FALL SEMESTER 2009
College of Applied Health Sciences
Department of Kinesiology and Community Health
KIN 199, Sport, Play and Ethnography, 3 credits

CRN 51837, sec. D3
Tuesdays 6:00-8:50 PM, 224 Freer

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Course description
This course, a First Year Discovery Program and Ethnography of the University Initiative (EUI), has two major interrelated aims:

1. the course introduces students to cultural ethnographic method/theory and criticism related to the study of contemporary sport and play. This is accomplished by sampling both older “classic” works and recent significant projects in the area of study.

2. throughout the semester, students are engaged in group work that conducts original primary research/fieldwork/ethnography centered on skateboarding and the University of Illinois community. The work of the semester is not so much on a final “polished” ethnography, but rather upon ongoing reflection of issues such as:

   • What are the key terms, questions, data, and significance of my unique project?
   • Is sport a unique cultural formation? What about the anthropology of skateboarding and skateboard culture?
   • What links can be made between my work and others ideas/experiences?
   • How can we make a difference with my project? What conflicts, issues, etc. may begin to reach resolution through the contribution of my work?
   • In what genres/forms can we communicate the above to others?

More details
We will use MOODLE (a course management system and community) to manage and communicate our ongoing work in the course.

For the first 7 weeks of the semester, students will create/submit individual work. For the next 9 weeks, students will work in groups. Each group will conduct research and engage in the process of creating an ethnography. All student groups will be responsible for short (5 minute), informal presentations or the creation of unique professional posters for December 3 2009 EUI’s Student Mini-Conference. All groups must also submit a final document of their semester-long ethnographic work. The final ethnographies will be preserved in IDEALS (Illinois Digital Environment for Access to Learning and Scholarship), for future students and others, to draw upon.

Required readings
Kyle Kusz, Revolt of the White Athlete: Race, Media and the Emergence of Extreme Athletes in America.

1 “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. Towards the end of the semester, EUI student submit research summaries to the IRB, documenting the number of subjects interviewed (including their demographic profiles), where interviews took place, and how subjects were recruited to participate” accessed at http://www.eui.uiuc.edu/resources_board.html
Other readings are available on E-reserve, accessed through the Library gateway:
http://www.library.illinois.edu/
Online tutorial for E-reserves:
http://www.library.illinois.edu/ipm/reserves.html
See also Applied Health Sciences Library
http://www.library.illinois.edu/ax/

Other readings will be distributed in class or accessed through the internet.

**Classroom policies**
*To insure that disability-related concerns are properly addressed from the beginning, students who require assistance to participate in this class are asked to contact me as soon as possible.*

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.illinois.edu/policy/code/index.html

*Please take note of these specific class policies:*
Class attendance, preparation, discussion, and participation in the online portion of the class are expected. There are no opportunities for extra credit in the course and late work will not be accepted. To get credit for work, students must be on time and present for the entire class meeting on the due date.

**Assignments and grading**

- MOODLE entries 20%
- Individual in-class work 20%
- Group work 20%
- EUI’s Student Mini-Conference presentation or poster 20%
- Final project 20%

**Grade Scale**
- 91-100 A
- 81-90 B
- 71-80 C
- 61-70 D
- 0- 60 F

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² The EUI conference gives students a chance to present their findings in a professional conference environment, expand their connections with fellow researchers, discover different ways of approaching their topics, and make connections to new lines of inquiry. These student projects will soon become part of EUI’s IDEALS Archives and serve as resources for future student research on the university.
Semester Schedule

August 25
Introduction to the course and EUI

September 1
Enroll in Moodle, add yourself as participant, and contribute to the “About the Author” block (found under “Student Research Projects” then “Add entry”)


In-class screening: Trobriand Cricket: An Ingenious Response to Colonialism; and selections from Seinfeld, “The Little Jerry” (original air date December 1996).

September 8


September 15
IRB and EUI course orientation from the EUI Directors


September 22

In class screening (selections) of Dogtown and Z-Boys (2002, Columbia TriStar).

September 29

In-class screening of Chlorine: A Pool Skating Documentary (2003, Chlorine Films);

October 6


**October 13**
Kyle Kusz, *Revolt of the White Athlete: Race, Media and the Emergence of Extreme Athletes in America.*

**October 20**
Kyle Kusz, *Revolt of the White Athlete: Race, Media and the Emergence of Extreme Athletes in America.*

In-class screening of selections from *Murderball* (2005, Velocity/Thinkfilm) and Dogtown and Z-Boys (2002, Columbia TriStar).

**October 27**

Maureen Margaret Smith and Becky Beal, “‘So You Can See How the Other Half Lives’: MTV ‘Crips’ Use of ‘the Other’ in Framing Successful Athletic Masculinities,” *Journal of Sport and Social Issues* 31/2, May 2007, 103-127. (e-reserve)

**November 3, 10, 17, 30**
Ethnographic and archival research

**December 1**
Practice group project presentations

**December 3, 3:00-8:00 PM**
Student presentations at the EUI campus-wide conference

**December 8**
Important final class meeting: DEADLINE for all IRB and EUI consent forms to be turned in ICES evaluations

**Friday December 18, 10:00 PM**
Submission deadline for final group ethnography projects (upload to Moodle and submit (email attachment or hard copy) to Sydnor.
Draft questions for group research

1. Attempt to create a history(s) of skateboarding at UIUC. Sources/Evidence? methods? How does such local history mirror, contest, etc., the mainstream histories of skateboarding that are reproduced in global skateboard genre films, videography, print media, blogs, etc.? Reflect on your evidence/history using Kyle Kusz, Revolt of the White Athlete: Race, Media and the Emergence of Extreme Athletes in America, other class material, and previous EUI projects (IDEALS).

2. Tell us about present-day UIUC skate leaders, innovators, subcultures and/or groups at UIUC. Reflect on campus/societal/ legal issues related to skateboarding on campus. Use previous EUI projects (IDEALS) to inform your project. Interpret your evidence using Kyle Kusz, Revolt of the White Athlete: Race, Media and the Emergence of Extreme Athletes in America and other class material.

3. Use a specific chapter and/or a particular idea from Ian Borden’s Skateboarding Space and the City: Architecture and the Body to design and carry through a mini ethnography of skateboarding on UIUC property. To carry out this project, obtain ideas from class material and previous EUI projects (IDEALS).