

CLST 11/SOCY 49.19: Sport and Democratization in the Ancient and Modern Worlds  
Winter, 2016

Class Time: 12hour: Monday, Wednesday, Friday 12:30-1:35pm (X-Hour: Tuesday 1-1:50pm)

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Office Hours: By appointment, blitz me, and we will set something up almost immediately

### I-Course Description

In the past century the extension of political and social rights to previously marginalized and disadvantaged groups in the United States has proceeded alongside the growing participation of members of those groups in sports. Baseball was integrated just as the Civil Rights movement gathered force. Title IX, and the resulting radical increase in the number of female athletes in the United States, was enacted just at the time that the women's rights movement was making major gains in all spheres of American society. These temporal coincidences raise the question of whether there is a causal relationship between democratization in society and sports, and if so, what the nature of that relationship might be.

The relationship between democratization in society and in sports forms the subject matter of this course. We will begin to explore that relationship by looking at the various ways in which democratization in society and in sports influence each other in the modern world. Then we will turn our attention to the past and examine the relationship between democratization in society and in sports in sixth- and fifth-century BCE Greece, in nineteenth-century CE Britain, and in twentieth-century CE America. The course will end with a consideration of the lessons we have learned about democratization in society and in sports for public policy and sports practices in the United States and elsewhere.

### II-Course Goals

- (1) Help you develop a sound knowledge of the concepts and evidence relevant to exploring the relationship between sports and democratization
- (2) Help you develop your critical thinking skills, with critical thinking defined as follows:  
Mental activity that is clear, precise, and purposeful. It is typically associated with solving complex real world problems, generating multiple (or creative) solutions to a problem, drawing inferences, synthesizing and integrating information, distinguishing between fact and opinion, or estimating potential outcomes. People with advanced critical thinking skills are prepared to deal with problems with a significant, irreducible degree of ambiguity, i.e., problems for which there is no single, obviously correct solution.
- (3) Help you develop your ability to work collaboratively  
Collaboration involves being a member of a group that works together to achieve a shared goal. In many cases collaborative work involves projects that, because of scale, complexity, or deadlines, are impossible for any one individual to complete in a satisfactory or timely fashion. In collaborative work environments rewards for success and penalties for failure are typically distributed equally across the entire group (i.e., there is no attempt to distribute different rewards and penalties to individuals within the group based on an assessment of their specific contributions). Effective collaboration requires the ability and willingness to (1) contribute information and ideas to the group while also listening carefully and assigning appropriate value to the contributions of other members of the group, (2) generate novel ideas, answers, and solutions by means of a creative process involving multiple individuals, (3) work toward consensus, make compromises where suitable, and manage conflicts, and (4) fulfill commitments so as to build trust within the group and ensure the group achieves its goals in a timely fashion.

- (4) Help you develop your ability to use basic technology (specifically the ability to work with video content)

### III-Required Texts

Paul Christesen, *Sport and Democracy in the Ancient and Modern Worlds*. Cambridge University Press, 2012.

(please acquire this book via Amazon; it is available either in print or e-book form)

There are no other required texts. All assigned readings not from the required text will be delivered via the course website at: <https://canvas.dartmouth.edu>.

### IV-Grading

Your grade will be based on the following five components:

#### (1) Participation (20%)

Your base participation grade will be calculated using take-away and question (TAQ) cards. At the beginning of each regular class session, you will be given an index card and a few minutes to write down two questions that occurred to you while doing the reading assigned for that class session. At the end of each regular class session you will be given an index card and a few minutes to write down your major take-away from that day's class and a question that responds to the material we have covered in that class and that you would like to have answered. You cannot submit a question card if you show up late for class. You must attend the entirety of class in order to submit your question and take-away card. You cannot submit either card if you miss class entirely. I will not grade your TAQ cards in the standard sense of the term, but if your take-away and/or question(s) on any given card are disastrously disconnected from the material we have covered, you will not receive credit for that TAQ. We will have 27 regular class sessions (other than the first day of the semester), and your base TAQ grade will be calculated as follows:

54 satisfactory TAQs: A+	53-48 satisfactory TAQs: A	47-46 satisfactory TAQs: A-
45-44 satisfactory TAQs: B+	43-42 satisfactory TAQs: B	41-40 satisfactory TAQs: B-
39-38 satisfactory TAQs: C+	37-36 satisfactory TAQs: C	35 or fewer satisfactory TAQs: E

The parameters of this system are such that you can miss a few class sessions without any major penalty. Your base participation grade may be revised substantially upward or downward depending on the extent to which you do or do not contribute effectively and productively to class discussion.

#### (2) In-class essays (30%)

On seven occasions over the course of the semester, you will be given a question and 15 minutes to write a response to that question, which will be based directly on the material we have covered recently either in class or in the assigned reading or both.

You must be present in class and arrive in a timely fashion to write your response. There will be no opportunities to make up a missed in-class essay.

#### (3) Short sports highlight video (10%)

You will, working as an individual (not as a member of a group), produce an approximately 2-minute long video that provides highlights of a sporting event. This video must have at least four separate segments—at least one of which features you on the screen, speaking—and must include all of the following: opening title, cutaway, slow-motion, voiceover, and transitions. Your video will be based on the FIFA Women's World Cup match between Germany and the USA played on 1 July 2015. The full video of that game is available on the course website. (If you have a very strong preference to make a highlight video of a different sporting event, that is

a possibility, but you **MUST** see me well in advance of the due date and get **specific permission** to do so.)

(4) Video on a sociology-of-sport theory or concept (20%)

You will, collaborating with your group, produce one relatively short (5-10 minute) video that explains one of the key theories and concepts we have covered in class. Your video must include illustrative clips from other sources (e.g., a sports movie). Your group will produce a single, collective video, and the grade for the video will be assigned to each member of the group.

(5) Advice video for coaches or parents (20%)

You will, collaborating with your group, produce one relatively short (5-10 minute) video that draws on the concepts and evidence you encounter in this class to offer advice to a coach of a sports team or to parents of children involved in sports. Your group will produce a single, collective video, and the grade for the video will be assigned to each member of the group.

There is no midterm or final exam.

Important Note

You will be assigned to a group consisting of 4-5 members. Your group will produce two videos. Your group will also sit together in class and will frequently be asked to participate in class as a group.

Your grades for the two group-produced videos will be assigned on a group basis—i.e., all members of the group will receive the same grade. However—and this is an important caveat—your grade as an individual for these videos may be adjusted upward or downward, depending on assessments made by other members of your group and by the instructor as to how much or how little you contributed to the smooth and effective functioning of your group. Students who contributed little or nothing to their groups over the course of the semester will be penalized by having their grades for one or both videos reduced substantially. For example, if your group produces a great advice video to which you contributed little to nothing, the rest of the members of your group may get an A for the video, while your grade for that video is reduced to a B. Conversely, students who went well beyond the call of duty in contributing to the smooth and effective functioning of their groups will be rewarded by having their grades for one or both videos raised.

With this in mind, I will ask each student in the class to assess the performance of each of the other members of her/his group, after the completion of the first group video and at the end of the semester.

You will be asked if the other members of your group, in your opinion:

- (a) went far above and beyond reasonable expectations
- (b) met reasonable expectations
- (c) fell far below reasonable expectations.

These assessments should be conducted using a 10-80-10 scale, meaning that (a) and (c) should be reserved only for particularly obvious cases. No more than roughly 10% of the students in the class should receive a consistent (a) from the other members of his/her group and no more than roughly 10% of the students in the class should receive a consistent (c) from the other members of his/her group. 80% of the students in the class should end up with a (b) from the other members of his/her group. In other words, please don't shower (a)'s or (c)'s on everyone in the group indiscriminately. Reserve them for particularly obvious cases.

I encourage you to be as frank as possible in your assessments. Accountability is a key issue in effective group work, and peer assessments are a key means of ensuring accountability. These assessments will be

kept in strictest confidence (i.e., they will NOT be shared with other students and will be seen only by myself).

#### V-Assignments

As I would like to have at my disposal the flexibility to modify details of focus and reading as the class develops, I will not provide a full schedule of assignments in advance. Assignments will be listed about two weeks in advance on the course website.

#### VI-Schedule/Key Dates

Date	Day	Event
5 January	Tuesday	Mandatory x-hour (make-up for missed class on Jan 8)
8 January	Friday	No class
11 January	Monday	In-Class Essay #1
12 January	Tuesday	Mandatory x-hour (video training)
18 January	Monday	No class (MLK)
19 January	Tuesday	Mandatory x-hour (make-up for missed class on Jan 18)  In-Class Essay #2
22 January	Friday	sports highlight video due today at 6pm
25 January	Monday	In-Class Essay #3
1 February	Monday	In-Class Essay #4
2 February	Tuesday	Mandatory x-hour for group project planning
3 February	Wednesday	Treatment plan for sociology theory concept video due today at 6pm
9 February	Tuesday	Mandatory x-hour (make-up for missed class on Feb 12)
10 February	Wednesday	In-Class Essay #5
12 February	Friday	No class
17 February	Wednesday	sociology theory concept video due today at 6pm
22 February	Monday	In-Class Essay #6
23 February	Tuesday	Mandatory x-hour for group project planning
24 February	Wednesday	Treatment plan for advice video due today at 6pm
2 March	Wednesday	In-Class Essay #7
7 March	Monday	Advice video due today at 6pm
8 March	Tuesday	Mandatory x-hour

#### VII-Accommodations

Students with disabilities enrolled in this course and who may need disability-related classroom accommodations are encouraged to make an appointment to see one or the other of the instructors before the end of the second week of the term. All discussions will remain confidential, although the Student Accessibility Services office may be consulted to discuss appropriate implementation of any accommodation requested.

Students who wish to take part in religious observances that conflict with their participation in the course are encouraged to make an appointment outside of class time with one or the other of the instructors as soon as possible to discuss appropriate accommodations.

#### VIII-The Honor Principle

Students are reminded of the existence of an Academic Honor Principle at Dartmouth, the provisions of which are spelled out at: <http://www.dartmouth.edu/~uja/honor/>. Students are responsible for the

information concerning plagiarism found in *Sources: Their Use and Acknowledgment* available in the Deans' Offices or online at <http://www.dartmouth.edu/~sources/>. For the purposes of this course, it is essential that students:

- (a) give credit where credit is due in all papers by citing sources for all quotations, paraphrased arguments, or summaries of basic evidence.
- (b) refrain from copying a fellow student's responses to quizzes and exams administered in class.

Students with questions should see the instructor prior to the submission of any work which might violate the Honor Principle.