

ETHN 189: Special Topics
Sports and Race in the U\$A
UCSD | Winter 2018
MWF 3-3:50pm | Warren Lecture Hall 2114
Instructor: Melissa Hidalgo, PhD

Course Syllabus, Part 1:
Information and Policies

Email: mhidalgo@ucsd.edu

Office Hours: MW 12:45-1:45pm (please email in advance for appointment)

Campus Location: The Loft (Price Center)

Sports are a multi-billion-dollar global industry imbued with local histories, national myths, and economic policies. Recent news coverage of the NFL “anthem protests” and the shoplifting UCLA basketball players’ return from China, to take just two examples, show us that sports are rarely *just* sports and athletes rarely *just* athletes. This class examines the politics of race, gender, nationalism, and capitalism in contemporary sporting cultures in the USA. We will spend most of our time discussing the ‘big three’ US American sports of baseball, football, and basketball, as well as case studies of particular teams, athletes, and sports moments, in order to examine how ideologies and discourses of race, gender, class, and national belonging play out (on the field, in the press). We will also consider race, sports, gender, and economic landscapes in the USA within a transnational, global sporting context.

Our goal is to engage a critical ethnic studies approach to understanding the cultural meanings of sports and sporting bodies in the contemporary USA. Topics include: Winter Olympics; Super Bowl; World Cup; baseball, Latinos, and US imperialism; stadium construction and displacement; corporate sponsorships and the “amateur” student-athletes of NCAA football and basketball; fans, identities, and consumerism; and advertising.

Students are encouraged to contribute to the course by incorporating their own research, knowledge, and experiences as sports fans, athletes, and consumers into coursework and class discussions.

Required Texts

BOOK: H.G. Bissinger, *Friday Night Lights: A Town, A Team, and a Dream* (1990). No e-books, please; buy, rent, or borrow a paperback copy of *FNL* for class.

E-BOOK: Chris Lamb, ed. *From Jack Johnson to LeBron James: Sports, Media, and the Color Line* (U Nebraska P, 2016). Access online via UCSD library Roger search.

LIBRARY COURSE RESERVE: John Bloom and Michael Nevin Willard, eds. *Sports Matters: Race, Recreation, and Culture* (NYUP, 2002).

PRINT: All other required readings, films, and additional material will be available as PDFs or links on TritonEd ("Content" folder) and/or via e-book online through UCSD library. See Course Schedule for details. *Selected readings must be printed for in-class study and marking; these will be marked (P) in the Course Schedule.*

FILMS: The following films are required viewing. Many of them are available via streaming services (Netflix, Amazon Prime, iTunes) for a nominal fee. Some are available for viewing on Kanopy through your UCSD library account. Please make arrangements to view these films before we discuss them in class:

- ***Hoosiers*** (1986); ***Hoop Dreams*** (1994); ***Love & Basketball*** (2000); ***Moneyball*** (2011); ***Ballplayer: Pelotero*** (2011); ***When We Were Kings*** (1996—available at UCSD Media Desk for in-library viewing); ***Rocky*** (1976); ***Raging Bull*** (1980); ***ESPN 30 for 30: Fernando Nation*** (2010), ***Marion Jones: Press Pause*** (2010), and ***The Two Escobars*** (2010); ***I, Tonya*** (2017)—currently playing in theaters.

NEWS, MAGAZINES, BLOGS, AND PODCASTS: I encourage students to follow and read their favorite daily sports pages and relate them to the course. Local and national newspapers, magazines, websites, fan pages, and social media provide rich material for enhancing class discussions and connections to our readings. I will assign podcasts from **Edge of Sports (Dave Zirin)** and **Burn It All Down (feminist sports collective)**, and I will often ask students to bring in news from their sports feeds to share with the class.

Course Assignments and Grade Distribution

Short response papers (x2)	10 points
Midterm Exam	25 points
In-class assignments, homework	15 points
Group Presentation	10 points
Take-home Final	30 points
Attendance	10 points

	100 points

Handouts containing specific assignment descriptions, requirements, and other information will be posted on TritonEd. Due dates are listed on the Schedule below. All assignments, due dates, and other course material are subject to change.

Short response papers. Students will write two 2-page critical response papers to the readings and material. (5 points each)

Midterm Exam. Students will complete a take-home midterm exam that includes multiple choice, passage analysis, and written responses. Midterm covers Weeks 2-6 material.

In-class assignments and homework. These are informal, impromptu assignments such as group work, timed writing, and other exercises done during and outside of class time. Assignments vary and will be counted cumulatively at the end of the quarter.

Group Presentation. Students will create a 20-minute group presentation on a sports topic of their choice and present it to the class during Week 10.

Take-home Final. In lieu of an in-class exam, students will complete a take-home final exam and submit it on TritonEd during Finals Week.

Attendance. Our class time together is limited. I expect everyone to attend all class meetings regularly, on time, and prepared for the day's work. Everyone gets one 'freebie' absence and one excused absence, for a total of two "unexcused" absences that do not count against you. After **two absences**, I will deduct points from your final grade for every day you miss.

Please be on time and plan to stay for the entire 50 minutes! Arriving more than 5 minutes late, or leaving more than 5 minutes before class ends at the designated time, will also impact your attendance grade. *If something comes up during the quarter that affects your ability to attend class and be on time, please let me know sooner rather than later.*

Late Work Policy

All graded assignments must be submitted in order to pass the class. Late submission of assignments will be accepted only in verifiable emergencies, and only by arrangement with me prior to the due date. Assignments turned in late without prior approval *will be graded down at the instructor's discretion.*

Academic Dishonesty

Scholastic dishonesty is any act by a student that misrepresents the student's own academic work or that compromises the academic work of another. Examples include cheating on assignments or exams, unauthorized collaboration on assignments or exams, sabotaging another student's work and plagiarizing. Plagiarism is presenting someone else's work as your own, intentionally or not, by failing to put quotation marks around passages taken from a text or failing to properly cite quoted material. The University guideline for penalizing academic misconduct is determined by the professor of the course. Any act of academic dishonesty may result in one's failing the course.

My Email Policy

I welcome your emails with questions about the course material, assignments, office hours, and related issues. When you email me, please include the course number, your name, and a clear subject in the subject line. Practice **good email etiquette** by including an appropriate address (for example, "Dear Profe Hidalgo," or "Hello, Professor") and a clearly conveyed message. If you begin your email with "hey" or write to me like ur texting ur bff (wtf!), I will not reply to u. Otherwise, I will respond within the next 24-36 hours (excluding weekends). ☺

Office Hours

Starting Week 2, my **office hours** are Monday and Wednesday, 4-5pm at The Loft (Price Center). Please email me to schedule an appointment. While 'drop-ins' are welcome in office hours, students who have confirmed an appointment with me will be prioritized. If you have a schedule conflict and cannot make my regular OH (and also because I don't live locally and I'm only on campus on the days I teach), please email me and we will discuss alternatives.

Miscellaneous Policies

Note-taking. Please take notes using a notebook and a pen/pencil. Studies show that students retain more information when they are required to listen and/pay attention to lectures and discussion and write down pertinent information. If you have a documented disability or other condition that requires special accommodations, please see me immediately. Otherwise, please take notes the old-fashioned way: by listening and writing it down in a paper notebook.

Electronics. Many of your readings should be printed on paper for class. However, hand-held devices, including smartphones and tablets are permissible for reading, viewing, and listening to non-print class material. Our classrooms are small, and I can see (and hear) everything! Please refrain from texting, surfing the web, tapping on keyboards, checking/responding to emails, and other non-course-related uses of electronic devices.

Conduct. ETHN 185 is a course that occasionally may engage issues that could be uncomfortable and/or controversial. We ask that everyone be respectful of one another's viewpoints and that everyone adhere to the university's expectations for student conduct. Ethnic slurs, anti-immigrant, classist, racist, sexist and homophobic remarks, and religious diatribes/hate speech, written or spoken, will not be acceptable commentary for this course and appropriate action will be taken if these things occur. Students will be held to the university-wide policies established for Student Conduct.

Majoring or Minorin in Ethnic Studies at UC San Diego

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of "interest" yet have no information about the major or

minor and don't realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor at UCSD, please contact our Ethnic Studies Undergraduate Coordinator at 858-534-3277 or ethnicstudies@ucsd.edu.

Subject to Change

I have planned the course so that certain weeks coincide with major sporting events that will be happening during the quarter, but we can also be flexible when need be. In general, the course policies, assignments, readings, and due dates are subject to change. I will announce in class and post in TritonEd any changes to this schedule.

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Course Syllabus, Part 2: Schedule of Readings and Assignments

Unless otherwise indicated, all required reading and other material can be found in the corresponding week's folder under the "Content" tab in TritonEd. ***All work must be completed before the day it is listed.***

(LeBron)=in the Lamb anthology ebook
(SM) = *Sports Matters* anthology (Course Reserves)

Week	Monday	Wednesday	Friday
1/Jan. 8, 10, <u>12</u> Course Introduction: Why study Sports and Race in the U\$A?	First class meeting. Homework: watch the NCAA College Football National Championship Game: Georgia vs Alabama. Note different aspects of the game: stories, ads, pre- and post-game coverage.	Unpacking the headlines from Monday's game & getting to the roots of "Sports, Race, U\$A" In-class reading: selections from Goldblatt, <i>The Game of Our Lives: The Meaning and Making of English Football</i> (2014).	Field Day Friday: Go the library and research the topic "sport as imperial project 19 th century" in the US and Britain. See handout from Wed. for further instructions. Also, do the Cohen reading for next Wed.

2/Jan. 15, 17, 19 Course Introduction: US Sporting Contexts, past & present	Dr. MLK, Jr. Holiday No class	Share findings from Goldblatt assignment. Read: Cohen, "Introduction: The Meaning of Sport," in <i>They Will Have Their Game: Sporting Culture and the Making of the Early American Republic</i> (Cornell UP, 2017), pp. 1-17.	Watch <i>GLOW</i> (Glorious Ladies of Wrestling) season finale in class. Unpack: race, gender, class stereotypes; sports as spectacle and commodity. Listen: <i>Burn It All Down</i> feminist sports podcast (choose your own episode & report back to the class)
3/Jan. 22, 24, <u>26</u> Let the Games Begin: Basketball	Read: 1) Bloom and Willard, "Introduction: Out of Bounds and between the Lines: Race in Twentieth-Century American Sport," in <i>Sports Matters: Race, Recreation, and Culture</i> (NYUP, 2002); and 2) Lamb, "Introduction," in <i>From Jack Johnson to LeBron James: Sports, Media, and the Color Line</i> (Nebraska UP, 2016), pp. 1-18.	Read: Ratchford, "The LeBron James Decision in the Age of Obama" (LeBron)	<u>Friday Flicks:</u> <i>Hoosiers</i> <i>Hoop Dreams</i> <i>Love & Basketball</i> <u>Response paper 1 due</u>
4/Jan. 29, 31, 2/2 Football	<i>Friday Night Lights</i> (book)	<i>Friday Night Lights</i>	<i>Friday Night Lights</i> Read: Leiva, "'Just Win, Baby!': The Raider Nation and Second Chances for Black and Brown L.A." (Optional: Lipsitz, "The Silence of the Rams: How St. Louis School Children Subsidize the Super Bowl Champs" in <i>SM</i>)
5/Feb. 5, 7, 9 Super Bowl & NCAA College Bowls	Post-Super Bowl debriefing: the teams, the game, the ads, the coverage	Read: Martin, "Integrating New Year's Day: The Racial Politics of College Bowl Games in the American South" (LeBron)	2018 Winter Olympics begin in Pyeongchang, South Korea Read: Selections from Goldblatt, <i>The Games: A Global History of the Olympics</i> (WW Norton, 2016)

6/Feb. 12, 14, <u>16</u> Winter Olympics	Winter Olympics Read: TBA	Winter Olympics & No Olympics LA	<u>Take-home Midterm</u> Due by 5pm on TritonEd Keep watching Winter Olympics
7/Feb. 19, 21, 23 Soccer	<i>Presidents Day Holiday</i> <i>No class</i> (Winter Olympics Closing Ceremony on 25 February 2018)	Soccer/Race Read: 1) Goldblatt, selections from <i>The Ball is Round: A Global History of Football</i> (2008); and 2) Hase, "Race in Soccer as a Global Sport" (SM) (Also recall Wk1 Goldblatt passages.)	Soccer/World Cup Film: <i>The Two Escobars</i> (2010) Read: Galeano, selections from <i>Soccer in Sun and Shadow</i> (2013)
8/Feb. 26, 28, <u>3/2</u> Boxing, Tennis, Track & Field	Boxing: Muhammad Ali Film: <i>When We Were Kings</i> (1996) Read: 1) Rodriguez, "Documenting Myth: Racial Representation in Leon Gast's <i>When We Were Kings</i> " (SM); and 2) Erenberg, "'Rumble in the Jungle': Muhammad Ali vs. George Foreman in the Age of Global Spectacle"	Tennis: Venus and Serena Williams Read: Davis, "On the Courts of Druid Hill: Lucy Diggs Slowe and the Rise of Organized Black Tennis" Also: Representations of the sporting body & the Williams sisters: bring in examples from mainstream magazines and other media.	Track & Field: Marion Jones Film: Marion Jones <i>Marion Jones: Press Pause</i> (2010) Read: Lansbury, "Epilogue: Performance-Enhanced Athletes and 'Ghetto Cinderellas': Black Women Athletes Enter the Twenty-First Century" (Optional: Cahn, "Cinderellas of Sport: Black Women in Track and Field") <u>Response paper 2 due</u>
9/Mar. 5, 7, 9 Beisbol	Baseball: US & LatAm Films: <i>Moneyball</i> (film) and <i>Ball Player: Pelotero</i> (film) Read: Alamillo article in SM	Baseball: Chavez Ravine & stadium construction Film: <i>Fernando Nation</i> Listen: Dave Zirin, <i>Edge of Sports</i> podcast on Latinos in baseball	In-class group work on presentations
10/Mar. <u>12</u> , <u>14</u> , 16 Group Presentations	Group Presentations	Group Presentations	<u>Take-home final assignment due Wed. of Finals Wk: upload to TritonEd by 5pm.</u>

