

ANT 100W: Sports, Culture, and Society
Spring 2004 M,W,F 9:30—10:20, Chambers 1015

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This course is a writing-intensive study of the social and cultural impact of sports from a variety of anthropological perspectives, and will fulfill first-year composition requirements. While the emphasis will be on writing, we will examine a number of topics on the impact of sports on society and culture as a way to “think through writing.” Topics in this course include the commodification of sports and leisure, and the relationship between sports and issues such as gender, identity, childhood, public policy, the media, social

organization, and popular culture. We will use sports as a lens to understand wider social changes and cultural meanings in different societies throughout the world, including American society. Satisfies the core requirement in composition, social science, and cultural diversity

In terms of writing, although we will focus on expository prose, we will also explore different genres including op/ed articles and field journal writing. We will approach writing as part of the research process, a process that includes conducting a literature review, writing a proposal, outlining a paper, writing a draft, and correcting drafts. During each week of class, we will set aside one meeting to do exercises together, deconstructing the class material that we have read.

Course Readings

Dyck, Noel 2000. *Games, Sports, and Cultures*. Oxford: Berg.

Gmelch, George 2001. *Inside Pitch: Life in Professional Baseball*. Washington, DC: Smithsonian Institution Press.

Messner, Michael 2002. *Taking the Field: Women, Men, and Sports*. Minneapolis: University of Minnesota Press.

Additional articles will be available on Blackboard.

Course Requirements

Class participation (10%): The most important work in this course is to be prepared for each class; this means having thoroughly read the material and being prepared to discuss particular points from the reading. Readings are due on the day listed in the class schedule. I will not lecture on the readings, but will discuss the implications and difficult points in the material. Remember, there is no such thing as a dumb question or comment. A good strategy is to mark a part of the reading that you feel is important, unclear, or thought-provoking, and share the passage with the class. Response papers can help you think through readings as well.

Response papers (10%): You will write five (5) response papers throughout the term, no more than two pages and double-spaced. They are individually ungraded ($\sqrt{+}$, $\sqrt{}$, $\sqrt{-}$) and require only timely submission for full credit. Response papers will serve as a diagnostic to help you become more comfortable with writing and becoming more accustomed to “thinking through writing.”

Web/Library Project (10%): This writing assignment of no more than 5 pages will be a brief examination of the structures of a particular sport in a particular country/region or international agency – i.e., FIFA, soccer in Brazil, United States Tennis Association. This assignment will help you develop skills in both the research and writing process. The writing tasks to be emphasized in this project are: **summary** of other author’s arguments in expository prose; proper **citation** to avoid plagiarism and as a technique for legitimacy. Skills that you develop here will be re-emphasized in the research paper.

Field Journal Assignment (10%). This project of no more than five-pages single-spaced pages will require your attendance/participation in an athletic event (i.e., Davidson athletic event, USTA-sanctioned tournament, Charlotte Checkers/Knights/Panthers/Sting game, intramural flickerball game). This assignment will introduce you to journal writing techniques. The writing tasks to be emphasized in this project are: writing **descriptive** text that avoids interpretation; “voice-switching” techniques that make explicit subjectivity/objectivity. You will revise this assignment in the short expository essay.

Short Expository Essay (10%). This project of no more than 5 pages double-spaced will have you follow-up/revise the field journal assignment. This essay will focus on your construction of an argument that is unified throughout the structure of the paper. The writing tasks to be emphasized in this project are: writing a strong **thesis statement**; structuring a paper through the structure of an argument; addressing other texts/arguments while writing in both the third and first person. The writing from this assignment will be followed up through an outline exercise.

Op-Ed Essay (10%). This project of no more than 5 pages will **follow-up/revise** the work from the Web/Library Project. The goal of this writing assignment is to write a convincing argument that translates academic-style writing/ideas into a “jargon-free” argument.

Research Paper (total 40%: proposal 5%, outline 5%, 1st draft 10%, student comments 5%, final paper 15%): This assignment will help you master the processual aspect of writing. Writing is a process, a process whose mechanics will be emphasized through your submission of different parts of the research project throughout the term. I will distribute handouts and

examples for each step in the process during the semester. In summary, there are five parts that will be graded at each step: proposal (5%), outline (5%), first draft (10%), comments (5%; your comments on a classmate's first draft), and the final draft (15%). Each part must be completed prior to submission of the next part – as you can see from the weighting, I take outlines and first drafts very seriously. Deadlines for each part are listed in the schedule; I would recommend that students meet with me individually or email me to discuss each part before submission.

Submission of Writing Assignments: All assignments (except for your peer comments) must be submitted to me electronically. You can do this in two ways: as an email attachment; or through the digital drop box in Blackboard. If you are not using Microsoft Word, please save the file as in “rich text format.” At the end of the course, I will prepare a “writing portfolio” for you so that you can see your progress. If you have any questions about how to submit assignments, please see me individually.

While students working with each other outside of class is highly encouraged, all graded, written work must be your own and pledged accordingly. All work is subject to the Davidson College Honor Code as stated in the student handbook. If there are individual accommodations for special needs, please let me know and authorize the Dean of Students to contact me so that we can work something out.

Course Schedule (subject to modification)

Monday, 12 Jan	Introduction to Course Writing Topic: <i>Writing as Thinking, Thinking as Writing</i>
Wednesday, 14 Jan	Reading: Dyreson Essay (on Blackboard) Assignment: Response Paper Due
Friday, 16 Jan	Reading: Blanchard Essay (on Blackboard) Film: Trobriand Cricket
Monday, 19 Jan	Martin Luther King Day – No Class
Wednesday, 21 Jan	Writing Topic: <i>Looking for Thesis Statements</i> Reading: Dyck Introduction, and Dyck Essay 1 Assignment: Response Paper Due Class Meeting: Electronic Classroom, Library
Friday, 23 Jan	Reading: Roubidoux Essay (on Blackboard) Exercise: Looking for Thesis Statements (bring all previous essays to class)
Monday, 26 Jan	Writing Topic: <i>Writing Thesis Statements</i> Reading: Brownell Essay, in Dyck volume
Wednesday, 28 Jan	Reading: Morris article (on Blackboard) Assignment: Response Paper Due
Friday, 30 Jan	Reading: Messner, Introduction and Chapter 1 Exercise: Writing Thesis Statements
Monday, 2 Feb	Writing Topic: <i>Writing Clear, Strong Sentences</i> Reading: Messner, Chapter 2 Assignment: Web/Library Project Due
Wednesday, 4 Feb	Reading: Messner, Chapter 3
Friday, 6 Feb	Reading: Messner, Chapter 4 Exercise: Dealing with Nominalizations
Monday, 9 Feb	Writing Topic: <i>Writing in Different Genres</i> Reading: Messner, Chapter 5
Wednesday, 11 Feb	Reading: Deford article, Numbers Lane Reilly article, Extra Credit Exercise: Journal writing Assignment: Response Paper Due
Friday, 13 Feb	Reading: Deford article, Solving Title IX Exercise: Looking at Op/Ed pieces as a student-writer
Monday, 16 Feb	Writing Topic: <i>Making Outlines</i> Reading: MacClancy Essay (on Blackboard) Assignment: Op/Ed Essay Due
Wednesday, 18 Feb	Reading: Bourdieu Essay (on Blackboard)
Friday, 20 Feb	Reading: Appadurai Essay (on Blackboard) Exercise: Outlining an Essay
Monday, 23 Feb	Writing Topic: <i>Coherence</i> Reading: Alter Essay, in Dyck volume

Wednesday, 25 Feb	Reading: Moore Essay, in Dyck volume Assignment: Fieldnotes for Essay Due
Friday, 27 Feb	Reading: Klein Essay (on Blackboard) Exercise: Topic Strings
1-5 March	Spring Break! Have a good holiday.
Monday, 8 Mar	Writing Topic: <i>More on Coherence</i> Reading: Manzenreiter article (on Blackboard)
Wednesday, 10 Mar	Reading: Allison article (on Blackboard) Assignment: Paper Proposal Due
Friday, 12 Mar	Reading: Brownell article (on Blackboard) Exercise: Headings as Test for Coherence
Monday, 15 Mar	Writing Topic: <i>Using Other People's Work</i> Reading: Alter article (on Blackboard) Assignment: Short Expository Essay Due
Wednesday, 17 Mar	Reading: Dyck essay, Parents, Kids, and Coaches, Dyck volume
Friday, 19 Mar	Reading: Lithman article, Dyck volume Exercise: Translating into your own words
Monday, 22 Mar	Reading: Weiss article, Dyck volume Assignment: Paper Outline Due
Wednesday, 24 Mar	Reading: Horne article (on Blackboard) Assignment: Response Paper Due Film: Shaolin Soccer
Friday, 26 Mar	Film: Shaolin Soccer
Monday, 29 Mar	Writing Topic: <i>Making Connections</i> Reading: Zinsser article on writing about sports (on Blackboard)
Wednesday, 31 Mar	Reading: Garnham article (on Blackboard)
Friday, 2 Apr	Reading: Spencer article (on Blackboard) Exercise: Parallelism and Modifiers
Monday, 5 Apr	Assignment: Draft of Paper Due Film: Field of Dreams
Wednesday, 7 Apr	Film: Field of Dreams
Friday, 9 Apr	Reading: Gmelch, p. 1-26
Monday, 12 Apr	College Holiday – No Class\
Wednesday, 14 Apr	Reading: Gmelch, p. 27-46 Assignment: Peer Comments Due
Friday, 16 Apr	Reading: Gmelch, p. 47-71
Monday, 19 Apr	Reading: Gmelch, p. 72-114

Wednesday, 21 Apr	Reading: Gmelch, p. 115-143
Friday, 23 Apr	Reading: Gmelch, p. 144-172
Monday, 26 Apr	Reading: Gmelch, p. 173-202
Wednesday, 28 Apr	Last Day of Class Final Paper Due