

Essay #1 Schedule

Essay #1 Alternate Topics:

- Topics must approved ASAP (required for grade)

Essay #1 Review: Tuesday 3/3

Essay #1 Individual Meetings (optional):

- Tuesday 3/10 & Thursday 3/12
- SignUp will be sent as announcement

Essay #1 due 11:59 p.m. Friday 3/13

1

Essay #1

Essays due 3/13

- Given that you are entering the professional field of sport management, this essay seeks to advance your connections between 'applied' skills that will be useful on the job market and a critical perspective on sport management. To incorporate an understanding of these skills and to encourage a critical perspective on the relationship between sport, society and the economy, this prompt requires you to attend a sport/physical cultural function that is not part of your usual habits and routines, and addresses the Lecture 1 and Lecture 2 material.
- This prompt should focus on describing your experience within this space, as well as relating your topic with the major themes and ideas from the lectures and readings. What assumptions about this sport or physical activity-related 'space' did you have before your experience, and how did these assumptions compare to your experience of the space? How does this experience demonstrate the main themes related to sport, late capitalism, and neoliberalism?
- A selection of pre-approved topics for this essay will be provided – you are also welcome to propose your own topic, but these must be approved by the topic deadline. Note that you will be required to have photo evidence of your attendance at the event/topic that you choose (this should be included as part of your reference section for Essay 1).

2

KNES 460: Cultural Economy of Sport

Lecture 2, Part 2: Sport and Social Space

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Sport Management Program
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3

Lecture 2 – Sport and Social Space

1. Sport, Space, and Baltimore as
'Neoliberal City'
2. Sport, Space, and Towson as
'Neoliberal University'

4

Through social interaction,
“places exist on top of spaces
– like a tablecloth over a
table”.

Places are sites of meaning
and experience, and can be:

- 1) 'organically' developed
- 2) 'rationally' manufactured

Source: Brown, B. A. T. (N.D.). Geographies of technology: Some comments on place, space and technology. Retrieved, from <http://www.fxpal.com/ConferencesWorkshops/ECSCW2001/brown.doc>

5

Community and Complexity

Discussions of community often overlook
their complexity and diversity...

We often mistakenly think of
communities as 'uniform' or homogenous
entities, rather than recognizing how
communities are formed and lived
through experience:

- Urban/Suburban/Rural 'community'
- Black/White/Latino/Asian 'community'
- Christian/Muslim/Jewish 'community'
- Working/Middle/Upper class 'community'

6

Neoliberalism and Public vs. Private Physical Activity



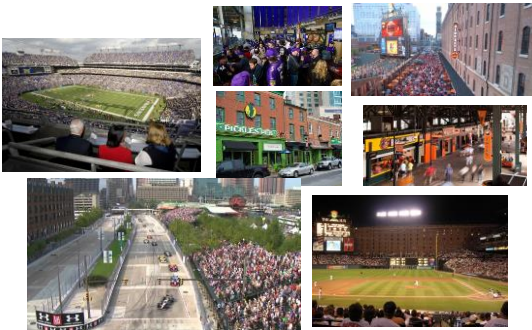
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Neoliberalism and Public vs. Private Physical Activity



8

Space, Place and Social Hierarchy: Baltimore's Stadiums & Events



9

Neoliberalism & The 'Entrepreneurial' City: "Feeding the Downtown Monster"



THE INAUGURAL 2011
BALTIMORE
GRAND PRIX



10

Neoliberalism and Public vs. Private Physical Activity

From Newman (2014): "In other words, over a three-decade period, the sports industry grew by a remarkable 1000%. During a period when public funding for community centers, school-based physical education programs, and parks and recreation departments has diminished, the private sports industry has become one of the fastest growing sectors of the U.S. economy (Green & Oakley, 2001; Pitter & Andrews, 1997)."



11

In terms of the relationship between communities and sport/physical culture, we will focus on two aspects of 'neoliberalism' through the policies and practices of:

1) Baltimore as 'Neoliberal City'

2) Towson as 'Neoliberal University'

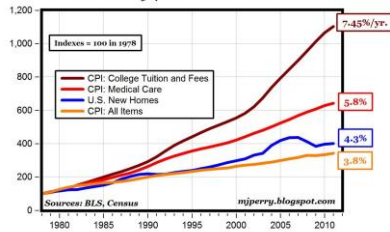
In each of these contexts, we can think about:

- 1) how different forms of community and social hierarchy are demonstrated and experienced
- 2) Consider how different sporting 'spaces' are made and understood as 'places'

12

Neoliberalism & Higher Education

College Tuition vs. Medical Care vs.
Home Prices vs. CPI: All Items
1978 to 2011



13

Neoliberalism & Higher Education

"If corporatization meant only that colleges and universities were finding ways to be less wasteful, it would be a welcome turn of events...

"But an altogether different process is going on....a higher-education model that is both expensive to run and difficult to reform as a result of its focus on:

- Status
- The student as customer
- Growing reliance on top-down administration.

(Dissent Magazine 2012)

14

The 'Cultural Economy' of Higher Education, Part 2: Branding and the Corporate University



15

The 'Cultural Economy' of Higher Education, Part 2:
Branding and the Corporate University



<https://www.youtube.com/watch?v=6tVPsoidQml>

16

Discussion Activity

Analyze the University of Oregon's
marketing campaign.

How are they constructing the brand?

What are the cultural signifier?

What are the constructed
meanings/experiences in the
commercial?

17

Towson as 'Neoliberal University'



In the "neoliberal corporate university,"(Nelson & Watt 1999):

- faculty are increasingly imagined as *entrepreneurs*
- students as *consumers*
- college campuses as hybrid organizations that wed the revenue-producing goals of the *business park*
- with the ubiquitous promotion of brand-name goods more commonly associated with the *shopping mall*."

18

Towson as 'Neoliberal University'



19

Space, Place and Social Hierarchy

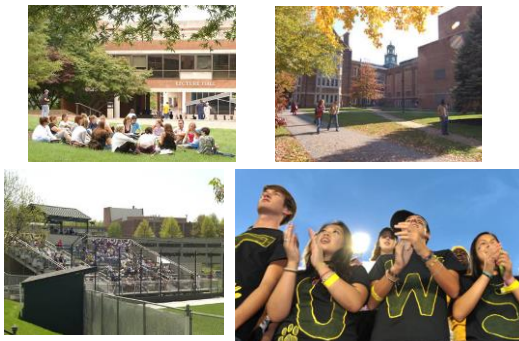
As part of the process of understanding how spaces are conceived and experienced as 'places', we can recognize that most often places have a particular social hierarchy – that is, certain bodies, positions and/or identities are privileged or prioritized ahead of others.

SPACE → PLACE



20

Space, Place and Social Hierarchy: Towson University



21

Towson as Neoliberal University: Higher Education and College Athletics



- The neoliberal corporate context that has developed over the last 45 years has served to create an educational environment and administrative structure that more closely *represents a private enterprise* (Giroux, 2007; King-White, 2012; Tuckman, 2008).
- As a result of this turn, the primary function of the University—education—has taken a backseat to growing enrollment by focusing on amenities such as luxury housing options, recreation spaces, online course offerings and *erecting or hosting private and/or corporately sponsored multimillion-dollar sport stadia, buildings, and events.*
- Increasingly, *the neoliberal university has turned to college athletics to further the logics of the market, consumerist identities, and the commodification of the education experience* among the student population.



22

Why Towson? A Primer on Tu

- Towson University is a 25,000 student public institution located six miles north of Baltimore, MD
- Towson University operates as a private institutions for 3.5 days a week - state-funding covers 29% of the operating budget, down from 71% in 1978
- We can study development of the intercollegiate athletics program at Towson University, an 'aspirant' institution located in the mid-Atlantic region of the United States, as emblematic of the influence of neoliberalism and late capitalism on institutions of higher education.



23

Reprioritizing Athletics as the 'Front Porch' of the University

A new emphasis on university athletics during times of austerity and state retrenchment was justified to stakeholders, as former President Robert Caret would say in his 2007 fall address, under the premise that athletics were the 'Front Porch' of the University to "tell and sell our story"

This provided the impetus for a mobilization of resources and energies directed toward athletics that saw the University build a new \$30-million, 13,000 seat football stadium and \$75-million, 5,200 seat stadium for two programs that at that point, had never once sold out a game.



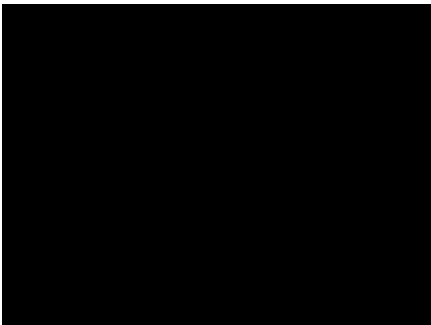
24

Reprioritizing Athletics as the 'Front Porch' of the University



25

Reprioritizing Athletics as the 'Front Porch' of the University



26

Reprioritizing Athletics as the 'Front Porch' of the University

Despite some successes, by 2012, it was discovered that athletics was running a \$1.3 million deficit and 'left unattended, the deficit would grow to \$3.8 million by FY2018' Massive deficits'..."

"At that same time, incoming President Maravene Loeshke demanded that the budgets be balanced, which resulted in the cutting of such 'non-revenue' athletics programs Men's Soccer and baseball..."



27

Reprioritizing Athletics as the 'Front Porch' of the University

"Big-time college sports departments are making more money than ever before, thanks to skyrocketing television contracts, endorsement and licensing deals, and big-spending donors. But many departments also are losing more money than ever, as athletic directors choose to outspend rising income to compete in an arms race that is costing many of the nation's largest publicly funded universities and students millions of dollars. Rich departments such as Auburn have built lavish facilities, invented dozens of new administrative positions and bought new jets, while poorer departments such as Rutgers have taken millions in mandatory fees from students and siphoned money away from academic budgets to try to keep up."

<https://www.washingtonpost.com/st/sports/wp/2015/11/23/running-up-the-bills/>

28

Reprioritizing Athletics as the 'Front Porch' of the University



29

Reprioritizing Athletics as the 'Front Porch' of the University



30

Reprioritizing Athletics as the 'Front Porch' of the University



<https://www.youtube.com/watch?v=BwRtQAZ4d4>
<https://www.abc2news.com/sports/towson-u-baseball-is-perfect-in-cas-tourney-heading-to-ncaa-regionals>

31

Discussion Activity

Identify and explain at least (3) instances from the videos that demonstrate the “neoliberalization” of Towson University athletics.

32

Towson as Neoliberal University: Higher Education and College Athletics



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33

Neoliberalism & 'Sport Without Management':

Community vs. Corporate Sport

From Newman (2014): "In other words, over a three-decade period, the sports industry grew by a remarkable 1000%. During a period when public funding for community centers, school-based physical education programs, and parks and recreation departments has diminished, the private sports industry has become one of the fastest growing sectors of the U.S. economy (Green & Oakley, 2001; Pitter & Andrews, 1997)."



34

Sport, 'Space/Place', and 'Community':

Lecture 2.2 Online Discussion



After reviewing the documentary regarding HBCU athletics, consider the relative strengths and weaknesses of sport programs at these universities and colleges – what makes HBCU sports unique? How might HBCU schools work to promote and grow HBCU sports?

35

Lecture 2.2 Group Discussion – Level 1:

Each group has been hired to represent a mid-major university just outside of a large metro area in the Mid-Atlantic. This university is seeking to determine whether or not the school should continue athletic programs.

Level 1 Group Task (5 min):

Consider the reasons for and against continuing athletics programs at the university level – provide at least two specific reasons why this university should continue athletics, and two specific reasons why they should not.

36

Lecture 1.2 Group Discussion – Level 2:

Your client university has decided to choose three specific sport programs to continue, while cutting the remaining sport programs and/or moving them to the 'club' level.

Level 2 Group Task (5-10 min):

Consider the relative strengths and weaknesses of different college sports – which three sports should the university choose to continue with an athletics program? What about these sports makes them the best choice in terms of costs, student fees, alumni relations, & 'school spirit'?
