

**The Ohio State University
First-Year Seminar Program
Course Proposal**

Course Information

1. Attach a syllabus that includes the following (sample syllabi can be found at <http://firstyearseminars.osu.edu>):

- the course goals
- a brief description of the content
- the distribution of meeting times
- a weekly topical outline
- a listing of assignments
- grade assessment information (A-E or S/U)
- required textbooks and/or reading list
- the academic misconduct and disability services statements (sample statements can be found at <http://asccas.osu.edu/curriculum/asc-syllabus-elements>)

Instructor Information

2. Attach a brief biographical paragraph that includes the current research interests, teaching awards and honors, and undergraduate courses taught by the participating instructor(s). The paragraph will be included in materials for first-year students.

PHILIP ARMSTRONG (COMPARATIVE STUDIES)

Proposer's Name and Primary Academic Unit (please print)

PROFESSOR

Proposer's Title

armstrong.202@osu.edu

Proposer's e-mail Address

2/28/19

Submission Date

Approval of Department/Chair of Academic Unit (please print)

 **Barry Shank**

Please return this form and any attachments to First-Year Seminar Program, 100 Denney Hall, 164 Annie & John Glenn Avenue, ATTN: Todd Bitters or e-mailed to bitters.4@osu.edu.

Philip ARMSTRONG received his PhD from UCLA and is Professor in the Department of Comparative Studies, where he is also the Chair of Graduate Studies and the Undergraduate Honors Advisor. His research focuses on different aspects of modernity and modern life, and he has published widely in contemporary visual culture as well as political and cultural theory. He teaches the CS 1100 "Introduction to the Humanities: Cross-Cultural Perspectives" lecture course as well as different level undergraduate courses in "Global Culture," "Introduction to Globalization and Culture," and "Modernity and Postmodernity: Issues and Ideas." He has been a member of numerous undergraduate thesis committees and has won the Comparative Studies Faculty Teaching Award and the OSU Council of Graduate Students James M. Siddens Award for Distinguished Faculty Advising.

Cultures of Sport

First Year Seminar Proposal

Professor Philip Armstrong (Comparative Studies)
armstrong.202@osu.edu

The Course Goals

There are three goals to the course:

- 1) to understand and situate sport in terms of its larger historical and cultural contexts
- 2) to understand and situate sport in its larger transnational and global contexts
- 3) to experience and learn how to articulate different critical and comparative approaches to sport.

Course Description

Each week will be devoted to situating different sports in relation to different cultural contexts. For example, we will ask how sports have evolved historically under different conditions; how sports are embedded and experienced within different cultural, social, and national traditions; how sports construct individual and collective identities, affective investments, and the conditions of belonging and national allegiance; how sports relate to questions of race, ethnicity, class, and gender; how sports transform our understandings of the body and physical (dis)abilities; how the media shape the reception of sports as a cultural commodity, and so on. Based on readings, documentaries, case studies, and class assignments, students will be asked to discuss and debate the ways in which sport provides a critical lens through which we can understand our modern and contemporary world.

Assignments

1. Complete weekly readings
2. For one of the classes during the semester (schedule TBA), find an article/report/documentary (see <https://www.linktv.org>) that addresses sport in another country from a critical perspective, come to class prepared to present the material, and engage in a Q&A with the rest of the students. After your presentation, submit an overview of your presentation in 1-page single spaced report.
3. Attend a sports event outside of class and analyze its cultural significance (make sure you use the readings and previous class discussions to support your argument).
4. Final Class Symposia; Give a 3-4 min class presentation on the sports event you attended and discuss its cultural significance. Submit a 1-page single spaced report as your final project.

Grading

This course is graded Satisfactory/Unsatisfactory (S/U). A “Satisfactory” grade would include:

Attendance: Except for excused absences, come to *every* class and be on time.

Class preparation: Complete the reading and assignments in preparation for class.

Participation: Being attentive in class, engaged, speaking up, contribution to the discussions.
Assignments: Complete the in-class and other assignments.

Readings

There is no textbook for the class. Readings will be posted on Carmen

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Course Outline and Weekly Meetings

Week 1

Introduction to the Course

Histories of Sport: From Indigenous Traditions to the Olympics

Questions: How do we understand sport historically? How is sport embedded in different cultural traditions and social contexts?

View: “Indigenous Traditional Games,” New South Wales (Australia) Office of Sport (<https://sportandrecreation.nsw.gov.au/clubs/training/tig>)

Week 2

Youth and Sports Education

Questions: What role does sport play in youth education? Understood globally and transnationally, does sport play different educational roles in different cultures?

Reading: Extract from Don Sabo and Philip Veliz, “Surveying Youth Sports in America: What We Know and What it Means for Public Policy” in eds. Michael Messner and Michela Musto, *Child's Play: Sport in Kids' Worlds (Critical Issues in Sport and Society)*, pp. 23-42.

View: “German Youth - Physical Training and Sports Meeting” (1937)
<https://www.youtube.com/watch?v=IzjaUsIjsN4>

“China: Sports and PE”

<https://www.youtube.com/watch?v=9DhjagAasRw>

Week 3

Sport and Constructions of Identity, Allegiance, and Belonging

Questions: Hoes does sport create and construct personal and collective identities? How does sport shape our sense of belonging?

Reading: Extract from Burgess, I., Edwards, A., & Skinner, J., “Football Culture in an Australian School Setting: The Construction of Masculine Identity” in *Sport, Education, and Society* 8, 2 (October 2003): 199-212.

View: Extract from “Sports and Identity in Canada”

<https://www.tv.o.org/video/programs/the-agenda-with-steve-paikin/sports-and-identity>

Week 4 Sports and Nationalism

Question: How has sport contributed to notions of national identity, both historically and in our contemporary world?

View: “Nationalism in Sports” Part 1 and 2 (18 mins)

<https://www.coursera.org/lecture/sports-society/nationalism-and-sports-part-1-2oUK0>

Week 5 Affective Investments: Fandom, Icons, and Supporters

Question: How do we begin to understand the affective investments in sport and “superstars” by fans and supporters?

“Superfans: The Tribalism of Sports, *The New Yorker* (February 1, 2018)

<https://www.youtube.com/watch?v=aY6GTSDYDRo>

Week 6 The Body, (Dis-)Abilities, Paralympics

Question: How do we think about the relation of different sports to the ways in which we understood the body and physical (dis-) abilities?

Reading: “Disability and Sports,” United Nations Department of Economic and Social Affairs at

<https://www.un.org/development/desa/disabilities/issues/disability-and-sports.html>

Week 7 Sports and Race

Question: How do we think about the intersections between sport and race?

Reading: Extract from Earl Smith, “The Promise of an Education” in *Race, Sport and the American Dream*, pp. 95-116.

View: “Sport, Race and Politics (1971 South Africa Springbok Protests)” at

<https://vimeo.com/89643143>

Week 8 Sports and Gender

Question: How do we think about the intersections between sport and gender?

Reading: Diana Nyad, Michael Messner, and Cheryl Cooky, “Gender in Televised Sport” in ed. D. Stanley Eitzen, *Sport in Contemporary Society: An Anthology*, pp. 68-71.

View: “The Current State of Women’s Football in Muslim Countries” at

<https://sites.duke.edu/wcwp/research-projects/middle-east/muslim-women-in-sport/the-state-of-womens-football-in-muslim-countries/>

Week 9 Technology

Question: In what ways has technology impacted different sports?

Student Projects: Research a technology that seeks to transform a specific sport, to enhance performance, or to create an exercise program

Week 10 Media Representations

Question: What is the relation between sport and media representations of sport?

Reading: George H. Sage “New Media and Global Sports” in ed. D. Stanley Eitzen, *Sport in Contemporary Society: An Anthology*, pp. 322-28.

Student Research Projects on International Media and Sports

<https://www.linktv.org/search?query=sports>

Week 11 Commercialism, Spectacle, and Cultural Commodities

Question: How has commercialism transformed different sports?

Reading: “Joe Pinsker, “Is There Room for Sports to Get Even More Commercial?” in *The Atlantic* (June 13, 2016) at

<https://www.theatlantic.com/business/archive/2016/06/future-corporate-sports-sponsorship/486569/>

View: Analysis of recent sports TV advertising

Week 12 The Economics of Sport

Question: How can we begin to address the global economies of sport?

Reading: Vivienne Walt, “Inside FC Barcelona's Global Football Empire” at

<http://fortune.com/2018/03/21/inside-fc-barcelona-global-football-empire/>

Week 13 E-sports

Class debate: “Should we take E-sports seriously?”

Week 14 Class Symposium: Student Final Presentations

Week 15 Class Symposium: Student Final Presentations

Academic Misconduct and Disability Services Statements:

Academic Misconduct

It is the responsibility of the Committee on **Academic Misconduct** to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

Writing Support

The **OSU Writing Center** is a free service that provides professional tutoring and consultation on writing. Visit <http://cstw.osu.edu> or call 688-4291 to make an appointment. They also offer drop-in consultations in the Science and Engineering Library and online consultations via the chat function on Carmen. I encourage you to use the university resources available to you to improve the quality of your writing. If you do decide to use these services, please authorize that I be notified via a tutoring report. This helps me gauge your effort to access resources and track what advice you have gotten.

Student Life Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with **Student Life Disability Services**. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Counseling and Consultation Service

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life’s Counseling and Consultation Service (CCS)** by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org

Title IX and Diversity Statements

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to

offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

The Ohio State University affirms the importance and value of **diversity** in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential.

Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.