

Title:

Playing the Game of Time Management

About the Author:

As for speaking about my relativity to being an ethnographer, i would have to say that i have the research skills that it takes to get the information that i need for my topic. Not only just getting the information needed, but once i obtain the information i look forward to taking that data into consideration and moving my topic question to the next level. Instead of stopping after point A, i think that ill be able to move to topic b, and topic c, etc. Although i have a base understanding for what what were doing in the class, i really am unable to choose a specific topic right now that i plan on exploring. Although, I do have ideas that include topics involving music, athletics, academics, video games, and habits that get developed with these activities. I'll ask why they do it, what it does for them, and how much time they spend doing this activity a day...and so on. I also have an idea that involves playing guitar. If I decided to use this topic and explore it, i feel like i would go into depth with what it does for the person and why they do it. how do they benefit from it and how long does it take to exceed their goals of playing. I do feel that this will be a great experience being in an ethnography class as a freshman and getting the opportunity to explore what we want to research and learn more about. I just feel that the main challenge in this class is going to be finding out what you really DO want to find out more of. What questions will you ask? Who will you ask for this topic? Where will you obtain information from?

Initial Exercises:

First of all...Based on the readings and the videos that we watched I actually learned what the meaning of "ethnography" is. Before this class i had no clue what it actually was. After i read a few of these articles i was really intrigued by this form of study. It really showed me how interesting different cultures were and how different these cultures "play" than what we're used to. For example, when we read the article on cock fights, I found it incredible how the society didn't accept these two "outsiders" until they saw them run from the police like they did. To me, it serves as a prime example of how ethnography can show us just how different we are than everyone else.

In Qualitative Methods in Sports Studies, i read my favorite line that i have read so far in this class. In the article, it quotes that "ethnography can be the route by which our own culture can become strange to us". This to me explains how we can explore other cultures and see that these other societies view our culture the same way we view theirs...different. Ethnography can also show us how other cultures can change ideas that they received from other cultures. When the video was showed of the tribes playing cricket, it was different, but cool to see how they put their own twist on the game. Ethnography can show us how intelligent these other cultures are and how innovative they can really be. If anything, Ethnography can help our own culture learn new ways and better methods of performing certain tasks. So far in this class i feel that i have learned so much already...and it is only 3 weeks into it...

As for this point in the class don't have to greatest idea for what i want to explore, but as i explained in the section above, I do have a few ideas that i will explore within these next few paragraphs.

My first idea would be exploring the miracle of music. My main topic would be people studying with music on and the benefits they feel they receive from it. Some good questions that could be asked would be...Why do you choose to listen to music while you study? What do you believe benefits you when you listen to music during study? What type of music do you prefer while studying? Do you believe that listening to music helps your grades? I feel that this would be a good topic to study since i see so many people around the quad and union studying with headphones on. Could they possibly use the music to get into the "zone" and practically eliminate all distractions around them? Some conflicts that could possibly appear would be not finding enough people to ask after studying while listening to music, or getting polar opposite answers from everyone i ask (but still i would be able to derive a theory from it). I would probably end up starting this research by getting my main questions that i would be asking people and go around surveying people to obtain their answers. I could then make some sort of graph/chart to show the answers that i most frequently got, and derive a main point from this information.

My second choice of study could be video games. Although i feel like my questions and main points would be a lot more limited compared to my first topic...I feel like i would find a lot more people willing to answer questions and help me get my information from. My main point would be how does playing video games benefit your academic career? Does it possible take away stress from schooling and help you relax by taking you away from school for a few minutes (or possible hours)? Some conflicts could very well be the amount of questions and information that i could derive from this. This is the only thing that may stop me from picking this topic is for this reason. However, if I can ponder enough questions for this topic, it would be a very relevant topic for the dorm room life. I would start this project by first interviewing most people on my floor to find out their thoughts on this matter and document the information. (similar to what i would do for the first idea)

(later assignment) Ian Borden and Susan Brownell are both ethnographers that take up an interest in studying certain sports and the significance of them. Borden researches the history of skateboarding and the architectural developments that came along with it. He goes into depth describing how skateboarding exactly got big and what they exactly use to perform. The article says how developers are using "architecture for providing 'high speed race tracks for children on skateboards'" (Borden, 4). He does an extremely good job relating skateboarding with architectures and gives several excellent examples along the way. (including: half pipes, bowls, pools, stairs, rails) If anything, his article shows how the sport of skateboarding is indeed an art. (not just in the form of skating, but with the architectural objects that they use to skate) In Brownell's article, she is an American girl that was competing in the Collegiate National Games for Beijing. She goes into depth of how spectacular the opening ceremonies are, and how she felt honored to be in it. But then later on in the article, she explores the field of Chinese training. The way people train there is to bring pride and honor to their city. She says that when she entered the stadium, the thousands of fans in the audience were there to "remind us that our bodies were objects in the service of the people" (Brownell, 7). There are numerous examples in the text of

how the athletes are there for their city and for no one else. This article helps everyone else realize how different training is in China than it is the United States. (She then says how she brought pride to her University by winning the Heptathlon). In her later articles, she explains how masculine women in china find it difficult to find husbands. It provides realization of how different the Chinese culture is than our own. (yet again)

Question:

We plan to find just how exactly a student athlete manages her time between athletics and school.

Plan:

Our primary source for informaton is going to be from an interview with a female athlete. We will be doing a video on this interview and featuring information that is the most relative to our question. Also, we will be finding scholarly sources online to get more information and clear up a few dark spots on our subject.

Data:

Epstein, Joseph. "Memoirs of a Fraternity Man," Commentary 1971 51(1): 59-64. Ebert, Roger. The Illini Century: One Hundred Years of Campus Life (Urbana: University of Illinois Press, 1967). Harrison, Albert Dale. "A History of the University of Illinois School of Music, 1940-1970," Dissertation Abstracts Index 1987 47(7): 2496-A. DA8623312. -i absolutetly hated the setup of the sources. Plus, when i tried to access a lot of them it said either the web page was expired or the page didnt exist. So i got extremely frustrated during this time. as for finding sources that i am able to use...it's still somewhat difficult for me to even pick what I want to do for my subject so I can really take any source into consideration and take ideas from any of them.

EUI Links:

Initialially i attempted to look in the eui website for sources that I could use, then moved on to the ideals web page. I was unable to find sources on these pages (though they may exist), so i looked in other venues to find good sources for the project.

<http://media.www.paisano-online.com/media/storage/paper975/news/2007/10/02/Sports/Fitness.And.Commitments.Of.Student.Athletes-3005895.shtml> - This was the first article that i found that actually had something to do with our topic. It speaks of how student-athletes have difficulty managing their time and things that they do to help manage it. THis will help us with our project because it gives us information that we can use to explore this field and gain more knowledge on our topic.

<http://www.udel.edu/PR/SpecialUDelivery/vol1no1/time.html> - This was the second article that i found and it contains a decent amount of information that we can use. It shows how student athletes need to manage their time and how the coaches help them do this by giiving them

advice. Also, there are good quotes in this article that we will be able to use throughout our project.

<http://media.www.dailynebraskan.com/media/storage/paper857/news/2000/02/01/UndefinedSection/Athletics.Teach.Student.Athletes.Time.Management-1734583.shtml> - This is the third article that I found. Although it dwells mostly around the same topic as the last one article did, it gives a little more information that we are able to use. It goes into depth about the importance of time management for student athletes and things that the coaches do to help their athletes.

As for the EUI Links...I agree with KIN199F08. It was extremely difficult to find anything that relates to the project that we are both doing and

http://muse.jhu.edu/journals/review_of_higher_education/v021/21.2astin.html seems to be the closest thing that relates to our topic. Although it will be difficult I'm sure we will find scholarly resources in the near future to help us explore our topic.

Reflect:

Kin 199

Sydney Sydnor

December 17th, 2008

Playing the Game of Time Management

In the beginning of this course, KIN199F08 and I had no clue what we really wanted to research. The first month and a half or so consisted of us researching online to get ideas or even slightest hint of something that we both had in common. We then finally realized that we were both huge athletes in high school, and we really wanted to do a project concerning collegiate athletics. After dwelling on this subject for about a week, we decided to elaborate on the issue of time management. The reason we landed on this specific subject that deals with collegiate athletics is because we figured if time management for us was tough, it must be terrible for athletes. Once we finally knew what our research topic was, it was time to hit the books (or internet). After doing much research online and finding nearly nothing that was relatively related to our topic, we decided to conduct an interview to discover our answers in lieu of doing research. Though we had a lot of trouble finding information online, we did derive nearly all of our interview questions from the research that we did (works cited attached with sources we derived questions from). The interview actually went great as we ended it with us knowing a lot more about time management with student athletes than we did before. One big struggle for us at this point was that our original intent was to shoot a video and incorporate our interview in it while we also went over a little more information. However, both KIN199F08 and I didn't have all of the consent forms filled out (though we thought we did), so we were forced to just conduct a regular interview (though we still obtained the same amount of information that we would have with a video interview). Though we were only able to interview one athlete for our subject (due to lack of time and conflict with other athletes), we still feel that we learned a lot from this project. If there was anything that we would do differently (if we had to do it again), we would definitely

get more athletes to interview so we wouldn't have a biased with our interview. Also, we would gain a better mean of results so all of our information wouldn't be one sided. Likewise, we feel that interviewing an equal number of male/female athletes would give us a lot more interesting information (maybe if gender is a factor in how athletes manage time). This also leads us to ask the question if ethnicity is a factor as well in managing time for student-athletes. Regardless of what we weren't able to do in the amount of time that we had for our research project, we feel that the information we obtained from our one interviewee still gave us a general understanding of what we didn't know (how student athletes manage their time).

Works Cited for Research Project

(once again this is a (short) list of sources that we found to be a little helpful with us deriving questions for our interview)

"Dashing From Classroom to Locker Room." *The Chronicle of Higher Education* 48.34 (May 3, 2002): NA. Academic OneFile. Gale. University of Illinois Urbana-Champaign. 18 Dec. 2008 <<http://find.galegroup.com.proxy2.library.uiuc.edu/itx/start.do?prodId=AONE>>.

"How Much Sports Is Too Much?." *The Chronicle of Higher Education* 49.15 (Dec 6, 2002): NA. Academic OneFile. Gale. University of Illinois Urbana-Champaign. 18 Dec. 2008 <<http://find.galegroup.com.proxy2.library.uiuc.edu/itx/start.do?prodId=AONE>>.

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About the Author:

My life, up to this point, has circled around three major things; family, sports, and school. From a young age my parents signed me up for a soccer team which I played on for many years. I also tried out different teams in baseball, basketball, tennis, football, and pretty much every other sports out there (including gymnastics!). While participating in these sports, some two at a time, I went through the schooling system in my area. It all balanced out nicely, mostly because a ten year old isn't expected to go to three practices a day for sports and not too many twelve year olds have 7 page essays due twice a week. I finally discovered which sports I liked best when I got to high school and decided to only participate actively in two; football and track and field. I couldn't do too many more sports than that, seeing as my work load increased in this higher learning environment. But because high school was easy for me, and the classes moved very slowly, it was easily manageable. Now that I am in college the workloads have massively increased and the time dedicated to sports, from what I have seen thus far, has also increased. This makes me curious as to how the varsity athletes function on a day to day basis. Is it possible that their lives are very different than someone else's because they are unable to do certain things simply because there aren't enough hours in the day? I want to know what difference a varsity sport, more specifically swimming, complements being a full time student at the University of Illinois.

Initial Exercises:

Even though I have only been a part of this class for a couple of weeks, I have learned a lot from the many different readings and films. Many things have stuck out and really got me thinking about the world I live in. For example, while reading *Deep Play: Notes on the Balinese Cockfight*, I found that cockfighting goes way deeper than just putting vicious roosters in a ring to duke it out. There is a whole social order where you bet for your “family” (which includes extended relatives and sometimes entire villages), even if you think your family is going to lose. I tried comparing this idea to something in the “world” I live in, and the closest thing I came up with was a hardcore football or baseball fan would never bet against “their” team--they would rather not bet at all, even if it was a sure thing they would lose.

I also enjoyed watching *Trobriand Cricket: An Ingenious Response to Colonialism*. In this film, I saw how, given time, culture has duketic impacts on sports. I thought it was crazy how a game of cricket taught by missionaries years earlier could evolve into a cultural necessity where one tribe sponsors a match against another and provides food for the huge teams (the teams are as big as the amount of people that want to play). It really made me realize just how many variations are made with every game all over the world, and no version is ever wrong.

Because I really liked how *Trobriand Cricket* dealt with culture and society alongside sports, I decided to do the same thing. The topic that I am interested in learning more about has to do with being in a varsity sport while being a full time student at the University of Illinois. I feel that this relates to me and my life, and I have a few friends who are involved in the varsity swimming program at the University. Their days seem very long, very tiring, and definitely very stressful. This is why I want to figure out what a varsity athlete goes through in a typical day, and possibly contrast that with an ordinary University student not involved in a varsity sport. I predict that the differences will not just include free time versus training time, but encompass emotional levels such as stress, fatigue, and possibly even loneliness.

I plan to begin my study by researching an average persons sleeping patterns, eating habits, and social habits. After that, I plan to interview varsity athletes on the girls swim team and possibly other girls who are not part of the team. This is where a conflict may arise, as I am unsure if the University will allow said athletes to talk about what they do when it comes to their athletics. Assuming that I get the interviews, I will compare each to the norm that I will have researched, and then to each other. I hope to learn whether or not these varsity athletes truly receive a totally different college experience than the other full time students not enrolled in a varsity athletics program.

Susan Brownell was a nationally-ranked U.S. track star in the early 1980's. She decided to travel to China for a year of language studies from 1985-1986 and studied at Beijing University. While there, she joined the track team, and ended up representing Beijing in the 1986 Chinese National College Games. While training with the team, she met many young women and realized just how different they acted and felt than American women in the same situations. This intrigued her and her stay became a major anthropological event where this amazing ethnographer completely immersed herself in her subject so that she knew as much as she possible could about females in

sport in China. She also looked into how the role of government affects sport and compared it to many other countries.

Ian Borden was an ethnographer that was interested in skateboarding. He did heavy research on the subject by reading many books and magazines. His book is all about how skateboarders live in and view the terrain around them. He talks about how skate parks sprang up because skateboarding was outlawed on actual urban terrain, so it was recreated to better suit everyone. He explains that a mindset of a skateboarder can be very different than that of a non-skateboarder simply because a skateboarder looks at architecture and envisions amazing tricks taking place. They don't see an empty pool as wasted space until it is filled, but as an amazing opportunity to skate. I thought his article was very interesting, and was a very different type of study than Brownell's because he did not completely immerse himself in his subject, but rather viewed it from the outside.

Question:

How does a student athlete manage their time between the athletics and schoolwork?

Plan:

Our primary source for information is going to be from an interview with a female athlete. We will be doing a video on this interview and featuring information that is the most relative to our question. Also, we will be finding scholarly sources online to get more information and clear up a few dark spots on our subject.

Data:

While searching through the libraries (both regular and the IDEALS library), I had a lot of difficulty in attaining relevant resources for my research project. A few that I found that were somewhat similar, although possibly not enough to be of much use, include Linda West's "Women's Tennis at UIUC". This is an essay about female athletes, like mine, but covers only pre-1975 athletes. Another article I found is Zain Lodhia's "Does Fitness Bring People Together?" This is relevant to my area of study because it talks about the group of people who care about their fitness, and take care of their bodies physically, and compares that to those people who do not.

A Qualitative Analysis of Burnout in Elite Swedish Athletes is an Article focusing on athletes ages 22-26 that quit their sports due to "burnout". It includes interviews and describes why this burnout occurs for athletes. This is a great article to use for my project because burnout is correlated to doing too much and being pushed too hard, much like how I feel college athletes are pushed too hard by having what in the real world would be qualified as two full-time jobs. The ages in the study are only very slightly older than the age I am looking into (mainly 18-22), but is close enough for its findings to work.

EUI Links:

http://muse.jhu.edu/journals/review_of_higher_education/v021/21.2astin.html

I had a lot of difficulty in finding any relevant research papers in either the EUI or IDEALS websites. This is the most relevant of all which takes into account many surveys since the 1960s done on freshmen and shows how they have changed over time. By looking at how an average student is portrayed, I will have something to compare an athlete's schedule to and something to go back to when I am searching for questions to ask while interviewing such athletes.