

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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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

Intercollegiate 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

Howard-Hamilton, MF & Watt, SK., Eds. (2001). *New directions for student services: Student Services for Athletes*. (93). San Francisco: Jossey Bass Publishers.

Gerdy, JR. (1997). *The successful college athletic program: The New Standard*. Phoenix: Oryx Press.

Thelin, JR. (1994). *Games colleges play: scandal and reform in intercollegiate athletics*. Baltimore: Johns Hopkins University Press.

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 an 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:

Assignment	Date Due	Notes
Reflection & Peer Comment	Weekly	<ul style="list-style-type: none"> ▪ 1-2 pages with peer comments
Collaborative Paper & Roundtable Presentation	Submit Outline by: May 6 Submit Draft by: May 27 Presentations: June 10	<ul style="list-style-type: none"> ▪ APA format (not required for outline) ▪ Paper 10 pages in length ▪ Roundtable presentation ▪ Bring a copy of abstract & references for each person in the class.

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.

Reading: http://www.knightfdn.org/publications/knightcommission/KCfinal_06-2001.pdf

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.
3. *The College Game: Academic Outcomes for Men*. Shulman & Bowen, p. 59-86.
4. *Women Athletes in College*. Shulman & Bowen, p. 141-156.
5. **Optional:** *Prelude: Four Snapshots*. Shulman, & Bowen, p. xv-xxx-vi

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.
2. *Understanding Retirement From Sports: Therapeutic Ideas for Helping Athletes in Transition*, Baillie, p. 399-410.
3. *The Successful College Athletic Program: The New Standard*, Gerdy, p. 57-90.
4. **Optional:** *Consulting Opportunities*, Gabbard & Halischak, p.386-398.

Assignment: Reflection Paper & Peer Comment

6. Thursday, May 6 – The University perspective: presidents and other leaders.

Reading:

1. *The Successful College Athletic Program: The New Standard*, John Gerdy p. 1-54.
2. *The Roots of Commercialization*, Bok, p. 1-17
3. *The University For Sale*, Glazer, p. 112-118.
4. Visit: Coalition on Intercollegiate Athletics, <http://www.math.umd.edu/~jmc/COIA/COIA-Home.html>
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:

1. *State Granted Tuition Waivers for Gender Equity in Athletics: Fair or Foul?* Hoffman & Kotila, p. 1-18.
2. *Sports, sex, & Title IX*. Rhoads, p. 86-98.
3. *Gender Benders*. Rabkin, p. 58-59
4. *The Joy of Women's Sports*. Conniff, p. 26-30.
5. *Title IX Poses Particular Challenge at Predominately Black Institutions*, Naughton, p. 1-5.
6. **Optional:** *Equality and/or Difference? ALAW, NCAA & Intercollegiate Athletics 1974-1979.*, Festle, p. 165-191.

Assignment: Reflection Paper & Peer Comment

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

Reading:

1. *White Out: Erasures of Race in College Athletics*, King & Springwood, p. 17-40.
2. *There's no "I" in "Team": Lessons From Athletics on Community Building*. Wolf-Wendel, Toma, & Morpew, p. 369-396.
3. **Optional:** *The Student in Student Athlete*, Gaston
4. **Optional:** 2003 Racial & Gender Report Card
http://www.bus.ucf.edu/sport/public/downloads/media/ides/release_report.pdf

Assignment: Reflection Paper & Peer Comment

9. Thursday, May 27 – The modern intercollegiate athletic environment: coaches, conference, & NCAA.

Reading:

1. *Let's Bring Back the Teacher Coach*, Slovenski, p. 1-2
2. *Reaffirming the Coach-Athlete Relationship*, Grant & Darley, p. 441-444.
3. *The Successful College Athletic Program: The New Standard*, Gerdy, p. 91-109.
4. *Orbits of Competition*, Bowen & Levin, p.173-195.
5. Visit NCAA Website: 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:

1. *The Successful College Athletic Program: The New Standard*, John Gerdy, p. 111-165.
2. *Reform at the Institutional & Conference Levels*, Bowen & Levin, p. 280-302.
3. **Optional:** *Future of the Black Student Athlete: Ethical Issue of the 1990s*, Lapchick, p. 32-35.
4. **Optional:** *Reforming Athletics*, p. 122-138.

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.
6. Knight Commission Documents (Review From Week 1):
 - i. Report: http://www.knightfdn.org/publications/knightcommission/KCfinal_06-2001.pdf

Assignment: Reflection Paper & Peer Comment

11. Thursday June 10 – Roundtable Presentations & Course evaluation

G. References & Resources

Altbach, P.G., Gumport, P.J., & Johnstone, D.B. (Eds). (2001). *In defense of american higher education*. Baltimore: The Johns Hopkins University Press.

American Psychological Association. (2001). *Publication Manual* (5th ed.). Washington, DC: American Psychological Association. Addendum: APA Electronic Reference Formats website, <http://www.apastyle.org/electref.html>.

Baillie, P. (1993). Understanding retirement from sports: therapeutic ideas for helping athletes in transition, *The Counseling Psychologist*, 21(3), 399-410.

Bok, D. (2003). *Universities and the marketplace: the commercialization of higher education*. Princeton, N.J.: Princeton University Press.

Bowen, W.G. & Levin, S. (2003). *Reclaiming the game: college sports and educational values*. Princeton: Princeton University Press.

Coniff, R. (1998, August 10/17). The joy of women's sports. *The Nation*. 26-27

Duderstadt, JJ. (2000). *Intercollegiate athletics and the american university: a university president's perspective*. Ann Arbor: The University of Michigan Press.

Evans, N.J, Forney, DS, & Guido-DiBrito, F. (1998). Student development in college: theory, practice, research. *New Directions for Student Services*, 51. San Francisco: Jossey-Bass Publishers.

Festle, M (1996). *Playing nice: politics & apologies in women's sports*. New York : Columbia University Press.

Gabbard, D. & Halishak, K. (1993). Consulting opportunities: working with student-athletes at a university. *The Counseling Psychologist*, 21(3), 386-398.

Gaston, J.L., Tuckman, B.W., & Rivera, C.A. (2002, April). The "student" in student athlete: factors related to academic achievement for black and white student athletes. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA..

Gerdy, J.R. (1997). *The successful college athletic program: the new standard*. American Council on Education Series on Higher Education. Arizona: Oryx Press.

Glazer, N. (2004). The university for sale. *The Public Interest* 154. 112-118.

Grant, C.H.B & Darley, C.F. (1993). Reaffirming the coach-athlete relationship: a response from intercollegiate athletics. *The Counseling Psychologist*, 21(3), 441-444.

Hoffman, J. & Kotila, A. (2003, November). *State granted tuition waivers for gender equity in athletics: fair or foul?* Paper presented at the meeting of the Association for the Study of Higher Education, Portland, OR.

Howard-Hamilton, M.F. & Watt, S.K. (Eds.). (2001). Student services for athletes. *New Directions for Student Services*, 93. San Francisco: Jossey-Bass Publishers.

King, C.R. & Springwood, C.F. (2001). *Beyond the Cheers: Race As Spectacle in College Sport*. Albany : State University of New York Press

Knefelkamp, L, et al. (1978). *New directions for student services: Applying new developmental findings*. (4). San Francisco: Jossey Bass Publishers.

Kuh, G.D., et al. (1991). *Involving colleges: successful approaches to fostering student learning and development outside the classroom*. San Francisco: Jossey-Bass Publishers.

Lapchick, R.E. (1989, Spring). Future of the black student athlete: ethical issue of the 1990s. *Educational Record*. 32-35

Light, R.J. (2001). *Making the most of college: Students speak their minds*. Cambridge: Harvard University Press.

McDonough, P.M., (1997). *Choosing colleges: How social class and schools structure opportunity*. Albany: State University of New York Press.

Moore, L.V. (Ed.). (1990). Evolving theoretical perspectives on students. *New Directions for Student Services*, 51. San Francisco: Jossey-Bass Publishers.

Naughton, J. (1998, February 20). Title IX poses a particular challenge at predominantly black institutions. *The Chronicle of Higher Education*.

Rabkin, J. (1999, April). Gender benders: feminists beat up on male wrestlers and other jocks. *The American Spectator*. 58.

Rhoads, S.E. (2004). The university for sale. *The Public Interest* 154. 86-98.

Rudolph, F. (1990). *The American college & university: a history*. Athens, Georgia: The University of Georgia Press.

Shriberg, A. & Brodzinski, F.R. (Eds.). (1984). Student services for athletes. *New Directions for Student Services*, 28. San Francisco: Jossey-Bass Publishers.

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Slovenski, P. (2003, October). Let's bring back the teacher coach. *The Chronicle of Higher Education*.

Sperber, M. (2000). *Beer and circus: how big-time college sports is crippling undergraduate education*. New York: Henry Holt and Company.

Steinhorn, L. & Diggs-Brown, B. (2000). *By The Color of Our Skin: The Illusion of Integration and the Reality of Race*. New York: Plume.

Thelin, J. (1994). *Games colleges play: scandal and reform in intercollegiate athletics*. Baltimore: The Johns Hopkins University Press.

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Woodward, C. M. (1910). Opinions of educators on the value and total influence of inter-collegiate and inter-scholastic American football as played in 1903-1909.