

Senate
Info. 11/4/08

08-28
App-10/14/08

Undergraduate Distance Education Review Form
(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

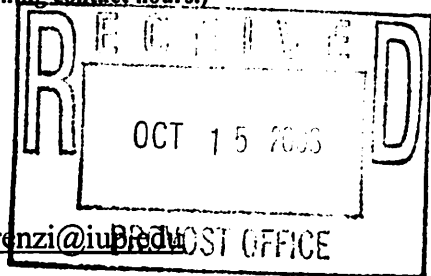
Existing and Special Topics Course

Course: LBST 499 – Sport: A Microcosm of Society

Instructor(s) of Record: Dr. David Lorenzi & Mr. Ron Trenney

Phone: 724-357-4415

Email: David.Lorenzi@iupui.edu



Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?
Dr. David Lorenzi and Mr. Ron Trenney co-taught LBST 499 – Sport: A Microcosm of Society during the summer 2008 session. Both instructors have a strong background in health, physical education, athletics, and coaching education. Additionally, Dr. Lorenzi has taught an online, graduate-level course (Motor Development for Special Populations) at West Virginia University. Both instructors integrate internet-based and online course assignments into other departmental courses that they regularly teach.

2. How will each objective in the course be met using distance education technologies?
Objective A: define and explain the principles of synthetic thought and problem solving
How Objective A will be met: A major focus of LBST 499 Senior Synthesis courses is teaching students how to critically think, synthesize, and problem solve. Synthesis can be described as a way of putting things together, of combining parts into wholes. Students will be taught in this course to use this method of thought and analysis as various issues are presented and discussed. The instructors will provide examples of synthetic thinking and evaluate the student's understanding of the process. A case study activity will be utilized to illustrate the process of synthetic thought and analysis.

Objective B: identify various contemporary societal issues as they relate to sports in American society
How Objective B will be met: Due to the fact that synthetic reasoning allows one to view issues from different perspectives, each topic that is presented will reflect contemporary societal issues as they relate to sport in American society (ex. racism in sport, deviance in sport, media influence in sport, etc.). The students will be required to examine each issue that is presented from a variety of different viewpoints. Video clips will be utilized to present an issue followed by instructor and student generated discussion questions and responses. Students will be required to post and respond to discussion questions.

Objective C: synthesize specific societal issues with regard to how they influence American sport
How Objective C will be met: The students will demonstrate synthetic thinking through an examination of a variety of societal issues as they relate to and influence American sport. In addition to the posting and responding to discussion questions as previously presented, students will complete two essays on ethics in sport and a sport figure essay that represents one of the learning areas discussed (ex. racism in sport). The culminating project for the course will be a research paper on a specific learning area that was discussed in class. Students will be required to go beyond the information that was presented in class to research the issue in-depth and from a variety of viewpoints. Students will need to locate supporting research and other information to support their findings. Finally, the students will be required to combine the material that was presented in the learning module with the information that was obtained via their research and synthesize the information in a research paper.

In summary, Web 2.0 technologies for distance education will be applied to meet the above objectives. The design of this course will focus on students' learning, motivation, and satisfaction. The students will be actively engaged in learning activities throughout the entire course. The instructors will implement the use

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of learning modules, chat rooms, and discussion boards to facilitate student engagement and learning. Each student will be required to submit discussion questions, opinions, and comments at the conclusion of each module. Additionally, all students will be required to respond to discussion questions and participate in chat room discussions. The delivery of course content in this format is designed to foster learning efficiency for each individual student and to encourage self-motivation for engaging in learning activities.

3. How will instructor-student and student-student, if applicable, interaction take place?

The online software to be utilized for this course affords numerous opportunities for students to be actively engaged with both the instructors and other students in the class via the use of an online bulletin board, chat room, e-mail, assignment drop box, and discussion board. Assignments will prompt students to complete self-tests of their understanding of required readings and discuss the results of the self-test with the course instructors.

4. How will student achievement be evaluated?

The course will be divided into 3 units of instruction, with each unit containing 5 learning modules for a total of 15 modules. Within each instructional unit, learning modules will be structured to deliver the course content via required textbook readings, supplemental readings, video clips, and discussion questions. Quizzes will be administered after the completion of each learning module using WebTV technology for a total of 15 quizzes for the course. In addition, the students will complete an ethics essay, a sport figure essay, and a research paper. These writing assignments are designed for students to be able to demonstrate their understanding, synthesis, and application of course content that was presented within each learning module. Additionally, discussion board communications will be used to enhance the understanding of course content and to gauge student interests, motivation, and satisfaction.

5. How will academic honesty for tests and assignments be addressed?

A description of the university academic honesty policy will be included in the course syllabus. A wide variety of assessments will be implemented including quizzes, essays, research paper, and discussion board questions and answers. The evaluation techniques will use all of the safeguards available to prevent academic dishonesty. For example, WebCT software provides several functions for the instructors to prevent dishonesty such as the control of exam time and generating randomly selected test questions from a question bank to ensure that individual students get different test questions. Rubrics will be used to evaluate the written assignments including essays and research paper.

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Cheryl Klein
Signature of Department Designee

9/25/08
Date

Endorsed:

Pardee C. Zoni
Signature of College Dean

9-25-08
Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Gail Schriest
Signature of Committee Co-Chair

10/14/08
Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

David L. [unclear]
Signature of Provost

10/20/08
Date

Forward form and supporting materials to Associate Provost.

Indiana University of Pennsylvania

08-28

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August 10, 2008

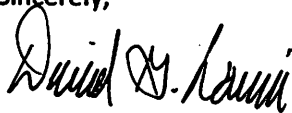
Gail,

As per the Undergraduate Committee's request, Ron Trenney and I are resubmitting our distance education course proposal for LBST 499 Sport: A Microcosm of Society. We have made the following changes to our proposal:

1. Matched course description and objectives with syllabus of record.
2. Added an explanation of the concept of synthesis and identified in the course outline where this will be presented.
3. Added the following assignments to the online course: Unit Reflections and Supplemental Article Critiques (identified and explained on the syllabus).

We appreciate the feedback and look forward to hearing from the committee in the near future.

Sincerely,



David G. Lorenzi



Syllabus of Record

(Traditional Classroom Instruction)

Sport: A Microcosm of Society

I. COURSE DESCRIPTION

Sport is a topic that permeates virtually all aspects of our society. This course will investigate sport as it relates to other disciplines of study, namely, religion, business, media, and the social sciences. Students will investigate various theories and cultural issues influenced by sport, (for example, disability, business, media, gender, racism, drugs, gambling, violence, and hazing) and synthesize these specific disciplines to their interaction with sport. **Typical readings include:** *Social Issues in Sport* by Woods, *Souled Out? How Blacks are Winning and Losing in Sport* by Powell, *Sport Culture and the Media: The Unruly Trinity* by Rowe.

II. OBJECTIVES

At the conclusion this course the student will be able to:

- A. define and explain the principles of synthetic thought and problem solving.
- B. identify various contemporary societal issues as they relate to sports in American society.
- C. synthesize specific societal issues with regard to how they influence American sport.

III. COURSE OUTLINE

A. Course Overview and Introduction, The Study of Sport (1.5 weeks)

1. Course introduction and the course requirements.

A definition of LBST 499 will be presented and an explanation as to how the information in the course will be presented and synthesized. Education through synthetic reasoning allows one to view issues from different perspectives. Each topic studied will be examined from a number of viewpoints and allow for each student to develop his/her own opinion regarding an issue. All sides of an issue will be presented and discussed allowing for each student, with his/her unique background, an opportunity to add to the dialogue. The IUP Liberal Studies Department defines synthesis as a way of putting things together, of combining parts into wholes. It is the goal of this course to assist students in the ability to use this method of thought to view an issue.

2. Introduction to Sport.

What is sport and why do we study it? An open discussion regarding the definition and history of sport will be presented. Sport will be viewed as it relates to social theories and social change that effects the sport environment and it's participants. Classes will review research related to sport sociology as well as view video clips that are designed to spark creative thinking and discussion.

B. The Effect of Sport on Society (3 weeks)

1. Trends in Sport Participation

Instruction and discussions will center on the differences and expectations of sport participants, spectators and stakeholders at all levels; youth, amateur, professional and masters. Students will be assigned text chapters to read in preparation of class lectures and discussions. Students will be asked to share and defend their thoughts related to the current state of sports in America.

2. Sport Business

Discussion will be based primarily on sport as it relates to the economy and use of sport as a moneymaking enterprise. Topics related to sport as a monopoly, sport ownership and the question as to whether or not collegiate and amateur athletes should be paid will be debated. Resources will include the assigned text as well as a packet of information made available which will contain recent commentaries presented in economic journals and nationally distributed newspapers.

3. The Interaction between Media and Sport

Which has the greatest effect on the other, media or sport? This topic will be discussed and debated using current issues in the media. Recent sports reports will be taped and viewed in class to initiate critical thinking and discussion regarding the use of sport by media to promote its cause or in other cases the use/manipulation of the media to promote the athlete.

C. Sporting Behavior (3.5 weeks)

1. Morals

Moral values as they apply to sport will be addressed. Small group discussion will revolve around the debate as to whether or not sport plays a role in weakening the moral fabric of our society or does participation in sport teach moral values.

2. Ethics

General definitions of ethics will be presented and examples of ethical dilemmas will be discussed as they relate to the sports environment.

D. Sport as a Microcosm of Society (6 weeks)

1. Faculty Presentation/Instruction

Throughout this 6 week period faculty will present selected topics and demonstrate a number of presentation styles that the student may imitate and/or expand upon when presenting to the class. Each topic will be introduced and fundamental information will be provided. Additionally, students will supplement this process by providing group prepared presentations. As necessary faculty will follow-up student presentations in such a way as to assure complete coverage of topic content. Topics include: Race, Ethnicity, Gender/Title IX, Social Class, Special Populations, Religion, Violence, Hazing, Gambling, Drugs, etc.

2. Group Presentations

a. Informative Presentation

Following each faculty presentation of a topic student groups will be required to further research the topic and synthesize the topics interaction to sport. Students will use resource packets as a guide as well as supplemental materials that they will be required to obtain to present didactic information to their classmates. Students will then be required to orally present their information to the class.

b. Synthetic Thinking Activity

Along with the assigned instructional program each student group will be required to develop a learning activity that will spark creative thought and debate about their topic. Students can set up panels of "experts", guide a structured debate, use media resources to guide open discussion or any other instructor approved innovative technique to present their selected topic.

c. Exam Questions

The final exam will be based partly on information presented by each student group. For that reason each student group will assist in the development of the exam by submitting questions related to their specific content area for review.

E. Culminating Activity (Finals Week)

Final Exam

Questions will be a combination of short answer and essay, which will allow students to synthesize their thoughts and beliefs regarding a topic with the educational content presented

IV. EVALUATION METHODS:

A. 10% Synthesizing Journal

Students will keep a weekly journal that will record their thoughts and reflections related to information presented in class and through other course resources. Each weekly journal entry will be submitted online for instructor review and comments. Please see attached evaluation rubric.

B. 20% Short Essays

Students will be required to write two 4-5-page essays based on information presented throughout the semester. They will be asked to synthesize their personal knowledge and briefs with the didactic information presented in class. The two essay topics include:

1) Ethics Essay

Students will be asked to write a short essay related to an ethical dilemma that may be playing itself out during the time of the course or they may use an issue that they personally have experienced in the past. Students will be asked to volunteer past experiences or present a hypothetical case for in class feedback and discussion.

2) Sport Figure Essay

Each student will be required to write a short essay related to a sports figure that, in their opinion, can be directly related to one of the topics presented throughout the course, i.e., Jesse Owens and racism in sport, Barry Bonds and drugs in sport, Casey Martin and disability and sport, etc. Students will be encouraged to investigate historical sport figures in an attempt to gain an understanding as to how today's sport and culture issues have come to be.

C. 40% Group Presentation

Student groups will orally present a professional report on a topic related to sport and today's culture. This presentation will include an approved presentation technique and include an educational outline of information that will be shared with all students in the class. Student grouping will be determined in such a way as to assure a variety of views,

backgrounds and interests. Instructors will consider a student's course of study, previous works from class and personal interest when assigning groups. Along with an informative presentation students will also be required to develop a portion of a synthetic thinking as described above in this syllabus. Each student will be required to take an active role in both the preparation and delivery of the informative presentation and thinking activity. Each student will be evaluated by the instructor's impression of his/her contribution to the group as well as an anonymous evaluation by each group member on their classmate's input and value in the process. Please see attached evaluation/learning activity rubric.

D. 10% In Class Activities

At various times throughout the semester students will be required to participate in activities that occur during class time. These include small group work, in class worksheets and quizzes.

E. 20% Final Examination.

Based on information presented by each student group and the course instructors, a final exam will be administered that will assess the student's knowledge related to the topics presented in class. Questions will be a combination of short answer and essay that will allow students to synthesize their thoughts and beliefs regarding a topic with the educational content presented. An all-inclusive list of questions will be presented to the students as a study guide with selected questions pulled from this list for the final exam.

V. COURSE POLICIES

A. Academic Dishonesty

Representing someone else's work for your own, cheating, and/or plagiarism will not be tolerated and will result in an "F" grade for that assignment or examination. A second incident will result in an "F" grade for the entire course and possible Departmental, College, and/or University disciplinary action.

B. Attendance Policy

Appropriate attendance is a necessity for this class. For that reason a policy has been developed that may have an effect on a student's success in two different ways. First, since students will be graded on in class activity, students who miss these activities will in turn miss those points awarded for those assignments. Credit missed due to a student's absence can only be made up, for full credit, once proper documentation is provided to support an absence due to illness or personal emergency. **This documentation must be presented by the student upon his/her next attendance in class.**

Second:

Students who attain more than three (3) absences will be penalized as follows:

* 4 total absences (3.33 clock hours)

-5% reduction of student's total percentage, i.e., 92% reduced to 87%
- * 5 total absences (4.17 clock hours)
-10% reduction of student's total percentage, i.e., 92% reduced to 82%
- * 6 total absences (5 clock hours)
-20% reduction of student's total percentage, i.e., 92% reduced to 72%
- * 7 or more absences (5.83)
-student will receive a failing grade

*** exemption from this policy for atypical circumstances (severe illness, personal tragedy...) may be considered pending proper documentation.**

C. Provisions for Students with Special Needs

Students requiring accommodations for special needs should inform the instructor immediately. Please do not wait until difficulty is encountered to communicate such requests. Disability support services are available to eligible IUP students.

VI. REQUIRED READINGS

Woods, R.B. (2007). *Social issues in sport*. Champaign, IL: Human Kinetics.

VII. SPECIAL RESOURCE REQUIREMENTS:

Educational Resource Packets

Various readings, reserve materials and media resources will be assigned dependent upon the specific content area examined by a student or student group. Examples of such readings include:

Coakley, J. (2001). *Sport and Society: Issues and Controversies*, New York, NY: McGraw Hill.

Goldberg, R. (2008). *Taking Sides: Clashing Views on Controversial Issues*. New York, NY: McGraw Hill

Harris, J. (2007). Gender issues in sport. *International Review for the Sociology of Sport*, 42(2), 217-221.

Powell, S. (2008). *Souled Out? How Blacks are Winning and Losing in Sport*. Champaign, IL: Human Kinetics.

Sacks, D.N., Petscher, Y., Stanley, C.T., & Tenenbaum, G. (2003). Aggression and violence in sport: Moving beyond the debate. *International Journal of Sport and Exercise Psychology*, 1(2), 167-179.

Rowe, D.C. (2003). *Sport Culture and the Media: The Unruly Trinity*, Champaign, IL: Human Kinetics.

VIII. BIBLIOGRAPHY

- DePauw, K.P., & Gavron, S.J. (2005). *Disability sport (2nd Ed.)*. Champaign, IL: Human Kinetics.
- Harris, J. (2007). Gender issues in sport. *International Review for the Sociology of Sport*, 42(2), 217-221.
- Margolis, J. (1999). *Violence in sports: Victory at what price?* Berkley Heights, NJ: Enslow.
- McDonald, M. (2005). Mapping whiteness and sport: Introduction to the special issue. *Sociology of Sport Journal*, 22(3), 245-256.
- Morgan, W.J. (2007). *Ethics in sport (2nd Ed.)*. Champaign, IL: Human Kinetics.
- Powell, S. (2008). *Souled out? How blacks are winning and losing in sports*. Champaign, IL: Human Kinetics.
- Rowe, D.C. (2003). *Sport, culture, and the media: The unruly trinity (2nd Ed.)*. New York, NY: McGraw-Hill.
- Sacks, D.N., Petscher, Y., Stanley, C.T., & Tenenbaum, G. (2003). Aggression and violence in sport: Moving beyond the debate. *International Journal of Sport and Exercise Psychology*, 1(2), 167-179.
- Sage, G. (1998). *Power and ideology in american sport (2nd Ed.)*. Champaign, IL: Human Kinetics.
- Vernacchia, R.A. (1990). Ethical issues of drug use in sport. In Tricker, R. (Ed.), *Athletes at Risk: Drugs and Sport*. Dubuque, IA: W.C .Brown.
- Woods, R.B. (2007). *Social issues in sport*. Champaign, IL: Human Kinetics.

LBST 499 – Sport: A Microcosm of Society (3 credits)

Online Course

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Office Hours: E-mail

CATALOG DESCRIPTION

Sport is a topic that permeates virtually all aspects of our society. This course will investigate sport as it relates to other disciplines of study, namely, religion, business, media, and the social sciences. Students will investigate various theories and cultural issues influenced by sport, (for example, disability, business, media, gender, racism, drugs, gambling, violence, and hazing) and synthesize these specific disciplines to their interaction with sport. **Typical readings include:** *Social Issues in Sport* by Woods, *Souled Out? How Blacks are Winning and Losing in Sport* by Powell, *Sport Culture and the Media: The Unruly Trinity* by Rowe.

SYNTHESIS

This is a senior synthesis class and as such, you will learn to analyze and synthesize information via the topic of sport. Sport is a topic that permeates virtually all aspects of our society. This course will investigate sport as it relates to other disciplines of study, namely, religion, business, media, and the social sciences. Students will investigate various theories and cultural issues influenced by sport, (for example, disability, business, media, gender, racism, drugs, gambling, violence, and hazing) and synthesize these specific disciplines to their interaction with sport. Students will receive instruction in the disciplines listed above and be asked to research various topics of interest and significance to their personal course of study. The course will be delivered via PowerPoint presentations, video, case studies, and discussion questions. The students will be guided in the research and synthesis process by the instructors. In the end, each student will be required to synthesize information, not only through their own research project and required essays, but also by being an active participant in class discussions, debates, and case study assignments.

COURSE OBJECTIVES

At the conclusion this course the student will be able to:

- A. define and explain the principles of synthetic thought and problem solving.
- B. identify various contemporary societal issues as they relate to sports in American society.
- C. synthesize specific societal issues with regard to how they influence American sport.

REQUIRED READING

Woods, R.B. (2007). *Social Issues in Sport*. Champaign, IL: Human Kinetics.

Various assigned readings related to presented materials, TBA.

CLASS POLICIES

Academic Dishonesty

The academic honesty policy enforced shall be in accordance with the Indiana University of Pennsylvania Honesty Policy (IUP Student Handbook – Academic Integrity Policy and Procedures, see <http://www.iup.edu/registrar/catalog/acapolicy>). Please note that you are expected to do your own work for this online class. Representing someone else's work for your own, cheating, and/or plagiarism will not be tolerated and will result in an "F" grade for that assignment or examination. A second incident will result in an "F" grade for the entire course and possible Departmental, College, and/or University disciplinary action.

Provisions for Students with Special Needs

Students requiring accommodations for special needs should inform the instructor immediately. Please do not wait until difficulty is encountered to communicate such requests. Disability support services available to eligible IUP students, see <http://www.iup.edu/advisingtesting/dss.html>.

GRADING SCALE & CRITERIA

A = 90 – 100%

B = 80 – 89.9%

C = 70 – 79.9%

D = 60 – 69.9%

F = 0 – 59.9%

COURSE REQUIREMENTS

Short Essays

Students will be required to write two 5-6-page essays based on information presented throughout the semester. They will be asked to synthesize their personal knowledge and briefs with the didactic information presented in class. The two essay topics include:

1) Ethics Essay

Students will be asked to write a short essay related to an ethical dilemma that may be playing itself out during the time of the course or they may use an issue that they personally have experienced in the past. Students will be asked to volunteer past experiences or present a hypothetical case for in class feedback and discussion. (25 pts)

2) Sport Figure Essay

Each student will be required to write a short essay related to a sports figure that, in their opinion, can be directly related to one of the topics presented throughout the course, i.e., Jesse Owens and racism in sport, Barry Bonds and drugs in sport, Casey Martin and disability and sport, Billy Jean King and gender, etc. Students will be encouraged to investigate historical sport figures in an attempt to gain an understanding as to how today's sport and culture issues have come to be. (25 pts)

Research Paper

Each student will be required to select a topic to research from an approved listing of topics provided by the instructor. Students will be required to research their selected topic by exploring the issue from a variety of different perspectives. The perspectives presented in the research paper will be supported by information obtained from journal articles, texts, Internet resources, etc. The information should be analyzed, synthesized, and presented logically in the research paper. This is the culminating project for the course and will be emphasized throughout the course. Students will be asked to declare their topics for approval and submit a rough draft of their paper on a specific date so that the instructors can monitor student progress and provide feedback. (50 pts)

Unit Reflections

Each student will complete a reflection at the end of each instructional unit. The reflection needs to be 3-4 pages in length and should summarize the topics that were presented and discussed. Additionally, students need to include their own personal thoughts and reflections on the topics that were presented. Students can share personal thoughts, feelings, and experiences as they relate to the topics presented. Each unit reflection will be worth 15 points x 3 units = (45 pts)

Supplemental Article Critiques

Some of the learning modules will include supplemental readings. Each student will need to complete an article critique for each supplemental reading that is assigned. The critique should be 2 pages in length and should summarize the main points of the article and include personal thoughts, feelings, and reflections based upon the reading. Each supplemental article critique will be worth 10 points x 5 articles = (50 pts)

Quizzes

Students will complete an online quiz following each learning module. Each quiz will be worth 10 points x 15 modules = (150 pts)

COURSE OUTLINE

Unit #1: Studying Sport and Society

- Module #1:** Course Introduction
-Introduction to critical thinking and synthetic thought/analysis
-Defining Sport, Microcosm and Social Themes
-Research Paper Topic Selection
- Module #2:** How and Why We Study Sport (Chapters 1 & 2)
- Module #3:** The Difference between Spectators and Participants (Chapter 3)
- Module #4:** Sporting Behavior (Chapter 10)
-Morals and Values
-Ethics
- Module #5:** Ethical Dilemmas
Ethics Essay Due
-

Unit #2: Sport and Society

- Module #6:** Business of Sport (Chapter 4)
- Module #7:** Politics and Sport (Chapter 16)
- Module #8:** Media and Sport (Chapter 5)
- Module #9:** Deviance and Sport (Chapter 17)
- Module #10:** Religion and Sport (Chapter 17)
Sport Figure Essay Due
-

Unit #3: Sport and Culture

- Module #11:** Social Class and Sport (Chapter 13)
- Module #12:** Women and Sport (Chapter 12)
- Module #13:** Special Populations and Sport (Chapter 14)
- Module #14:** Race, Ethnicity and Sport (Chapter 11)
- Module #15:** Future Trends in Sport (Chapter 19)
Research Paper Due

Sample Module

Module 7 Politics and Sport




Objectives:

At the completion of this module the student will understand and be able to explain:

1. The interaction between local, national and international government and sport.
2. The use of governmental power in an attempt to protect the rights of all citizens.
3. The governments use of sport to promote identity, unity and social values among it citizens.
4. How political philosophy affects and is displayed by sport personalities, athletes, teams and organizations.

Assignments:

1. Read Chapter 16 of assigned textbook (Social Issues in Sport)
2. Review PowerPoint presentation that outlines the assigned text chapter. This presentation will be posted for student access or can be emailed as an attachment if requested (please see attached sample presentation).
3. Read PDF file to be provided to student related to a “Current Issue” regarding Politics and Sport, Bring the Olympic Dream to Darfur: LeBron James speaking out on Darfur (please see attached article). Write article critique as outlined in course syllabus.
4. View video link <http://sports.espn.go.com/nba/news/story?id=3398947>. This video is also hyperlinked within the PowerPoint presentation.
5. Post questions related to this module for instructor feedback and consideration for online class discussion.
6. Login to the unit discussion board and participate in an online dialogue related to both the general topic of politics and sport as well as the specific topic of China’s history related to human rights and the image they portrayed during the Beijing Olympics.
7. Complete online chapter quiz (please see attached).



Politics and Sport

Politics
Define Politics:

- Politics is the art and science of government, of influencing governmental policy, or of holding control over a government.

Government in Physical Activity and Health
The CDC

- Governments sometimes take on responsibility of the health and welfare of their citizens, in the United States this is the CDC. The CDC works to release information nationwide about the benefits of being active and how this impacts ones health.
- "30 minutes a day 5 days a week"

Government in Sport
Governments aiding sports

- Many governments work to endorse and support high end athletics. In the United States this is done primarily through the USOC (United States Olympic Committee). While they do not fund the committee they did furnish the location and facilities they currently use for training.

Government in Sport
Safeguarding the Public

- Another aspect of government and sport interaction is the regulation of dangerous or cruel sports such as bullfighting which is illegal, to skydiving which is closely monitored due to its level of danger.

Should dangerous sports be banned by the government?

Government in Sport
Protecting the Rights of Citizens

- The government has worked very hard to ensure that everyone who wishes to participate in Sports and athletic competition. Evidence of this is the creation of the ADA and Title IX Legislation.

Government in Sport

Protecting the Financial Interests of the Public

- Due to the vast amount of money invested in Sports in the United States government occasionally steps in to ensure that the money is only invested in ways that will benefit everyone involved while also keeping things fair. Such as not allowing government money to be used in the construction of stadiums and arenas.


Government in Promoting Identity and Unity among Citizens

Bringing People Together

- Local, City and State governments use sports teams as a way to unify their populations behind a common interest such as how their team has been doing throughout the season, sustained injuries and their future.

Nationalism and Sport

Symbolism and Patriotism



- In many ways sports work on a National level the same way they do locally. With the games opening to the National Anthem, the American Flag raised above the stands and sometimes over the field it reminds everyone who is competing and where they are from.

Sport in Promoting Social Values

Social Integration

- In the United States, sport is a conservative institution that promotes traditional values and can integrate people into society


Sport in Promoting Social Values

Sport as an Opiate of the Masses

- Various Critics throughout history ascertain that sports have been used to draw attention away from other negatives, such as economic downturns and wars. This is used especially in nations where the general populace is poor as it gives them something to all get behind.

Sport in Promoting Social Values

Sport and the Status Quo



- Generally in the United States people affiliated with sports are conservative in that they prefer to go with tested methods that work, and only a few people stand out in the liberal category as they attempt to develop new strategies and plays.

Sport in Promoting Social Values


Using Sport to Change Society

- Is it possible to change peoples attitudes, feelings, and beliefs through the sport experience? Some people may respond quickly with personal examples whiles others may be more cautious. Over the years sports have clearly been used to dramatize certain social inequities or injustices, racism, gender bias, and homophobia.

<http://www.pima.edu/~pima/pep/pep.html>

Sport in Promoting Social Values

Use of Sport by Politicians



- Many times politicians, all the way up to the President use sports as a link to the country, as a way to show themselves as normal individuals as well. This is done by Presidents who throw the first pitch of the Baseball season, going to the opening ceremonies of the Olympic Games and speak with League Champions.

<http://www.pima.edu/~pima/pep/pep.html>

Politics within Sport

The Internal Governance of Sports Leagues

- Every Sport is controlled internationally by a governing body that sets the rules of play, defines age groups, sanctions and sets up competitions. These groups are usually made up of people from every member nation and are elected internally.

Chapter Summary

How are Sports Used?

- Sports are used to promote healthy activity.
- Provide Local up to National Unity
- Provide a medium for politicians to unify people
- Give politicians a way to relate to the people within their country.

Beijing Olympic Troubles

- China-Darfur link
<http://www.pima.edu/~pima/pep/pep.html>
- Torch Troubles
<http://www.pima.edu/~pima/pep/pep.html>
- Lebron and Kobe talk about Darfur
<http://www.pima.edu/~pima/pep/pep.html>

Should the United States boycott the Beijing Olympics?

Should famous athletes be forced to take a stand on political issues?

Other Discussions

- Should Congress investigate steroids in Major League Baseball?
- Should Senator Specter be allowed to hold hearings on Spygate?

Bringing the Olympic Dream to Darfur

LeBron speaking out on Darfur



By Shelley Smith
ESPN
([Archive](#))

When LeBron James walked into our makeshift studio at the Four Seasons Hotel in Washington, D.C., we had no idea what the Cleveland Cavaliers' superstar forward was going to say. We had asked for the interview for our "Outside the Lines" story on NBA athletes and political activism, specifically to see if he'd address why he declined to sign then teammate Ira Newble's letter a year ago, condemning China for its role in the genocide in Darfur.

At the time Newble presented the letter, James said he didn't have enough information to speak on the issue, let alone sign anything. And he was ripped from coast to coast, by pundits, columnists and social observers. They all characterized James as a greedy, spoiled athlete who cared more about his business interests in China than the slaughter of a reported 400,000 non-Arabs in Darfur.

To be sure, China's record on human rights issues was, and remains, a sensitive topic, especially for James' employer, the NBA, which has had its eyes on China for more than 20 years. And then add the pressure of James' \$90 million contract with Nike, which has its own designs on the vast Chinese market. James is so wildly popular there that he already has two China-only marketed shoes and his own museum in Shanghai, filled with artifacts from his life, including a copy of his birth certificate. And right now, China estimates it has 300 million basketball fans -- the same amount as the entire population in the United States.

That's a lot of feet to cover.

And so when Newble approached James last spring, he paused, because he said he didn't know enough about the situation. And now he was sitting down in front of our cameras after agreeing to address the issue. So would he actually decide to speak out on something as horrific as genocide, or would he be like Mike (Jordan)?

It was Michael Jordan who, many observers feel, paved the way for star athletes to be apolitical. Back in 1990, he famously declined to back a Democratic African-American senate candidate in his home state of North Carolina by saying, "Republicans buy sneakers, too."

During his career, Jordan crafted a blueprint for commercial and endorsement success by declining to take a stance on anything controversial or even slightly political and the younger generation listened. Want to be like Mike? Then do like Mike.

"Within this group of young athletes, this whole age group, there is a huge vacuum of being apolitical on global issues," said Kenneth Shropshire, director of the Wharton Sports Business Initiative at the University of Pennsylvania. "I am sure that many athletes today still look to Jordan and say, 'How did he do it?' and 'I can take those same steps.' It's not going to be helpful to whatever endorsement opportunities you might have to be politically active."

Shropshire and others point out that the images of athletes as political activists we recall most -- Tommie Smith's and John Carlos' gloved fists on the 1968 medal stand, Muhammad Ali's refusal to enter the draft in 1967, and Arthur Ashe being arrested outside the South African embassy in Washington, D.C. -- were all related to issues that directly affected those athletes in a much more personal way.

Today is a different era with a far different political climate.

"If somebody said, 'Hey, Charles, you can't stay at the Four Seasons,'" explains former NBA MVP Charles Barkley, who is now an analyst for TNT, "or 'You can't eat up here at this restaurant,' now I can understand that. That's activism."

China, Tibet and Darfur are literally half a world away from any NBA city. But as the NBA makes inroads into China and as the Olympic Summer Games in Beijing near, the issue of China's roles in Tibet and Darfur is drawing a lot of attention. And questions will be asked.

Los Angeles Lakers reserve forward Ira Newble, who played with James' Cavaliers from 2003 until he was traded to Seattle this season (later signing with the Lakers), believes he has some of the answers. Last spring he read about the genocide in Darfur in a newspaper, investigated a little and became outraged by the lack of awareness in this country.

"I turned on the TV watching CNN and all I saw was about Paris Hilton and Anna Nicole Smith and things of that [nature] that were dominating the news at the time. I really couldn't believe that I didn't hear anything about what was going on in Sudan, so I decided at that point to get involved."

LeBron James, left, hasn't signed former teammate Ira Newble's letter, but he is speaking out about the conflict.

Newble was raised to use his voice and influence to try to make a difference. His father was a civil rights worker in the 1960s and filled his young mind with stories of great strength in the face of grave danger.

"He taught me first of all about equality and everybody should fight for equality and one world and unity," Newble said. "If it's something you believe in you have to take a stand and fight for it. So something came up and I decided that I need to back it and use my voice and get behind it."

So Newble crafted an open letter to the Chinese government asking how it could stage an Olympics when it "remains complicit in the terrible suffering and destruction in Sudan." And he gathered his Cavaliers teammates and told them that China was buying oil from and selling arms to the

government in Sudan, which was maiming and torturing countless innocent people. It was a stunning revelation for most, Newble said. Many had not even heard of Darfur. He left pamphlets on their chairs in the locker room detailing the evidence and asked them to read the information and come to him if they had questions.

His teammates were also stunned, Newble said, because he had generally been a quiet member of the team. But this was different, he explained, an issue that moved him to speak and to act. And they listened. All but three of the Cavs signed the letter -- Damon Jones had a contract with a Chinese shoe company, David Wesley was gone on personal leave, and James simply said he didn't know enough.

"I told him the same thing I told everybody else, except I understand by you being LeBron you have a lot at stake," Newble said. "You can't just put your name on anything, so you need to go back for yourself, get as much information as you can, educate yourself and come to me if you want to sign. He came back and we talked a little bit about it, but at the end of the day he decided not to sign the letter and that's his decision. I respect that's what he chose to do at the time."

Newble's letter made news. But not as much as James not signing it. This took place just as the NBA Finals were beginning between the Cavs and the Spurs, and suddenly James was cast with those who don't know and don't care.

When we queried the Cavs' media relations department a few months ago, asking if James would do an interview about the letter, we were told he would address it at some point, just "not right now."

“

These guys got a great opportunity to learn. They should know about China and Darfur and the Sudan. Of course they should. But I'm pretty sure they got issues in Los Angeles. And I've been to Cleveland. LeBron's got his hands full with Cleveland. ”

--Charles Barkley

We found other NBA players reluctant to speak on the issue of activism and China as well, some because they said they were focusing on the playoffs and some who said they hadn't really been paying attention. And there were some who feared what happened to Craig Hodges could happen to them.

Hodges was a sharpshooting guard with the Chicago Bulls in the early 1990s, who won three straight NBA All-Star 3-point contests and helped the Bulls win two straight championships. But at the Bulls' 1991 visit to the White House, Hodges wore a dashiki and handed a letter to President George H. W. Bush condemning the treatment of African-Americans in the United States. The Bulls cut him in 1992 and he never got another tryout with another team.

NBA commissioner David Stern vehemently denies the league had anything to do with Hodges' situation. "Nothing to it," Stern said of Hodges' claims that his actions damaged his job prospects.

Still, some ask, how could rapper Master P get a tryout, but not a pure shooter like Craig Hodges? Others argued that Hodges couldn't guard a post.

To the Bulls, obviously, he was expendable.

"Craig Hodges was a good player," Barkley said. "Like every player in the NBA is a good player. But if you are not a great player and people assume that you might cause trouble, they're not going to have you because it's too big of a business."

Hodges declined to speak to "Outside the Lines" on camera, but told us he still believes his actions cost him his career and millions of dollars. He is now a shooting coach for the Lakers and, ironically, coaches Newble. He said he advised Newble to be careful about speaking out on Darfur, not wanting what happened to him to happen to Newble. Newble said he didn't care.

"I'm not afraid of anything," he said, adding his father wasn't afraid either, even when the ramifications of speaking out in the 1960s sometimes meant

losing your life. "I've been playing eight years now so I'm comfortable with my decision. If something comes from it, then so be it. I'm satisfied because when I look at myself in the mirror, I can say, 'Ira, you tried to make a difference.'"

Washington Wizards center Etan Thomas said he was somewhat concerned when he got a letter from the NBA after he spoke at an anti-war rally in 2005, telling him to be careful. Stern refuted Thomas' claim, saying such a letter "doesn't exist." Thomas insists he received it.

Newble's efforts eventually led him to a Los Angeles-based group called Aid Still Required, which was asking NBA players to record public-service announcements in hopes of pressuring the Chinese government to consider its role in the Darfur conflict. Phoenix Suns guard Steve Nash immediately said yes. Nash has been more outspoken than most NBA players. He has publicly criticized the war in Iraq and said he opposed what the Chinese government was doing and wasn't afraid to say it, but could understand why some are.

"I have a little bit of a problem with everyone putting this pressure on young athletes who have trained their whole lives to perform in the Olympics," said Nash, "essentially forcing them to be the ones that have to now take the responsibility for boycotting or taking a stand."

Lakers guard Kobe Bryant, the league's reigning MVP, recorded a public service announcement as well. His was the first released by Aid Still Required and garnered nationwide attention. But when we asked Bryant's representative if he would talk with "Outside the Lines" further about the issue and his involvement, we were told no, because the issue "might be becoming too controversial."

Did Craig Hodges' actions condemning the treatment of African-Americans lead to his release in 1992?

The Houston Rockets were reluctant to speak as well, but for far different reasons. Yao Ming is a teammate and they said that anything they would say

could be misinterpreted in China, which would make things understandably difficult for Yao.

Chris Paul was willing to speak with us, but admitted to not knowing much about what was going on in China, choosing instead to focus on issues closer to home, like helping to rebuild New Orleans after Hurricane Katrina. Most NBA athletes have chosen to support causes at home, something Barkley said he understands.

"I don't believe in cleaning up somebody else's house when your house is dirty," he said. "These guys got a great opportunity to learn. They should know about China and Darfur and the Sudan. Of course they should. But I'm pretty sure they got issues in Los Angeles. And I've been to Cleveland. LeBron's got his hands full with Cleveland."

Thomas, though, believes in Newble's cause and remains the only player outside of the Cleveland team to sign the letter. He believes that if Bryant and James would join with them on Darfur or other causes, they could effect great change.

"What was so special about the '60s is you had the top, top athletes [speaking out politically]," Thomas said. "Jim Brown, Kareem and Bill Russell, at the top of their crafts. I have a voice, but it wouldn't be on the same level as somebody like Kobe or LeBron."

A few weeks after the initial request by "Outside the Lines," an e-mail arrived from the Cavs, reading, "I think we can get that interview with LeBron for you now." We arranged a time and place -- after practice during the first round of the playoffs against the Wizards, in a private dining room at the Cavs' hotel in Washington.

An animal rights convention was being held at the same hotel, and the scene had an eerily Hollywood vibe, even though it was in the nation's capital -- Pamela Anderson, Donatella Versace, Rob Lowe passed through the lobby just before the Cavaliers' bus pulled in and their stars disembarked.

James came right into the room, sat down, and we quickly learned with his first answer that he wasn't going to shy away from the issue.

"I didn't sign the letter right then and there so now it's blown up," he said. "No one heard my side of the story, but automatically it's 'LeBron didn't sign the letter, he doesn't care.' But for me to try to create awareness of the situation that's going on in Darfur and other places, for me, in the position I am, I should speak on it and I am gonna speak on it."

James told us he spent time over the previous year educating himself about China. He realizes that his voice is powerful and he will be heard. He has yet to sign the letter but said he will continue to speak about the conflict as the Olympics draw closer. He said he hopes the NBA Olympians will band together with a plan on how to address the situation. He spoke eloquently for 15 minutes, and insisted he didn't care about endorsements or contracts or anything but doing what he felt was right.

"At the end of the day we're talking about human rights," he said. "And people should understand that human rights and people's lives are in jeopardy. We're not talking about contracts here. We're not talking about money. We're talking about people's lives being lost and that means a lot more to me than some money or a contract."

James basically refuted what everybody had written and said about him a year ago. Maybe it's because he was criticized, maybe not. Maybe he would have come to these conclusions without Newble's letter.

But maybe Newble accomplished, finally, what he had set out to do. He got LeBron's attention and his support, if not his signature. And in a few months, James will be playing on the world's biggest court in front of the world's biggest audience. It remains to be seen what, or if, James will say then, but the stage has been set.

And at the very least, James showed he's no Jordan ... at least off the court.

"Outside the Lines" producer Lindsay Rovegno contributed to this story.

Module 7 Quiz

Politics and Sport

True and False

- 1 _____ Although viewed as principal authorities, governments rarely assume the responsibility of regulating amateur and professional sport.
- 2 _____ Evidence supports the notion that many governments both endorse and support high-end athletic programs.
- 3 _____ Generally speaking individuals associated with US sports are quite liberal in their outlook and beliefs.
- 4 _____ Although supported by many local, city and state institutions, sport is rarely used to unify and unite constituent groups and populations.
- 5 _____ Sport is often used to pass on traditional values such as learning to respect authority, perseverance, cooperation and other socialization skills.
- 6 _____ Although often given the platform, few athletes have used their popularity to share political views and beliefs in fear of affecting their fame and business interests.

Short Answer

- 7 8 Please list two examples of legislation that supports the notion of government's influence and/or authority over sport.

- 9 10 Provide two examples from your text where sport was used to "unify and/or promote" a city, state or country.
