LDST 390 Section 05
Racing Scandal: Sports, Religion, Race and Gender
Spring 2017

Course Information
Course Time: T/R 1:30am-2:45pm
Course Location: JPSN 101
Instructor: Tamura Lomax, Ph.D.
Office: Jepson School of Leadership Studies (room 239)
Office Hours: By appointment
Phone: (804) 287-6528 (direct line), (804) 289-8008 (general office)
Email: tломax@richmond.edu
Email response hours: Mondays-Thursdays, 1:00-5:00pm

Course Description
From high school to professional sports, this course uses history, theory and case studies to engage themes such as power, identity, community, leadership, intersectionality, masculinity, femininity, racism, sexism, class, sexuality, patriarchy, capitalism, deification, hazing, rape culture, social justice, protest and ethics. Deploying the analytical tools provided by critical race theory, feminist theory, religious studies, the Birmingham School, the Frankfurt School, the French Sociological School and others, we will grapple with the following question: what can we learn from sports culture and what might sports culture stand to learn? Our goal is to imagine a more just, edifying and responsible sports culture as well as what it might mean to visualize both athletics and athletes as sites for cultivating moral responsibility, both interpersonally and collectively.

Required Texts
1. David J. Leonard, Kimberly B. George, and Wade Davis, eds., Football, Culture and Power
2. Additional course materials will be made available online, in the library or on Blackboard

Suggested Texts for Further Reading
1. Sports and Religion
   a. Gary Laderman, Sacred Matters: Celebrity Worship, Sexual Ecstasies, the Living Dead and Other Signs of Religious Life in the States
   b. Jeffrey Scholes and Raphael Sassower, Religion and Sports in American Culture
   c. Rebecca T. Alpert, Religion and Sports: An Introduction and Case Studies
   d. Joseph L. Price, From Season to Season: Sports as American Religion
   e. Julie Byrne, O God of Players: The Story of the Immaculata Mighty Macs (Religion and American Culture)


2. Sports and Gender
   a. Michael A. Messner and Raewyn Connell, *Out of Play: Critical Essays on Gender and Sport*
   b. Lindsay Pieper, *Sex Testing: Gender Policing in Women's Sports*
   c. Susan K Cahn, *Coming On Strong: Gender and Sexuality in Women's Sport*
   d. L. Fuller, *Sport, Rhetoric, and Gender: Historical Perspectives and Media Representations*

3. Sports and Race
   a. Darron T. Smith, *When Race, Religion, and Sport Collide: Black Athletes at BYU and Beyond*
   c. David J. Leonard, *After Artest: The NBA and the Assault on Blackness*
   d. William C. Rhoden, *Forty Million Dollar Slaves: The Rise, Fall, and Redemption of the Black Athlete*

4. Critical Race Theory
   b. Kimberle Crenshaw and Neil Gotanda, *Critical Race Theory: The Key Writings That Formed the Movement*
   c. Eduardo Bonilla-Silva, *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America*

5. Feminist Theory
   a. Chimamanda Ngozi Adichie, *We Should All Be Feminists*
   b. Carole McCann and Seung-kyung Kim, *Feminist Theory Reader: Local and Global Perspectives*
   c. Wendy Kolmar and Frances Bartkowski, *Feminist Theory: A Reader*
   d. bell hooks, *Feminist Theory: From Margin to Center*
   e. bell hooks, *Feminism Is for Everybody: Passionate Politics*

**Pedagogy**

This course features two pedagogical strategies: 1) an interdisciplinary approach that moves both genealogically and theoretically; and 2) the incorporation of popular and social ‘media’ forms—film, photography, news, etc.—to enhance your ability to draw ongoing connections between lived experiences and visual and textual sources covered in the course.

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Course Thesis and Organization
The major thesis of this course is this: The combination of sports, religion, race and gender form a cultural nexus of meanings, inscriptions, performances, expectations and values. However, simultaneously, it notes a web of power relations and potential for crisis. To ignore the sacredness, racialization and gendering of sports culture in America, is to ignore what it means to become American in the 21st Century. And to ignore how American religion and sports culture alike promote similar race and gender values, is to turn a blind eye to the making of America. That is, American sports such as basketball, baseball and football denote American religious cultures – sacred social-cultural-political communities with deities, traditions, customs, beliefs, rituals, language, styles, and influences – that understand, interpret and impact racialized and gendered bodies in particular ways – both good and bad.

Course Objectives
1. To develop a constructive lens (“a” lens, not an exhaustive gaze) for critically examining the religion that is American sports culture.
2. To identify historical and contemporary challenges in American sports culture.
3. To become conversant in race, religion and gender discourses and how they relate to sports culture.
4. To identify current issues impacting athletes and spectators.
5. To imagine a more morally responsible sports culture.
6. To envision the athlete as a source of both power/agency and moral leadership.

Course Requirements
Class Participation: Participation includes your ability to listen, contribute relevant perspectives to the discussions, raise questions, and leave room for others to speak. Each person brings her or his unique contributions to the class—our discussions will suffer without everyone’s full participation. I expect you to consistently engage in discussions and to come to class prepared, which requires at least a careful reading of the assigned material. I encourage you to prepare for each class by taking notes and coming to class with one question written down. This class is an interactive learning environment. This means I will often look to you to spark lively discussions with relevant questions or comments. To help increase student participation, I will often randomly call on students to share or present their thoughts. Please be prepared. You should always bring required readings and any notes you take on the readings with you. When raising a question about the readings, be sure to specify text(s), author(s), and page numbers. Also, while I appreciate learning about your personal experiences, I am most interested in your engagement with the course materials. Finally, participation is worth 15% of your grade. Simply coming to class, or sharing your personal experiences during class discussions does not count as participation. Participation equals active engagement with course materials.

Attendance: It is your personal responsibility to attend all classes on time. Successful completion of this course cannot be attained without regular, prompt and full attendance.
You should come to class not only daily and on time, but also having completed the required assignments. Students are responsible for all materials, assigned presentations, and other assignments missed when absent or tardy. In addition, students are expected to remain for the duration of the course. We will be covering texts as well as watching a variety of films. The latter is not an excuse to miss class or leave early. Your participation grade will depend on your in class wrestling with all of the materials.

**Blackboard:** Check e-mail and Blackboard (Bb) regularly for announcements. All grades, changes, etc., will be posted to Bb.

**Group Case Study 1:** You will be expected to present on a particular sports story using the theoretical tools learned thus far. Your presentation should include 1) an overview of the story and main actors, 2) challenges and/or problems within the story, 3) the power dynamics within the story, 4) categories of analysis (race, gender, religion, sexuality, politics, etc.), 5) what this story teaches us, 6) where moral responsibility lies, 7) where leadership is enacted or needed, and 8) how you may have interpreted this story prior to the class versus now. That is, what previous ideas and/or beliefs have been challenged, deepened or confirmed? Each presentation will be a critical oral engagement led by you with your classmates. It should last no longer than 20 minutes. There will be one grade for the entire group **Due February 14/16.**

**Group Case Study 2:** You will be expected to present on a particular sports story using the theoretical tools learned thus far AND write a 5-page (no more than five pages/double spaced) theoretical paper. Your presentation should include 1) an overview of the story and main actors, 2) challenges and/or problems within the story, 3) the power dynamics within the story, 4) categories of analysis (race, gender, religion, sexuality, politics, etc.), 5) what this story teaches us, 6) where moral responsibility lies, and 7) where leadership is enacted or needed. Each presentation will be a critical oral engagement led by you with your classmates. It should last no longer than 20 minutes. Your critical paper should enhance your verbal presentation. It should include at least two critical theories of your choosing, deployed as analytic tools for discussing, critiquing, analyzing, etc. your sports phenomenon. Your paper can follow the moves noted above in 1-7. However, again, the paper should enhance and thus deepen your oral presentation rather than mirror it exactly. The paper and presentation will be graded separately. There will be one grade for each for the entire group. Your paper is due electronically prior to the start of class. See explanation below. **Due March 14/16.**

**Final Paper:** You will be expected to write a 15-page research paper on the sport and topic of your choice. **The primary criteria are:**

- That the paper explicitly center upon sports, race, gender and religion.
- That you critically engage your topic by:
  - Using the themes and theories learned in class
  - Discussing the pros and cons of your topic
  - Examining possibilities for and problems with leadership
  - Suggesting how we might use this topic and/or analysis to become better leaders

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• That you use your research to engage or imagine a more morally responsible sports culture and leadership model.

Please also note, we will cover a lot of material in class. You may absolutely use any of these materials. However, you must also supplement these sources with at least 10 outside scholarly sources. You can also use the list of suggested sources included above. Whatever you decide, your paper must have a minimum of 10 scholarly sources total. If in doubt about whether a source is scholarly or not, ask. Dictionary or encyclopedia entries are not included as scholarly. Scholarly sources include journal articles and books written by scholars. This is a research project—designed to take you beyond the materials covered in the course. It is expected that you will do outside research to locate sources and that the work you submit will be YOUR OWN. All papers must be thoroughly grounded in the disciplinary and theoretical frameworks covered in class and most applicable to your project. Plagiarized papers will result in a zero grade. Choose a topic that you are most interested in and try to have fun. But most importantly, be thorough, clear, precise and creative. Finally, you may choose to write your final papers solo or within a group of 3 or less. The grading scale will not change, however, the page count for groups will be 20 pages for groups of 2 and 25 pages for groups of 3, rather than 15. As with the case studies, there will be one grade for the entire group. Whether working solo or in a group, I need to know your plans no later than March 30. The final paper is due April 24 (Monday by noon).

**Failure to complete any part of course requirements will result in a significant lowering of your final grade.**

**Additional Assignment Guidelines**

**Format:** All written assignments should be double spaced, 12 point Times New Roman font, in black ink, numbered, and with 1-inch margins. Please do not exceed page limits. All papers must include a bibliography and proper citation guidelines. Assignments that fail to follow the aforementioned instructions will receive an automatic 5-point deduction.

**Delivery:** Unless otherwise noted, all assignments are due by the beginning of class via email on the respective due date. Assignments received after the start of class—on the due date—will receive an automatic 5-point grade reduction. This includes computer glitches. I suggest sending your papers at least an hour in advance to avoid such.

**Citations:** You should use the Chicago Manual of Style. For specific citation guidelines look online or see the library. Your final paper should include footnotes and a bibliography. The bibliography is not included in the 15/20 pages. Proper citation format is required.

**Bibliographies:** Bibliographical sources for papers may include a mixture of scholarly texts (scholarly books and journal articles) and select (credible) popular sources such as credible news articles, newspapers, videos, websites, etc. Whatever the makeup, you
must have 10 scholarly sources. Please see the library if you have questions about format. Proper format is required.

PLAGIARISM: PLEASE BE AWARE OF THE UNIVERSITY’S POLICY ON PLAGIARISM AND THE HONOR CODE. PLEASE ASK FOR CLARIFICATION IF YOU ARE UNCERTAIN ABOUT YOUR USE OF SOURCES IN YOUR PAPERS AND IF YOU THINK YOU COULD BE IN VIOLATION OF ACADEMIC POLICY.

Course Evaluation and Grading
Awarding of Credit: To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities. For more, see http://registrar.richmond.edu/services/policies/academic-credit.html.

Evaluation will be based on the requirements described above. Your final grade will be determined as follows:

1. Participation 15%
2. Group Case Study 1 20%
3. Group Case Study 2 20%
4. 5 Page Paper 10%
5. Final Paper 35%

Grading Scale: (No grade changes, regardless of proximity to next grade level)
A: (90-100)
B: (80-89)
C: (70-79)
D: (60-69)
F: (<60)

Late Assignments
All written assignments are due electronically prior to class on the respective due date. An assignment is considered late if it is not submitted by the start of class time. There will be a 10-point per day penalty for late work received after class. Exceptions will only be made for documented and excusable emergencies. What qualifies for an excusable emergency will be considered on a case-by-case basis. If you anticipate a conflict, turn your work in early. Deadline extensions are granted only in cases of extreme emergency, which are determined at my discretion, and only if you have contacted me before the deadline. There will be no make-up presentations. If you are late for your presentation you will be docked points. If you miss your presentation and I determine that your absence is excused, you will be allowed to write a 5 page paper in place of the in class presentation. Your paper will be due one week from the missed presentation.
Academic Integrity
Academic integrity is an essential part of collegiality and the exchange of ideas. This means that you should engage with and respect the research and ideas of others, you should properly document others’ ideas, and you should avoid the possibility of even unintentional plagiarism, whether deploying a direct quote, summarizing, or paraphrasing. You should become well acquainted with UR’s Policy for Academic Honesty located here: http://studentdevelopment.richmond.edu/student-handbook/honor/guide.pdf. In keeping with the university’s policy, plagiarism, cheating, submitting another person’s work as your own, and all other behaviors characterized as academic dishonesty, will be referred to the Honor Council. Please note, the Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: “I pledge that I have neither received nor given unauthorized assistance during the completion of this work.”

Student Conduct in the Classroom
According to UR’s Standards of Student Conduct, “All students of the University are expected to conduct themselves, both within the University and elsewhere, in such a manner as to be a credit to them and to the University of Richmond. As responsible citizens and members of the University community, students are expected to comply with local, state, and federal laws, and with all published University policies and regulations. In order to fulfill its functions as an educational institution and to protect all members of the University community, the University of Richmond has the right to maintain order within the University and to exclude persons who disrupt the educational process. Matriculation and/or continued enrollment at the University of Richmond is a privilege, not a right. Any revocation of such a privilege would be an intention to protect or support the standards of the University community. All students are expected to familiarize themselves with the details of these standards, issued annually or more frequently by the University or by individual Colleges or Schools of the University in handbooks or other official publications and announcements.” For more, see: http://studentdevelopment.richmond.edu/student-handbook/standards-of-student-conduct.pdf.

A few guidelines for this class:
1. No headphones.
2. No talking while I am talking.
3. Respect at all times.
4. Electronic devices are allowed at my discretion.
5. If a student believes that the behavior of another student is disruptive, the instructor should be informed.
6. Among other things, cell phones and social medias (e.g. Facebook, Twitter, etc.) should be turned off while in the classroom.
7. Firearms, weapons, explosives, etc., regardless of whether a license to possess the same has been issued, are prohibited.
8. Attend class with punctuality, proper decorum, required course material, and studious involvement.

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9. Students are expected to remain in the classroom until the end of class. If you repeatedly need to leave early, please drop the class.

10. Become familiar with guidelines on sexual harassment, grade review procedures, and ethics on computing.

**Students with Disabilities**

“The University’s Disability Services works to ensure that qualified students with a disability are provided with reasonable accommodations that enable that student to participate fully in the activities, programs, services and benefits provided to all students. In conjunction with the University’s Human Resources Department and other University offices, Disability Services also promotes the University’s compliance with applicable disability laws and regulations, including the Americans with Disabilities Act (as amended) and Section 504 of the Rehabilitation Act.” Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams. To receive accommodations, students must declare their need for disability-related accommodations with the Disability Services. The DS office is located at 28 Westhampton Way. The office phone number is (804) 289-8032. Tinina Cade, PhD is the director. More information is available here: [http://disability.richmond.edu/students/index.html](http://disability.richmond.edu/students/index.html). If you have a physical or mental impairment that requires an academic adjustment or accommodation, arrange a meeting with me at your earliest convenience. This statement applies not only to this course but also to every other course in this University.

**Statement on Military Short-Term Training or Deployment**

“The University complies with the Uniformed Services Employment and Rights Act (USERRA) of 1994 and all other applicable federal or state laws. Requests for leave will be reviewed by the associate vice president of Human Resources who, along with the employee's supervisor. It is the responsibility of the employee to notify his or her supervisor of the dates for military leave as soon as possible. A supervisor may request documentation from the employee confirming the dates scheduled for military duty and the payment received. Human Resources must be contacted as soon as possible to initiate a payroll adjustment, if appropriate. The employee may elect to take leave without pay from the University while on military leave. The employee may elect to use vacation time or earned holiday time while on military leave. The employee may also elect to have his or her pay coordinated with that received during the military service (for example, the employee's pay from the University can be adjusted by the amount received from the military). For additional details concerning coordinated pay, contact URHR at URHR@richmond.edu or 804-289-URHR (8747).”
Campus Emergency information

“During an emergency impacting campus, the University of Richmond will use UR Alert to provide critical, safety information via text messages, email, phone calls, and posts to Facebook and Twitter. To receive messages, students, faculty, and staff should register in BannerWeb; parents, family, and community members can also register online to receive information during a campus emergency. In the event of an emergency requiring immediate campus-wide communication, official information and instructions will be posted to alert.richmond.edu. For more, visit: http://police.richmond.edu/services/emergency.html. Emergency: (804) 289-8911 Non-Emergency: (804) 289-8715

Religious Observance

Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance. For more, see: http://registrar.richmond.edu/planning/religious-observance.html.

Student Resources

1. Academic Skills Center: http://asc.richmond.edu
2. Writing Center: http://writing.richmond.edu

A Note about Discussion

The class environment is an intimate, vulnerable and personal space where we are constantly asked to share our opinions and interpretations of reading materials. The first and most fundamental principle for participating in this class is RESPECT. Topics associated with religion, race, gender, class, sexuality, etc. can at times be interpreted as controversial or become uncomfortable. These matters therefore require a concerted effort from discussants to maintain respect for others at all times. Please also refer to the “Student Conduct” section above.

Important Dates

• January 16th is Martin Luther King, Jr. Day, no classes
• January 23rd is the last day for add/drop and late registration
• January 23rd is the deadline for students to provide written notification of religious holiday observance
• February 24th is the last day to withdraw with a “W”
• March 3rd-13th is Spring Break
• April 21st is the last day of classes as well as the Jepson Research Symposium
Tentative Course Schedule

January, Tuesday 10
Intro
Syllabus

January, Thursday 12
What is religion/the study of religion?

January, Tuesday 17
What is religion/the study of religion?

January, Thursday 19
What is religion/the study of religion?

January, Tuesday 24
Religion and Sports: So what does religion and the study of religion have to do with sports?
Reading:
- [http://www.huffingtonpost.com/2014/05/06/nba-religion-prayer_n_5275096.html](http://www.huffingtonpost.com/2014/05/06/nba-religion-prayer_n_5275096.html)
- [http://www.huffingtonpost.com/2014/01/16/super-bowl-prayer_n_4605665.html](http://www.huffingtonpost.com/2014/01/16/super-bowl-prayer_n_4605665.html)

January, Thursday 26
An introduction to critical terms used in this course

January, Tuesday 31
An introduction to critical terms used in this course

February, Thursday 2
*Football, Culture and Power*: Intro-Ch 2

February, Tuesday 7
Film: 1 of 1: Genesis (1h 16m)

February, Thursday 9
*Football, Culture and Power*: Ch 3-4
February, Tuesday 14
Presentations

February, Thursday 16
Presentations

February, Tuesday 21
*Football, Culture and Power: Ch 5*

February, Thursday 23
No class
Work on presentations/papers

February, Tuesday 28
Film: Friday Night Lights (1h 57m)
Reading:

March, Thursday 2
Film: Friday Night Lights

March, Tuesday 7-9
Spring Break

March, Tuesday 14
Presentations

March, Thursday 16
Presentations

March, Tuesday 21
*Football, Culture and Power: Ch 6-7*

March, Thursday 23
Film: Pacific Warriors (1h 33min)

March, Tuesday 28
*Football, Culture and Power: Ch 8-10*

March, Thursday 30
Film: The Roughnecks (1h 36m)
Email re: paper plans
April, Tuesday 4  
*Football, Culture and Power*: Ch 11-12

April, Thursday 6  
*Football, Culture and Power*: Ch 13-14

April, Tuesday 11  
Film: The Trials of Muhammad Ali (1h 32 min)

April, Thursday 13  
Finish The Trials of Muhammad Ali  
Begin Trophy Kids

April, Tuesday 18  
Film: Trophy Kids (1h 47m)  
* Film: Linsanity (1h 29m) (parts/if enough time)

April, Thursday 20  
*Football, Culture and Power*: Ch 15  
Last day of class

April, Monday, 24  
Final paper due electronically by noon