

## **COMM 387: Sports and Social Change**

**4 Units**

Fall Mon/Weds 12:00-1:50pm

**Location: ONLINE**

**Instructor: Rook Campbell, PhD**

**Office Hours: Mon/Wed, 10:00 to 11:30am**

**Contact Info: [rook.campbell@usc.edu](mailto:rook.campbell@usc.edu)**

**Teaching Assistant: Tyler Sarafian-Hiebert**

**Office Hours: M 1:50-2:30; W 11-12pm**

**Contact Info: [theibert@usc.edu](mailto:theibert@usc.edu)**

### **I. Course Description**

As an inquiry on embodied practices of culture, this course takes the subject of sport as a lens by which to better understand issues of social change and justice. Through an multidisciplinary approach combined of communication, anthropology, journalism, environmental humanities, political philosophy, and sociology, our curriculum sets out to question and attempt to specify locations and relationships of agency. Beginning with scholarship on social movements and human rights, our studies are organized through thematic units that hint at a common elemental, organizing scheme. This approach to sport and change attempts to cast a net that provides an in-tandem tool to examine a plurality of intersecting topics as they, in fact, emerge and evolve in lived social, political life. This course focuses upon sport as both a practice and reflection of the overlapping – often colliding – issues of identity politics, civil rights, climate crisis and spiritual transformations that multiply interweave in and through sport as a body practice.

### **II. Overall Learning Objectives and Assessment**

By the end of the course students will be able to:

- Identify and assess critical sport and sporting field stakes and stakeholders involved in social change.
- Develop and present original sport and social change case study work that involves key debates of the public sphere, social movements, human rights and new materialism.
- Trace and analyze the interconnectedness of sport culture to other, seemingly disparate, arenas of cultural, social, political, and economic change.
- Create a portfolio on contemporary sport practices that articulates the urgent ways in which sport is an actant of social change.

### III. Attendance & Class Policy

Students are required to attend online class regularly, to contribute to class discussions, and to do weekly reading. Significant material is covered in lecture that is not in the reading, making it highly difficult to pass the course if you do not attend most. Most analysis paper and midterm assignments incorporate presentation or in class module contributions. Because the lectures, discussions, readings and course assignments are all vitally linked, it is critical that you keep up with the schedule.

Seminar format emphasizes student interaction, involves debate, and the presentation of case study material. Dynamic classroom participation is expected and part of your earned course mark.

### IV. Assignment Submission Policy:

All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will automatically be given a grade of F.

Assignments must be submitted through TurnItIn and on occasion, directly upon request.

### V. Grading Breakdown

Assessment Components	% of Grade
Seminar Participation	10%
Exposé & Modules	15%
Analysis Paper	20%
Midterm	20%
Research/Portfolio Final Project	35%
TOTAL	100%

### V. Course Grading Policy

The semester's earned marks of written composition consists of the following: an analysis paper, exposé, midterm and a research/portfolio project. The details of each analysis paper, modules and individual exposé assignments will be given approximately one week before due dates. All papers should be submitted through specific Blackboard assignment links. Late papers will not be accepted. If you have an emergency that impacts your ability to turn your paper in on time, you need to contact the professor **before** the paper is due.

**If you are unable to turn in an assignment due to illness or a personal emergency, you must provide written documentation that will allow you to be excused. Please discuss your situation with me in a timely manner: do not wait until the end of the semester to sort things out.**

In order to pass this class you will need to complete ALL of the assignments.

Grades will be assigned as follows:

A/A-	outstanding, thoughtful and enthusiastic work
B+/B	above average work, demonstrating good insight into assignment
B-/C+	needs improvement on ideas, argument and follow through
C and below	fulfilling the bare minimum and showing little understanding of the material

Each assignment will be worth 100 points and will be converted to a percentage score depending upon the weight assigned to each. Your percentage scores won the assignments will be totaled and translated to a letter grade per the scale shown below:

95% to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 94%: A-	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

If you have concerns regarding a grade on a given assignment, you must appeal it in writing, stating the reasons why you feel the grade is inaccurate, within one week of receiving the graded assignment. No late appeals will be accepted for review.

## VII. Required Texts and Documentaries\*

### *Texts*

- Andrews, David; Newman, Joshua & Thorpe, Holly. 2020. *Sport, Physical Culture and the Moving Body..* Rutgers University Press, Newbrunswick.
- Courchesne-O'Neill, Sébastien Darnell, Simon; Harvey, Jean; Horne, John; and Safai, Parissa. 2014. *Sport and Social Movements: From the Local to the Global.* Bloomsbury, New York. \*\*Ebook available at USC Library
- Noé Álvarez, Noé. 2020. *Spirit Run: A 6000-mile Marathon through Stolen Land.* Publishers Group West, Berkeley.
- Passmore, Ben. 2020. *Sports is Hell.* Koyamo Press, Toronto.
- Wiltse, Jeff. 2007. *Contested Waters: A Social History of Swimming Pools in America.* University of North Carolina Press, Chapel Hill.

### *Documentaries*

- Fogal, Bryan. 2016. *Icarus.*
- Cooper, T. 2018. *Man Made*
- Poizeau, Marion. 2016. *Into the Sea.*

\*All other weekly required readings (articles and book chapters) can be found under the content section of the class Blackboard page.

## VIII. Important Dates

<b>Midterm</b>	—	<b>30 September</b>
<b>Research/Portfolio Project Proposals</b>	—	<b>28 October</b>
<b>Research &amp; Portfolio Presentation</b>	—	<b>11 November</b>

## **IX. Course Schedule COMM 387: Reading and Weekly Breakdown\***

**\*Important note to students:** Be advised that this syllabus is subject to change – and probably will change – based on the progress of the class, news events, and/or guest speaker availability.

### **[Unit 1] AIR**

#### **Week One: 17 & 19 August**

##### **Breath**

Courchesne-O'Neill, Sébastien Darnell, Simon; Harvey, Jean; Horne, John; and Safai, Parissa. 2014. *Sport and Social Movements: From the Local to the Global*. Bloomsbury, New York. (Ebook available in USC library holdings). Selected Readings : “Introduction” and “Analysing Sport and (Global) Social Movements” pp 1-41

Butterworth, Michael, L. 2012 “Militarism and Memorializing at the Pro Football Hall of Fame” *Communication and Critical/Cultural Studies*. Vol. 9, No. 3. pp 241-258.

##### *Extended Reading*

Gupta Devashish. 2017. *Protest Politics Today*. Polity Press, Cambridge.

Irvine, Amy. 2020 “We Can No Longer Take Breaking for Granted.” *Outside*. Published Online, 25 June.

Jasper, James M. 2014. *Protest: A Cultural Introduction to Social Movements*. Polity, Cambridge.

---. 2017. “The Doors that Open Culture.” *Group Processes and Intergroup Relations*. Vol. 20, No. 3. Pp. 285-302.

Touraine, Alain. 1985. “An Introduction to the Study of Social Movements.” *Social Research*. Vol. 52, No. 4. Pp. 749-787.

#### **Week Two: 24 & 26 August**

##### **On Air(s)**

Eco, Umberto. 1990. “Sports Chatter” *Travels in Hyperreality*. Harcourt, Brace & Company, Orlando.

Ghiu, Bogdan. 2019. “The Current State of the Stadium. Technology, Architecture, Security and Spectacle.” *Corner: Football and Society*. Vol. 1

Passmore, Ben. 2020. *Sports is Hell*. Koyamo Press, Toronto.

— Guest | Ben Passmore, 26 August —

### **[Unit 2] WATER**

#### **Week Three: 31 August and 2 September**

##### **Local Waters**

- Courchesne-O'Neill, Sébastien Darnell, Simon; Harvey, Jean; Horne, John; and Safai, Parissa. 2014. *Sport and Social Movements: From the Local to the Global*. Bloomsbury, New York. (Selected Readings : "Rights Movements and Sports" 42-66) \*\* Ebook available in USC Library holdings \*\*
- Wiltse, Jeff. 2007. *Contested Waters: A Social History of Pools in America*. The University of North Carolina Press, Chapel Hill.

— **Analysis Paper No. 1 | 31 August** —  
**Week Four: 9 September** (No Class 9/7, Labor Day)

**Regulated Waters**

- Wiltse, Jeff. 2007. *Contested Waters: A Social History of Pools in America*. The University of North Carolina Press, Chapel Hill.

*Extended Readings*

- Chatoway, Julie. 2015. *The Three-Year Swim Club: The Untold Story of Maui's Sugar Ditch ids and Their Quest for Olympic Glory*. Grand Central Publishing, New York.
- Cooper, Arshray. 2020. *A Most Beautiful Thing: The True Story of America's First All-Black High School Rowing Team*. Flatiron Books, New York.

— **Guest | Jeff Wiltse, 9 September** —

**Week Five: 14 & 16 September**

**Currents**

- Espinoza, Lauren. 2019. "After Simone Manuel's Olympic Victory in the Women's 100m Freestyle." *Bodies Built for Game*. Edited by Natalie Diaz. University of Nebraska Press, Lincoln.
- Tsui, Bonnie, 2020. *Why We Swim*. Algonquin Books, Chapel Hill. (Selected Readings: pp 3-9 and Chapter 4).
- Tsurumi, Andrea. 2014. *How to Pool*. Quarter Moon. V4. Locust Moon Press. (In class text provided study)

— **Guest | Jamal Hill, 16 September (TBD)** —

**Week Six: 21 & 23 September**

**Open Waters**

- Britton,Easkey; Olive, Rebecca; and Wheaton, Belinda. 2018. "Surfers and Leisure 'Freedom' to Surf? Contested Spaces on the Coast" in *Living with the Sea: Knowledge, Awareness and Action*. Mike Brown and Kimberley Peters (eds), Routledge, New York.
- Booth, Douglas. 2020 "Entangling Corporeal Matter and Geomatter: Making and Remaking the Beach" *Sport, Physical Culture and the Moving Body*. Edited by Joshua Newman; Holly Thorpe; and David Andrews. Rutgers University Press, Newbrunswick.
- lisahunter; Stoodley, Lindsey. 2020. "Bluespace, Senses, Wellbeing, and Surfing: Prototype Cyborg Theory-Methods." *Journal of Sport and Social Issues*. Online.

**Documentary**

Poizeau, Marion. 2016. *Into the Sea*.

### **Extended Readings**

Deakin, Roger. 2017. *Swimming*. Vintage Classics, London.

---. 1999. *Waterlog*. Vintage Classics, London.

Evers, Clifton. 2005. "The Cronulla Race Riots: Safety Maps on an Australian Beach" *South Atlantic Quarterly*. V. 107 No. 2, pp 411-429.

Finnegan, William. 2016. *Barbarian Days: A Surfing Life*. Penguin Books, New York.

Moreton-Robinson, Aileen. 2015. "Bodies that Matter on the Beach" *The White Possessive: Property, Power and Indigenous Sovereignty*. University of Minnesota Press, Minneapolis.

**-- Guest | Douglas Booth, 23 September --**

### **Week Seven: 28 & 30 September**

#### **Sea Change**

Andrews, David; Newman, Joshua & Thorpe, Holly. 2020. *Sport, Physical Culture and the Moving Body*. Rutgers University Press, New Brunswick. (Selected readings)

**— MIDTERM | 30 September —**

### **[Unit 3] DIRT**

### **Week Eight: 5 & 7 October**

#### **Turf**

Murray, Caitlin. 2019. *The National Team: The Inside Story of the Women Who Changed Soccer*. Harry N. Abrams Press, New York. (Selected readings)

Lysa, Charlotte. 2019. "Qatari Female Footballers: Negotiating Gendered Expectations." In *Sports, Politics and Society in the Middle East*. Danyel Reiche and Tamir Sorek (eds). Oxford University Press, New York.

Oxenham, Gwendolyn. 2018. *Under the Lights and in the Dark: Untold Stories of Women's Soccer*. Publishers Group Canada, Ontario. (Selected Readings)

### **Week Nine: 12 & 14 October**

#### **Toil, Soil & Entanglement**

##### *Monday*

Cherrington, J. & Black, J. (2020). Mountain Bike Trail Building, 'Dirty' Work and a New Terrestrial Politics. *World Futures: The Journal of New Paradigm Research*, 76(1), 39-61.

Diaz, Natalie. 2019. *Bodies Built for Game: The Prairie Schooner Anthology of*

- Contemporary Sports Writing*. University of Nebraska Press, Lincoln. (Selected readings).
- Eichberg, Henning. 2016. "Wandering, winding and wondering: What is happening in the Labyrinth?" in *Questioning Play: What Play Can Tell Us About Social Life*. Routledge, New York.

### *Wednesday*

- Courchesne-O'Neill, Sébastien Darnell, Simon; Harvey, Jean; Horne, John; and Safai, Parissa. 2014. *Sport and Social Movements: From the Local to the Global*. Bloomsbury, New York. [Selected Readings : "Sport and the Environmental Movement" pp 114-136] \*Available as Ebook through USC library holdings
- Noé Álvarez, Noé. 2020. *Spirit Run: A 6000-mile Marathon through Stolen Land*. Publishers Group West, Berkeley.
- Rose, Deborah Bird; van Dooren, Thom; Churlew, Matthew; Cooke, Stuart; Kearnes, Matthew; O'Gorman, Emily. 2012. "Thinking Through the Environment, Unsettling the Humanities" *Environmental Humanities*. V1

### *Extended Readings*

- Chouinard, Yvon. 2005. *Let My People Go Surfing: The Education of a Reluctant Businessman*. Penguin, New York.
- Cook, Simon. Shaw, Jon; Simpson, Paul. 2016. "Running Order, Urban Public Space, Everyday Citizenship and Sporting Subjectivities" *Critical Geographies of Sport*. pp 157-172. Saved pdf
- Cooper, T. 2018. "My Adventures at a Camp for Transgender Men" Mother Jones.
- Latour, Bruno. 2018. *Down to Earth: Politics in the New Climate Regime*. Polity Press, Cambridge.
- Welters, Ron. 2019. *Towards a Sustainable Philosophy of Endurance Sport: Cycling for Life*. Springer, Cham.

## **Week Ten: 19 & 21 October**

### **Trodden**

- Noé Álvarez, Noé. 2020. *Spirit Run: A 6000-mile Marathon through Stolen Land*. Publishers Group West, Berkeley.

### *Extended Readings*

- Finn, Adharanand. 2014. *The Way of the Runner: A Journey into the Fabled World of Japanese Running*. Pegasus Books, New York.
- Black, Jason Edwards. (2014. "Native American 'Mascotting' Reveals Neocolonial Logics," *Spectra* Vol. 50; No. 3, pp 14-17. (Available online)
- . 2002. "The Mascotting of Native America: Construction, Commodity, and Assimilation," *American Indian Quarterly* Vol 26 No. 4 pp. 605-622.

— **Guest | Noé Álvarez, 19 October** —  
 — **Module No. 1 | 21 October** —

[Unit 4] ENGINEERING
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**Week Eleven: 26 & 28 October****Calibration**

- Adams, Mary Louise. 2020. "Objectified Bodies and Instrumental Movement: What Might Merleau-Ponty Say About Fitness Tracking?" in *Sport, Physical Culture, and the Moving Body*. Rutgers University Press, New Brunswick.
- Fouche, Rayvon, 2012. "Aren't Athletes Cyborgs? Technologies, Bodies and Sporting Competitions." *Women's Studies Quarterly*. V. 40 No. ½ pp. 281-293.
- King, Samantha 2020 "Toward a Multi-Species Sport Studies" *Sport, Physical Culture and the Moving Body*. Edited by Joshua Newman; Holly Thorpe; and David Andrews. Rutgers University Press, New Brunswick.
- **Guest | Samantha King, 26 October** —

*Extended Readings*

- Haraway, D.J., 2016. *Staying with the trouble: Making kin in the Chthulucene*. Duke University Press, Durham. (Ebook available through USC Library holdings)
- . 2014. *Anthropocene, capitalocene, chthulucene: Staying with the trouble*. *Aarhus University Research on the Anthropocene*, pp.575-99
- Donna Haraway

*Documentary*

- Fogal, Bryan. 2016. *Icarus*.

— **Research/Portfolio Project ABSTRACT | 28 October** —

**Week Twelve: 2 & 4 November****Protention***Documentary*

- Cooper, T. 2018. *Man Made*
- **Guest | T Cooper, 2 November** —
- **Module No. 2 | 4 November\* (Date TBD)** —

**Week Thirteen: 9 & 11 November****Assemblage**

- Courchesne-O'Neill, Sébastien Darnell, Simon; Harvey, Jean; Horne, John; and Safai, Parissa. 2014. *Sport and Social Movements: From the Local to the Global*. Bloomsbury, New York. \*Available as Ebook through USC library holdings
- **Writing Workshop | 9 November\* (Date TBD)**—
- **Final Portfolio & Presentation Project Due | Wednesday, 11 November** —
- **Online Finalized Portfolio Site Due | Friday, 20 November\*** —

**X. Policies and Procedures****Additional Policies**



Students are expected to comport themselves in the online classroom as would be expected in shared public presence with peers and colleagues. Online discussions require full attention and readiness to engage. Please expect to participate.

### **Communication**

Students should contact the instructor outside of class and if unable to attend posted office hours. Alternative meeting time can be accommodated. Please email the professor directly with all requests or meeting time concerns.

## **Statement on Academic Conduct and Support Systems**

### **Academic Integrity Policy:**

The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school's policy.

### **Academic Conduct:**

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards"

[policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course, without approval of the instructor.

### Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on **Campus Safety and**

### **Emergency Preparedness.**

### **Support Systems:**

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*

[studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*

[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call* [studenthealth.usc.edu/sexual-assault](http://studenthealth.usc.edu/sexual-assault)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298*

[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*

[usc-advocate.symplicity.com/care\\_report](http://usc-advocate.symplicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Campus Support and Intervention - (213) 821-4710*

[campussupport.usc.edu](http://campussupport.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu)

Non-emergency assistance or information.

*Annenberg Student Success Fund*

<https://annenberg.usc.edu/current-students/resources/additional-funding-resources>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

*Breaking Bread Program [undergraduate students only]*

<https://undergrad.usc.edu/faculty/bread/>

The Breaking Bread Program is designed to provide individual undergraduate students with an opportunity to meet and have scholarly discussions with faculty members outside of the normal classroom setting. Through this program, students and faculty enjoy good company and great conversation by literally “breaking bread” over a meal together and USC will pick up the tab! Your meal event can take place anywhere outside of the normal classroom setting. Your venue can be a restaurant or eatery on or off-campus.