Investigating the Relationship Between Higher Education and Their Athletic Enterprises

Educational Leadership & Policy Studies, Sport Management, and Student Development Administration
University of Washington, Seattle Pacific University, and Seattle University
Spring Quarter 2004
3 credits

Instructor:
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Office Hours: By Appointment

Course Information:
Class Meets: April 1 – June 10, 2004; no class April 15
Classroom: Miller Hall 320, College of Education, University of Washington*
Day/Time: Thursday, 7:00-9:20pm

*location may change as speakers and/or special circumstances permit

A. Course Overview
Intercolligate athletics is a unique feature of the modern American higher educational system. However student-athletes who participate in college sports are often a casualty of this unique relationship between athletics and higher education. This interdisciplinary course will examine the relationship between the student-athlete and the institution and explore how intercollegiate athletics fits into the academic enterprise of higher education. Throughout the course we will examine many questions including 2 key questions, 1) what purpose does athletics serve and 2) for whose benefit? We will also place the issues that most acutely affect the student-athlete, the institution, and the athletic enterprise at the heart of our in-and out-of-class discussions. With these questions in mind, we will examine the range of issues at the intersection of athletic administration, student development theory, and educational leadership and policy.

As we explore the important relationship between intercollegiate athletics and higher education, we will use the perspectives of students from three diverse graduate programs to fuel our discussions both in and out of class. To truly capitalize on our collective expertise, the class has been constructed to challenge and push forward our thinking about athletics today. Out of class readings and peer review of one another’s work provides the anchor for our weekly class meetings. The goal for these sessions is to bring to the surface deep issues about the relationship between athletics and higher education and begin proposing new perspectives for reform. Together we will use the course materials to explore how best to reconnect intercollegiate athletics with the academic enterprise of higher education.

B. Course Description
Examines intercollegiate athletics from a student affairs and higher education administration perspective. Examines current literature relating to the history of higher education, the history of intercollegiate athletics, student development theory, and current reform strategies in intercollegiate athletics.

C. Prerequisites
There are no prerequisites for this graduate level course. Permission required for undergraduate enrollment.
D. Course Objectives
1. Students will become familiar with the principles and research of student development theory and describe how it applies to student-athletes.
2. Students will become familiar with the intercollegiate athletic environment and the historical development of current intercollegiate athletics.
3. Students will become familiar with the experience of student-athletes, athletic administrators and athletic staff.
4. Students will be able to evaluate institutional mission and become familiar with university perspectives on athletic programs.
5. Students will be able to demonstrate insightful analysis and criticism of theories, models, and practical applications in the relationship between intercollegiate athletics and their institutions.
6. Students will be able to demonstrate individual accountability and group responsibility in collaborative learning activities.

E. Course Format
Assigned readings, writing assignments, and each student’s prior knowledge and experience provide the basis for small group activities and class discussion. The class format also includes guest speakers, informal presentations and reports, and peer review.

F. Textbook


G. Coursepak
The coursepak for this class is available for purchase through the College of Education’s Dean’s Office, 222 Miller Hall or on the first night of class. Cost for the coursepak is: $16.43. Please bring exact change or check.

H. Course Requirements & Assignments
One of the essentials of this course is the opportunity for exchange of ideas and issues across disciplines and examination of how issues apply at three very different institutions. The basis for class discussions will be the experience of the class participants, perspectives from assigned readings, and out-of-class dialogue. Therefore students are expected to:

1. Complete the readings & peer comments prior to each class session
2. Attend class each week
3. Actively participate in each class session
Assignments

1. **Weekly reflection writing & peer comment:** Each week we will examine a topic related to intercollegiate athletics. Prior to the in-class discussion, students should respond to the readings & weekly discussion questions and submit a 1-2 page paper to another student for comment. The student peer reviewer will respond with their comments prior to the start of class. Reflection paper with peer comments should be ready by the start of class. Topics may also be revisited later in the quarter as your thinking changes or is confirmed by later entries or in-class discussions. **Due: 1-2 pages each week with peer comment completed.**

2. **Collaborative Paper & Roundtable Presentation:** Each group will prepare a roundtable paper presentation on a case study or current issue in intercollegiate athletics suitable for submitting to a professional conference. The presentation should highlight the scope of the issue, data and/or theory, and if there are implications for one of the 3 local universities. Each roundtable presentation should be accompanied by a written report 10 pages in length. Additional information will be distributed for this assignment in class. APA format required. Please provide one copy of the abstract & reference page for each person in the class. **(Outline due May 6, Draft due May 27, Roundtable Presentations in class June 10)**

Examples of potential presentations:
- Seattle University: Downsizing their program in the 1980’s, possible upsizing in the future. What is at stake?
- Gonzaga University: What has been the effect of their recent success in men’s basketball on the campus community?
- Division I-A Bowl Championship Series: What is the best model for satisfying the media & public’s desire for a playoff and ensuring the academic success of players?
- University of Washington & Seattle University: What should be the focus of the Athletic Director search at each of these institutions?
- Seattle Pacific University and Seattle University: Is participation in Division II a logical choice given the variation among institutions and geographical distance in their conference?
- Vanderbilt University: Is this model a viable solution at other schools?

Assignment Summary:

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<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Reflection &amp; Peer Comment</td>
<td>Weekly</td>
<td>• 1-2 pages with peer comments</td>
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<tr>
<td>Collaborative Paper &amp; Roundtable Presentation</td>
<td>Submit Outline by: May 6 Submit Draft by: May 27 Presentations: June 10</td>
<td>• APA format (not required for outline) • Paper 10 pages in length • Roundtable presentation • Bring a copy of abstract &amp; references for each person in the class.</td>
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I. Grading/Evaluation

Credit/No Credit

To receive credit for this class, each participant must:
1. Attend and actively participate in each class session. More than 3 absences may result in an Incomplete Grade
2. Submit a weekly reflection paper and comment on a peer’s paper – both prior to class each week.
3. Actively contribute to the collaborative paper and roundtable presentation.
J. Course Schedule

1. Thursday, April 1 - Introducing the course & looking ahead. Students from 3 diverse programs: getting to know one another & logistics. Examining institutional mission, defining the role of athletics & tensions.


   Assignment: Bring copy of Mission Statement from your institution and/or an institution of your choice

2. Thursday, April 8 - Examining historical underpinnings.

   Reading:
   1. Games Colleges Play, Thelin, p. 1-203
   2. Opinions of Educators on the Value and Total Influence of Inter-collegiate and Inter-scholastic American Football as Played in 1903-1909, p. 3-32.

   Assignment: Reflection Paper & Peer Comment

3. Thursday, April 15 – No class. AERA, San Diego, California

4. Thursday, April 22 - Student development theory and athletics: the student athlete.

   Reading:
   1. Theory in Student Affairs, Perspectives on Gender Differences, p. 1-36
   2. Perspectives on Sexual Orientation, Perspectives on Ethnicity, Applying Cultural Theory, p. 49-95.

   Assignment: Reflection Paper & Peer Comment

5. Thursday, April 29 - Student development theory and athletics: student services.

   Reading:
   1. New Directions For Student Services Student Services for Athletes, Howard-Hamilton & Watt, p. 1-79.

   Assignment: Reflection Paper & Peer Comment
6. Thursday, May 6 – The University perspective: presidents and other leaders.

Reading:

2. *The Roots of Commercialization*, Bok, p. 1-17
5. Optional: *Athletics*, Bok, p. 35-56
6. Optional: *A University President’s Perspective*, James Duderstadt p. 46-64.

Assignment: Reflection Paper & Peer Comment; Collaborative paper outline.

7. Thursday, May 13 – Gender & athletics.

Reading:

2. *Sports, sex, & Title IX*, Rhoads, p. 86-98.

Assignment: Reflection Paper & Peer Comment

8. Thursday, May 20 – Race, athletics, & fellow students.

Reading:

3. Optional: *The Student in Student Athlete*, Gaston

Assignment: Reflection Paper & Peer Comment


Reading:

5. Visit NCAA Website: [www.ncaa.org](http://www.ncaa.org)
6. Optional: *Principal Conferences & Associations*, Bowen & Levin, p. 25-40

Assignment: Reflection Paper & Peer Comment; Collaborative Paper Draft Due
10. Thursday, June 3 - The extra-curriculum: athletic reform & reconnecting to educational mission.

Reading:

Review from Previous Sessions:
5. (Review from Week 2) Opinions of Educators on the Value and Total Influence of Inter-collegiate and Inter-scholastic American Football as Played in 1903-1909, p. 3-32.

Assignment: Reflection Paper & Peer Comment

11. Thursday June 10 – Roundtable Presentations & Course evaluation
G. References & Resources


