

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Liberal Arts and Sciences	Department/School	School of Historical, Philosophical and Religious Studies
Prefix: REL	Number: 383	Title: Religion and Sports	Units: 3

Course description:

Is this a cross-listed course? Yes If yes, please identify course(s): ASB 383

Is this a shared course? No If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? No

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: *Humanities, Arts and Design - HU* **Mandatory Review: Yes**
*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:
For Fall 2020 Effective Date: October 10, 2019 For Spring 2021 Effective Date: March 5, 2020

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Marissa Timmerman E-mail Marissa.R.Timmerman@asu.edu Phone 480-727-4029

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Richard Amesbury Date: 9/25/2019

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	
<input type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	General Studies Designation
REL		Religion and Sports	HU

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	In an increasingly secular society, people still seek opportunities to fashion commitments, construct shared values, and make meaning. Because data indicate that people decreasingly rely on traditional forms of religion and religious communities to meet these objectives, some scholars have argued that sport functions like traditional religion in providing a modern form of commitments, values, and meanings. This course closely examines the ways in which sport not only is a conduit for religious experience and expression, but how it serves also to preserve and cultivate distinct identities-- identities strongly shaped by religion, gender, and heritage.	Students within the Religion and Sports course analyze several current scholarly works that argue that sport functionally operates as a religious expression historically and contemporarily. Eric Bain-Selbo and Greg Sapp's work <i>Understanding Sport as a Religious Phenomenon</i> , a required text, makes this argument based on theories and definitions of religion. This work introduces students to several theorists like Max Weber, Karl Marx, Emile Durkheim, and Michel Foucault. To compliment these arguments, students are required to speak with student athletes to discover how these athletes understand their engagement with sports. This permits a real-world opportunity to analyze how current amateur athletes perceive their sporting commitments. Students are positioned at the end of the course to make an argument of what exactly constitutes religion and religious expression and whether sport fits into those parameters. Units 3, 4 and 5 specifically interrogate contemporary sports as functionally mirroring religion in the modern world.
4a	Sport in contemporary society provides a space for humans to articulate perspectives and values. As more individualized notions of spirituality and meaning-making take shape, sporting spaces offer the opportunity for values and ethics to be cultivated. Furthermore, many people who affiliated with traditional religions also utilize their participation in sports as a means of demonstrating their religious values or articulating religious commitments. Thus sport is often described as a spiritual exercise or religious experience. Complimenting this notion is that idea	This course investigates through podcasts, readings, and lectures how ethics and morals are developed within specific sports like boxing, running, and surfing. The second required text for the course, <i>Religion and Sports in American Culture</i> , argues that sport is a vital place for many Americans, historically and contemporarily, to articulate and cultivate religiosity. Other course materials and lectures supply students with ample opportunities to understand how contemporary ethics and religious thoughts are expressed in and through sporting participations. This includes examining the various actors within sports such as athletes, coaches, and institutional leadership. These are examined in Unit 7 "Sport as Sacred Social

Humanities and Fine Arts [HU]

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	that sport offers a space for social critique often referred to as athletic activism.	Agent," and Unit 6 "More Approaches to Analyzing Religion and Sport."



SCHOOL OF
Historical, Philosophical
& Religious Studies

ARIZONA STATE UNIVERSITY

REL 383: Religion and Sports
Arizona State University
Fall 2017

Terry Shoemaker

E-mail: terry.shoemaker@asu.edu

Office Hours: By appointment through Email

Knowledge and Skills Goals of the Course:

1. To provide general knowledge of the various intersections of religious American religiosity and sport.
2. To develop basic awareness of theoretical and methodological issues involved in the study and interpretation of sport and religion;
3. To encourage development of critical interpretive, evaluative, and communication skills related to the study of American sports and religion;
4. To prepare students to be informed participants in contemporary discourse related to the role and function of religion and sport in American culture.

Course description: Religion and sport in America are both long-held and passionately maintained cultural components. The first part of the course seeks to provide a framework for understanding scholarly analyses and approaches regarding the intersections of religion and sport primarily in the 20th and 21st Centuries. Indeed religious sentiments and doctrines have played and continue to play an important role in creating today's American sporting culture. Building upon the first half of the course, the second part seeks to understand particular arguments framing sports as a space of religious expression or more boldly as a religion in the United States. To gain various perspectives, students will engage with various materials including scholarly works, recorded lectures and podcasts, popular culture videos, and conduct qualitative interviews with student athletes.

This course is structured to develop critical thinking and abilities of the students. As such, each unit is extremely important in understanding the subsequent units.

Course objectives: In this course, students will:

- investigate historical sporting episodes within the American collective in which athletes proclaimed their religiosity;
- analyze contemporary episodes of religion in relation to sports;
- examine the conflicts and competition between sporting and religious commitments;
- understand how sporting values and ethics are developed.

Course Learning Objectives:

Upon completion of this course, students should be able to:

- engage in discussions regarding historical and contemporary complexities of religion within the American context as they pertain to sport;

- develop capabilities in critical thinking skills;
- expand research, interviewing, and writing abilities.

Required Textbooks:

Religion and Sports in American Culture. Jeffrey Scholes and Raphael Sassower. New York: Routledge, 2014.

Understanding Sport as a Religious Phenomenon, Eric Bain-Selbo and D. Gregory Sapp. New York: Bloomsbury Academic, 2016.

Other readings are posted on the Blackboard site.

Course requirements:

1. Fantasy Football Participation	100 pts
2. Critical Analyses of Two Books	200 pts (100 pts each)
3. Interviews & Completing Notes (6 total)	125 pts (25 pts each)
4. Syllabus Quiz (1 total)	50 pts
5. Discussion Board Posts (5 posts)	125 pts (25 pts each)
6. Database Contributions	100 pts (50 pts each)
7. Public Lecture Attendance (Date/Time TBD) & Discussion	100 pts
8. Final Paper (due midnight 12/7)	<u>200 pts</u>

Total: 1,000 points

Your final grade is composed of these six elements totaling 1000 points. Consequently, students will be able to keep track of their standing in the course at all times. Grades will be posted on Blackboard.

Grading Scale:

A+ = 970-1000	B+ = 870-899	C+ = 770-799	D+ = 670-699	F = 0-599
A = 930-969	B = 830-869	C = 730-769	D = 630-669	
A - = 900-929	B- = 800-829	C- = 700-729	D- = 600-629	

Fantasy Football Participation: Each student is expected to participate weekly in a fantasy football league. Participation includes completing a draft, placing weekly players, dropping injured players, and attempting to win weekly. There is no need to be an American football fan or have any understanding of football to participate. For more information about fantasy football, visit <http://www.rtsports.com/what-is-fantasy-football>. Students should register for the league and attend the scheduled draft. Extra credit will be given weekly for the overall highest score of the week. In addition, and more importantly, students will conduct research on selected players from their teams (See below – Database Contributions). This is a way for students to interact with each other in a fun and competitive way.

Discussion Boards:

The discussion board posts are intended as a way for students to demonstrate that they are completing the work and taking the time to consider the information presented. Your post should aim to creatively begin or advance the conversation by offering a new insight, drawing a connection with other material, offering an example for consideration, or perhaps even posing a question. Posts should generally be 400 words in length. Students must post by the due date at midnight. Posts should not necessarily to simply restate information, but present it in an

analytical form.

Qualitative Interviews:

Throughout the course, students are assigned to conduct individual interviews with current athletes at ASU. The questions for the interviews are posted on Blackboard. The regular writing exercises will help you to process the material, draw connections within and across units, and to think about the issues in relationship to your experiences and knowledge. Here are some guidelines for your journal entries and interviews:

1. Your posts should be between 150-200 words in length. Although not formal papers, your entries should be clearly written with some care noting the demographic information and relevant responses from interviewees.
2. Interviews will probably last approximately 30 minutes to one hour. Make contact with current ASU student athletes beforehand and ask permission to interview them (no need to mention the specific course). Please take extreme care when conducting interviews. The point is not for you to persuade the person on any particular issue, but to gather the student athlete's perspective regarding course materials.
3. Note any connections with readings, lectures, or other course materials.
4. If you put the effort in each week for the interviews, this will greatly benefit you as you write your final paper. (See below)

Quizzes:

There is only one quiz in this course. This quiz simply evaluates that students have read the syllabus and understands the course structure and assignments.

Critical Analysis Papers:

Two formal critical analysis papers are required for this course, one due September 13 by midnight and the second due October 25 by midnight. Both papers should be minimally 3 pages in length (double-spaced, 12 point font, Times New Roman). Papers are to be formatted in Word or pdf, and submitted in the appropriate location on our course blackboard site. *Papers are not to be emailed to the instructor!* Please keep a copy of your paper in your files, just in case. These papers are not research papers that require you to draw upon additional materials. These papers are critical analyses of two books by scholars thinking about the connections of religion and sport. Each makes arguments in different ways.

How to write an effective critical analysis, can be found here:

<http://www.tc.umn.edu/~jewel001/CollegeWriting/WRITEREAD/CritReview/samples.htm>. As critical analyses, they should be clearly written, grammatically correct, well-organized, and appropriately referenced. If you need assistance with your writing, please visit <https://students.asu.edu/academic-success> for more information about tutoring, writing centers, and other services for ASU students.

Database Contributions:

Each student will contribute to the professional athlete's database. The first contribution is due by midnight September 28 and analyzes four players from the student's fantasy football team. The second contribution is due midnight November 15 and analyzes any four professional athletes from any sport. A Google document will be created for students to log their information. Examples will be provided.

Public Lecture:

A public lecture will be given by faculty from ASU's School of Historical, Philosophical and Religious Studies (Date and Time To Be Determined). Students are expected to attend. Please notify the professor as soon as possible if unable to attend. Attendance and a discussion board are worth

Final Paper:

The final paper for this course should be a well-developed research paper regarding the relationship between religion, sport and your academic major/minor/or career goals. Throughout the semester, students will be reading pertinent sources, conducting research about professional athletes and building data from qualitative interviews. Each of these data sources should come into play as you develop your papers. The paper is due December 1 by midnight and should be minimally 5 pages in length (double-spaced, 12 points font, Times New Roman). This paper is an intersectional paper in the sense that your academic pursuits are utilized as the lens whereby religion and sport are examined. For example, students majoring in History could analyze one particular episode in history regarding religion and sports. Economic or Business students could conduct a comparative analysis of the economics of religion and sports. The possible topics are endless. Email the professor with your ideas and questions.

Submitting Assignments

All assignments, unless otherwise specified by the instructor, must be submitted to Blackboard. *Each assignment (formatted in Word or pdf) will have a designated place to submit the assignment.*

Late Work

Discussion board posts and quizzes must be completed on time. Points will be deducted for papers, quizzes, discussion boards and assignments that are turned in late, unless the student has **verifiable** exceptional circumstances and the instructor is notified before the assignment is due.

Online Course

This is an online course. There are no face-to-face meetings. You can log into your course via MyASU or <https://my.asu.edu>.

Email and Internet

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. Please use an ASU official email account.

All instructor correspondence will be sent to your ASU email account.

Course Time Commitment

This three-credit course requires approximately 135 hours of work. Please expect to spend around 18 hours each week preparing for and actively participating in this course.

Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona time) are firm. Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities.

Submitting Assignments

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Blackboard. Do not submit an assignment via email. Uploaded documents must be in either a Word or .pdf format.

Drop and Add Dates/Withdrawals

This course adheres to a schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

Student Conduct and Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>. Additionally, required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions.

[Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations.](#)

Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing DRC@asu.edu. To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix Campus

University Center Building, Suite 160
602-496-4321 (Voice)

Polytechnic Campus

480-727-1165 (Voice)

West Campus

University Center Building (UCB), Room 130
602-543-8145 (Voice)

Tempe Campus

480-965-1234 (Voice)

Computer Requirements

This course requires a computer with Internet access and the following:

- Web browsers ([Chrome](#), [Internet Explorer](#), [Mozilla Firefox](#), or [Safari](#))

- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Ability to Play Podcast

Technical Support

This course uses Blackboard to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Blackboard home page at <https://myasucourses.asu.edu>

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk call toll-free at 1-855-278-5080.

Student Success

This is an online course. To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track

NOTE: This syllabus could change at the discretion of the instructor.

Course Schedule

Unit 1: Introduction and Foundations (August 17-30)

Unit Learning Objectives:

1. Describe course focus, structure and requirements.
2. Engage the subfield of religion and sport literature.
3. Identify the cultural importance of sport in the United States.

A (8/17-8/23):

Read: Syllabus

Watch: “Welcome and Start Here” in Blackboard

Register: For ESPN Fantasy Football League [REL 394: Religion and Sports]
password: sundevils4life

Due 8/23 midnight: Discussion Board 1; syllabus quiz (Quiz 1)

B (8/24-8/30):

Read: *Religion and Sports in American Culture* pg. 1-40 (Chapters Introduction and Chapter 1)

Watch: Lecture 1: Religion and Sports: Categories and Spaces

Participate: Fantasy Football Online Draft, Sunday, TBD

Due 8/30 Midnight: Discussion Board 2

Unit 2: Intersections of Religion and Sport (August 31-September 13)

Unit Learning Objectives:

1. Evaluate the intersections of religion and sport.
2. Identify some of the primary components of religion.
3. Initiate qualitative interviews.

A (8/31-9/6):

Read: *Religion and Sports in American Culture* pg. 41-96 (Chapters 2, 3, and 4) and “Is Surfing More a Sport or Religion” by Jaimal Yogis

Watch: Unit 2 Lecture: The Cultural Importance of Sports

Conduct: First Qualitative Interview – Add Notes to Blackboard

B (9/7-9/13):

Read: *Religion and Sports in American Culture* pg 97-150 (Chapters 5, 6, 7, and Conclusion)

Due Midnight 9/13 –3 pg critical review of Religion and Sports in American Culture Upload Under Assignment 1

Unit 3: Comparative Investigations (September 14-27)

Unit Learning Objectives:

1. Examine the United States’ sporting culture compared with other cultures
2. Describe other fan loyalties in other cultures outside of United States
3. Continue with Qualitative Interviews
4. Research Professional Athletes’ Religious Commitments

A (9/14-9/20):

Read: Rebecca Alpert: “Mahmoud Abdul-Rauf and the National Anthem Ritual in the NBA” and “Judo and Hijab at the Olympics”

Conduct: Qualitative Interview 2 & Add Notes

B (9/20-9/27):

Read: “Cross-Cultural Comparisons of Religion as ‘Character’: Football and Soccer in the US and Germany”

Due Midnight September 27: Database Entry: Research the religious commitments or non-commitments of four of your fantasy football starters and add them to the Google document database (Be sure to include your team name and relevant links)

Due Midnight September 27: Discussion Board 3

Unit 4: Understanding Sport as Religious Expression (September 28-October 11)

Unit Learning Objectives:

1. Examine initial arguments of sports as religious expression
2. Research Professional Athletes’ religious commitments
3. Continue with Qualitative Interviews

A (9/28-10/4):

Watch: Unit 4 Lecture: Sports as Religious Expression

Read: William J. Baker, “Athletes for Allah,” Price, Joseph, “ From Season to Season: The Rhythmic and Religious Significance of American Sports Seasons”

Conduct: Qualitative Interview 3 & Add Notes

B (10/5-10/11):

Read: Eric Bain-Selbo and Greg Sapp *Understanding Sport as a Religious Phenomenon* Chapters 1 and 2

Listen: On Being Podcast: “Running As Spiritual Practice”

Unit 5: Sports as Religion? (October 12-25)

Unit Learning Objectives:

1. Continue to examine arguments of sports as religious expression
2. Critically Analyze Sports as Religion arguments
3. Continue with Qualitative Interviews

A (10/12-10/18)

Read: Eric Bain-Selbo and Greg Sapp *Understanding Sport as a Religious Phenomenon* Chapters 3, 4, and 5

Conduct: Qualitative Interview 4 & Add Notes

B (10/19-10/25)

Read: Eric Bain-Selbo and Greg Sapp *Understanding Sport as a Religious Phenomenon* Chapters 6, 7, and 8

Due Midnight 10/25 –3 pg critical review of *Understanding Sport as a Religious Phenomenon* Upload Under Assignment 2

Unit 6: More Approaches to Analyzing Religion and Sports (October 26-November 8)

Unit Learning Objectives:

1. Investigate and analyze other approaches to studying religion and sport
2. Continue with Qualitative Interviews

A (10/26-11/1):

Read: Abe Zakhem, “The Virtues of a Good Fight”

Watch: John Fogerty “Centerfield”

Listen: “Sacred Battles” by Eric Bain-Selbo

Conduct: Qualitative Interview 5 & Add Notes

B (11/2-11/8):

Read: Terry Shoemaker and Eric Bain-Selbo “Southern Reconstructing”

Watch: “Football” by Iggy Pop (lyrics here: <http://www.azlyrics.com/lyrics/iggypop/football.html>)

Due Midnight November 8: Discussion Board 4

Unit 7: Conclusions: Sports as Sacred Social Agent (November 9- 21)

Unit Learning Objectives:

1. Examine the ways in which sports integrates with American social issues.
2. Consider the role of sporting spaces in expanding American social ideals.
3. Continue with Qualitative Interviews

A (11/9-11/15):

Watch: Unit 7 Lecture: Sports as Sacred Social Agent

Due Midnight November 15: Database Entry: Research the religious commitments or non-commitments of any professional athletes and add them to the Google document database (Be sure to include your team name and relevant links) – Do not use any previously recorded information.

Conduct: Qualitative Interview 6 - Add Notes

B (11/16-11/21):

Read: “6 Times Athletes Spoke Out in Support of #BlackLivesMatter This Week” by Dave Zirin and “Equal Pay for Equal Play: The Case for the Women’s Soccer Team,” by Louisa Thomas

Due Midnight November 21: Discussion Board 5

Final Paper (Due Midnight December 1 – Upload Under Assignment 3 in Blackboard)



Understanding Sport as a Religious Phenomenon

AN INTRODUCTION

Eric Bain-Selbo and D. Gregory Sapp

B L O O M S B U R Y

Understanding Sport as a Religious Phenomenon

An Introduction

Eric Bain-Selbo, Western Kentucky
University, USA and

D. Gregory Sapp, Stetson University, USA

*For a great
colleague and friend,
Cheers,
Eiu*

Bloomsbury Academic

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Religion and **SPORTS**

IN AMERICAN CULTURE

Jeffrey Scholes and Raphael Sassower



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