

GEOGRAPHY 30793: SPORTS, GEOGRAPHY, & SOCIETY

May Session 2018
Texas Christian University
MTWRF 9:00-12:00
Professor: Dr. Kyle Walker
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Classroom: Scharbauer 1011
Office hours: after class by appointment, Scharbauer 2004D

COURSE OVERVIEW

This course covers the study of sport through the lens of social science. It introduces students to social scientific theory and analytic methods in the context of historical and contemporary sports topics. Its goals are guided by TCU's mission statement: *"To educate individuals to think and act as ethical leaders and responsible citizens in the global community."* Each class period will be organized around a particular theme as it pertains to that region. Course topics will include:

- The cultural significance of sport and its geography
- Sports, geopolitics, and nationalism
- Sports, race, gender, and politics
- The economics of sports stadiums and sporting mega-events
- Globalization and sports business
- Recreation, leisure spaces, and social inequalities
- Sports analytics and sports data visualization

This course satisfies the Cultural Awareness and Social Sciences core curriculum requirements.

COURSE FORMAT

Class sessions will be hybrids of lecture, discussion, films, and structured activities. The class will be managed through its corresponding TCU Online website, accessible through the portals at <http://my.tcu.edu> or <http://d2l.tcu.edu>. You will submit your assignments via the TCU Online website, and I'll use the website to post relevant course announcements and lecture notes.

READINGS

There is no required textbook for this course; all readings will be provided to students in PDF format or via web links. Readings should be completed before class to facilitate class discussion, and generally include long-form journalism and/or scholarly articles. Readings will cover a wide variety of social scientific approaches to the study of sport, ranging from social theory to quantitative modeling.

EVALUATION AND COURSE POLICIES

Evaluation for this course will be based upon two examinations, three written assignments, and in-class activities. Dates for the exams and assignment deadlines are included in the course schedule.

There will be **two exams** in the course, which will collectively make up 40 percent of your grade. Exams will contain a combination of definitions, short answer/problem solving questions, and long-form essay questions.

You will also have **three applied assignments**, collectively worth 40 percent of your grade. In these assignments, you will engage with three key topics in the course to write a short report (about 3 pages, double-spaced). Given the condensed timeline of May session, late assignments will not be accepted.

In-class assignments will make up the final 20 percent of your grade. Each day we'll be doing small activities in class that you will submit for credit, or I'll give you a short assignment to do at home, which you'll submit by the next class period. In-class assignments cannot be made up without an excused absence (documented illness or emergency, or a TCU-sanctioned activity). In-class assignments must be submitted during class to receive credit unless otherwise specified.

The percentage ranges that correspond to specific grades are as follows:

94.00 and up: A	73.00 – 76.99: C
90.00 – 93.99: A-	70.00 – 72.99: C-
87.00 - 89.99: B+	67.00 – 69.99: D+
83.00 – 86.99: B	63.00 – 66.99: D
80.00 – 82.99: B-	60.00 – 62.99: D-

77.00 – 79.99: C+	59.99 and below: F
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I do not negotiate grades with students. I will award an incomplete (I) only in the most extreme and exceptional circumstances. Please notify me as soon as possible if you are in a situation where you feel you require an I.

The **attendance** policy for this course corresponds to the official TCU attendance policy, which reads, ***“Regular and punctual class attendance is essential, and no assigned work is summarily excused because of absence, no matter what the cause.”***

Attendance, in and of itself, is not an explicit part of the course grade. However, as mentioned, in-class assignments cannot be made up without an excused absence. **Make-up exams** will only be permitted in the instance of **a documented illness or emergency** or **a documented TCU-sanctioned activity**, provided that **you notify me of your absence before the examination**. Students are responsible for arranging a make-up examination with me. In the event that you miss an exam and do not meet these conditions, you will receive a score of **zero** for the exam.

COURSE SCHEDULE

Dates	Topics	Assignments
Monday, May 14	Introduction: Sports, Geography, and Society	
Tuesday, May 15	<p>Sports, place, and identity</p> <p>Readings: "Is this heaven? No, it's Waffle House."</p> <p>http://www.espn.com/college-football/story/_/id/21067022/college-football-saturday-sec-country-waffle-house</p> <p>"S-E-C! S-E-C! S-E-C! That inescapable chant and the "new" southern pride"</p> <p>http://grantland.com/features/s-e-c-s-e-c-s-e-c/</p>	

Wednesday, May 16	Sports and nationalism Readings: "Barcelona in the strange and symbolic eye of the storm over Catalonia" https://www.theguardian.com/football/blog/2017/oct/02/barcelona-in-strange-and-symbolic-eye-of-a-storm-over-catalonia?CMP=share_btn_tw Conner, N. (2014). Global cultural flows and the routes of identity: the imagined worlds of Celtic FC. <i>Social & Cultural Geography</i> .	
Thursday, May 17	Sports and race Readings: "Trump, the NFL, And the Powder Keg History of Race, Sports, and Politics." https://www.npr.org/2017/09/25/553478047/trump-the-nfl-and-the-powder-keg-history-of-race-sports-and-politics "The real history of Native American team names" https://www.usatoday.com/story/sports/2016/08/24/real-history-native-american-team-names/89259596/	
Friday, May 18	Sports, gender, and sexuality Readings: "Banned from Stadiums for Being a Woman in Iran" https://www.hrw.org/news/2016/06/30/banned-stadiums-being-woman-iran Guest, A.M., & Luijten, A. (2018). Fan culture and motivation in the context of	Applied assignment #1 due Sunday, May 20 at 11:59pm

	<p>successful women's professional team sports: a mixed-methods case study of Portland Thorns fandom. <i>Sports in Society</i>.</p>
Monday, May 21	<p>The economics and sociology of mega-events</p> <p>Readings: Panagiotopolulou, R. (2014). The legacies of the Athens 2004 Olympic Games: a bitter-sweet burden. <i>Contemporary Social Science</i>.</p> <p>Gangi, S.K. (2016). "Leveraging the World Cup: Sporting Events, Human Rights Risk, and Worker Welfare in Qatar." <i>Journal on Migration and Human Security</i>.</p>
Tuesday, May 22	<p>Sports and urban development</p> <p>Readings: Wolla, S.A. (2017). "The Economics of Subsidizing Sports Stadiums." https://research.stlouisfed.org/publications/page1-econ/2017-05-01/the-economics-of-subsidizing-sports-stadiums/</p> <p>"Why the Future of Major League Soccer is Downtown." https://www.citylab.com/design/2014/11/why-the-future-of-major-league-soccer-is-downtown/382942/</p>
Wednesday, May 23	Exam 1
Thursday, May 24	<p>Sports, business, and globalization</p> <p>Readings: "Rockets embrace status as 'China's Team'"</p>

	<p>http://www.nba.com/article/2016/10/09/houston-rockets-chinas-team#/</p> <p>"How Manchester United are leading the way when it comes to digital and commercial innovation in football"</p> <p>http://www.independent.co.uk/sport/football/news-and-comment/manchester-united-leading-digital-commercial-sina-weibo-mutv-a7595371.html</p>	
Friday, May 25	<p>Cities, recreational space, and leisure activities</p> <p>Readings: "The case against luxury gyms like SoulCycle: The rich are getting fitter while the poor are falling behind."</p> <p>https://www.vox.com/science-and-health/2017/1/4/13982272/exercise-inequality-luxury-gyms-cheap-workout-spaces</p> <p>"What's Lost When Only Rich Kids Play Sports."</p> <p>https://www.theatlantic.com/education/archive/2017/09/whats-lost-when-only-rich-kids-play-sports/541317/</p>	<p>Applied assignment #2 due Friday, May 25 at 11:59pm</p>
Monday, May 28	No class: Memorial Day holiday	
Tuesday, May 29	<p>Sports analytics: baseball, football</p> <p>Readings: Baumer, B., and Zimbalist, A. (2014). "The Growth and Application of Baseball Analytics Today." In <i>The Sabermetric Revolution: Assessing the Growth of Analytics in Baseball</i>.</p> <p>"Punting Less Can Be Rewarding, but Coaches Aren't Risking Jobs on It."</p>	

	http://www.nytimes.com/2012/08/19/sports/football/calculating-footballs-risk-of-not-punting-on-fourth-down.html	
Wednesday, May 30	Sports analytics: basketball, tennis "One Man's Quest to Track Every NBA Shot Remade Basketball." https://www.wired.com/2014/10/faster-higher-stronger/ "How data analytics is changing women's tennis by providing real-time analysis" https://www.cnbc.com/2016/10/28/wta-finals-how-data-analytics-is-changing-womens-tennis-by-providing-real-time-analysis.html	Applied assignment #3 due Wednesday, May 30 at 11:59pm
Thursday, May 31	Sports data visualization Readings: samples of sports data visualizations from the web (see TCU Online for list)	
Friday, June 1	Exam 2	

OTHER ISSUES

Academic conduct:

This course will comply with TCU policies on academic conduct and plagiarism. The TCU statement on academic misconduct from the Student Handbook (Section 3.4) is below:

Academic Misconduct (Sec. 3.4 from the Student Handbook) –Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the Undergraduate Catalog (Student

Policies>Academic Conduct Policy Details;

http://www.catalog.tcu.edu/current_year/undergraduate/). Specific examples include, but are not limited to:

- *Cheating: Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.*
- *Plagiarism: The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.*
- *Collusion: The unauthorized collaboration with another in preparing work offered for credit.*

In short: please don't cheat, as it is a very serious offense and you will get caught. Your assignments will be checked for plagiarism using Turnitin, TCU's anti-plagiarism software.

Cases of cheating will result in an automatic failure of the course and will be reported to the appropriate University officials. If you are in any way struggling in the course and tempted to cheat, please come talk to me so we can address your issues face to face.

Finally, the classroom is a place where diversity of opinions and perspectives is not only welcomed, but highly encouraged. I ask you to always be mindful and respectful of the diversity (broadly defined) of your classmates.

Disability statement:

TCU's statement on disabilities is as follows:

Disabilities Statement: *Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 1010. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.*

STATEMENT ON USE OF THE SYLLABUS

This syllabus is intended for your use as a guide to assist in your planning for this term. I **reserve the right to make changes to the syllabus and schedule if necessary**. However, rest assured that if I do make any changes to the syllabus, I will give you plenty of advance notice.