April 19th.

April 19 Project Time

Analysis & Discussion Draft Workshop

Script Draft and Rough Podcast due in class. Here you will spend time showing your script and podcast to each other and giving final feedback on both the script content and podcast content/editing.

Week 15

April 24 Project Time

Podcast editing day

April 26 Project Time

Podcast editing day

Week 16

May 1

Podcast rough drafts premier in class. Be prepared to comment on each other's work. Be prepared to answer questions about your own project and creative process (think of this as a rehearsal for the EUI conference). Note that you will still have a few days to make changes to the podcast and the analysis.

Assignment – Submit peer reviews of all group projects no later than May 2nd.

Important final wrap-up

May 1 AFTERNOON/EVENING 3:00-8:00 pm EUI Conference

Karen Rodriguez, EUI Coordinator, will provide the actual time for our course podcast premieres at a later date. Students will not be required to attend the entire conference, only to present their podcast and be available for questions regarding your project.

May 4 Final Podcast and Analysis/Discussion DUE

Always check Moodle for updated reading schedule