



## Sociology 655: Sociology of Sport

Summer Quarter 2005  
Monday & Wednesday 1:30 to 3:18  
0250 Denney Hall (DE)  
Course Call #: 14921-5  
5 Credit Hours

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### **Course Objectives**

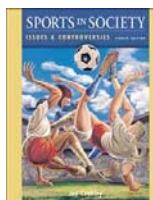
This course is an introduction to the Sociology of Sport. However, in many ways it is a continuation of your education in Sociology in general; especially since most of the theoretical perspectives and terminology will be both familiar and useful to you. Readings of the Coakley text, *Sport in Society: Issues and Controversies* will help make you aware of what kinds of research have been done in the field. Because this is an upper level course, a second objective beyond the readings is to extend your understanding of sports as a social phenomenon by developing a more general theoretical approach for examining sports as social forms. This will require you to think theoretically about some of the issues and topics. Both the Coakley text and my lectures will aid in this task.

### **Course Rules and Requirements/ Attendance**

The assignments for the course are indicated in the sections below. The student is expected to keep his or her assignments up-to-date at all times, and to attend class regularly. All exams are to be taken as scheduled. Enthusiastic student participation in class discussions is encouraged. No incompletes are given except for certified illness (university rules also require that you have completed 60% of the course assignments). Absences should only be used to take care of emergency situations, illnesses, or other catastrophes. There is not an "attendance policy" but be warned missing too many classes will count against you (see participation section).

### **Required Texts:**

*Sport in Society: Issues and Controversies* by Jay Coakley, 7<sup>th</sup> or 8<sup>th</sup> Ed, 2001. McGraw-Hill.



### **Assignments and Grading**

Your final grade will be based on *two tests* (a mid-term and final), and a *written report*.

#### **Tests (50% total)**

*Mid-term:* (25%) the mid-term will consist of fill-in the blank, short answer, and essay questions.

*Final:* (25%) the final will follow the same format as the mid-term.

#### **Topic Write-Ups (15%, 5% each write-up section)**

There will be 3 short write-ups. I will give you a topic and it will be your responsibility to write on it. See the handout at the end of the syllabus for more detail.

#### **Written Report: (25%)**

After watching the documentary *Go Tigers!*, you will be expected to write a 5 to 8 page paper in response to the film. Your response should focus on critically assessing and applying ideas from Coakley's text, the articles we read, and alternative perspectives we develop. Your paper will be graded on your sociological analysis and how well you articulate yourself and use logic. Late or e-mailed papers will not be accepted, papers that do not meet the requirements (i.e. length) will suffer penalties. I will give you 2 weeks to write them so no excuses for late papers. A handout at the end of this syllabus gives more detail about the assignment.

**Note:** ALL written material to be graded (write-ups and the report, should be typed using 12 pt or 11pt Times New Roman Font and double spaced. Any other formats will not be graded.)

**Participation:** (10%) Good attendance and participation in class discussions are important for getting participation points. Regardless of the reason, if you are not in class, you are not participating. Excessive absences, even excused, will count against your participation points for the final grade. If you miss more than 4 unexcused classes you will forfeit all of your participation points.

**Grades:**

As mentioned before, grades will be determined by the number of accumulated points out of 100 you have received from the tests and the paper. Below is the final grading scale:

<b>Grading Scale</b>		
<b>Letter Grade</b>	<b>Percent Range</b>	<b>Points</b>
<b>A</b>	93-100	93-100
<b>A-</b>	90-92	90-92
<b>B+</b>	87-89	87-89
<b>B</b>	83-86	83-86
<b>B-</b>	80-82	80-82
<b>C+</b>	77-79	77-79
<b>C</b>	73-76	73-76
<b>C-</b>	70-72	70-72
<b>D+</b>	63-69	63-69
<b>D</b>	60-62	60-62
<b>E</b>	0-59	0-59

All assignment will be kept on file for 2 quarters at the end of the course.

**Classroom Behavior**

Be respectful of others and their opinions during class discussions. While you may disagree with the opinions of other students, addressing each other with respect is paramount. Also, disruptive behavior will not be tolerated. Please be quiet during lectures unless adding to the discussion, and when other are speaking, make sure to turn off pagers and cell phones or place them on vibrate. If you have to take a call please exit the room to do so.

**Academic Honesty**

Any suspected case of academic dishonesty will be dealt with according to university procedures.

**Outside Sources of Help for this Class**

Writing Center  
485 Mendenhall Lab  
688-4291 or 292-5607

Learning Skills Center  
206 Enarson Hall  
292-1467

Counseling Center  
4<sup>TH</sup> Floor Ohio Union  
292-5766

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**ATTENTION: Students with Disabilities/Special Needs**

Students may contact the Office of Disability Services in 150 Pomerene Hall (292-3307) to make special arrangements for this course. Students with documented disabilities are responsible for making their needs known to the instructor and seeking available assistance in a timely manner. Course materials are available in alternative formats for students with special needs.

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# General Course Outline Summer 2005

Date	Readings/Topic
M 6/20	<b>Introduction: Go Over Class Requirements and Discuss “What is a sport?”</b>
W 6/22	<b>Chapter 1: The Sociology of Sport- What is the sociology of sport? Why study it?</b> Article: “Sport and Society”
M 6/27	<b>Chapter 2: Using Social Theories- What can they tell us about sports in society?</b>  <b>Positivism and Idealism- Overview of Sociology’s Epistemologies</b>
W 6/29	<b>Social Environment vs. Biology: What determines Sport?</b> Articles <i>Science Magazine</i> PDF Article (will E-mail)  “Spectator Booing and the Home Advantage” Donald L. Greer (1983) <i>JSTOR</i>  Film: Athens Olympics 2004-Men’s Gymnastics
M 7/4	<b>NO CLASS</b>
W 7/6	<b>Chapter 4: Sports and Socialization</b>
M 7/11	<b>Chapter 5: Sports and Children</b>  <b>Write-Ups Due</b>
W 7/13	<b>Chapter 6: Deviance in Sports- Is it out of control?</b> Articles: “Socialization via Interscholastic Athletics: Its Effects on Delinquency”  “Interscholastic Athletics and Delinquent Behavior: Appraisal or Applause?”  “Appraisal, Not Applause: A Rejoinder to Peek, Picou, Alston and Curry”
M 7/18	<b>Chapter 7: Violence in Sports- How does it affect our lives?</b> Article: “Effects of Observing Athletic Contests on Hostility”, Goldstein and Arms (1971) <i>JSTOR</i>
W 7/20	<b>Chapter 14: Sports in High School and College- Do varsity sports contribute to education?</b> Article: “From Idealism to Pragmatic Detachment: The Academic Performance of College Athletes”
M 7/25	<b>***MID-TERM***</b> (Chapters 1-7 & 14)

<b>Date</b>	<b>Readings/Topic</b>	
<b>W 7/27</b>	<b>Movie:</b>	<b><i>Go Tigers!</i></b>
<b>M 8/1</b>	<b>Chapter 8:</b>	<b>Gender and Sports- Does equality require ideological change?</b> Article: "A Critique of Critiques: Radical and Feminist Writings on Sport" Film: HBO Gender, Sex, and Sports Special
<b>W 8/3</b>	<b>Chapter 9:</b>	<b>Race and Ethnicity</b>
<b>M 8/8</b>	<b>Chapter 10:</b>	<b>Social Class</b>
<b>W 8/10</b>	<b>Chapter 11:</b>	<b>Sports and the Economy- What are the characteristics of commercial sports?</b> Article: "Studying the commercialization of sport: The need for a critical analysis"
<b>M 8/15</b>	<b>Chapter 12:</b>	<b>Sports and the Media- Could they survive without each other?</b>
<b>W 8/17</b>	<b>Chapter 13:</b>	<b>Sports and Politics- How do governments and globalization influence sports?</b> <b>!!!Go Tigers Paper Due!!!</b>
<b>M 8/22</b>	<b>Chapter 15:</b>	<b>Sports and Religion- Is it a promising combination?</b> Article: "Sport as Ritual: Interpretations from Durkheim to Goffman"
<b>T 8/24</b>	<b>***FINAL***</b>	<b>Time TBA</b>

### Article Bibliography

- Adler, Peter; Adler, Patricia. 1985. "From Idealism to Pragmatic Detachment: The Academic Performance of College Athletes." *Sociology of Education* 58(4):241-250. **J-STOR**
- Birrell, Susan. 1981. "Sport as Ritual: Interpretations from Durkheim to Goffman." *Social Forces* 60(2):354-376. **J-STOR**
- Frey, James; Eitzen, Stanley D. 1991. "Sport and Society." *Annual Review of Sociology* 17:503-522. **J-STOR**
- Landers, Daniel M.; Landers, Donna M. 1978. "Socialization Via Interscholastic Athletics: Its Effects on Delinquency." *Sociology of Education* 51(4): 299-303. **J-STOR**
- Landers, Daniel M.; Landers, Donna M..1979. "Appraisal Not Applause: A Rejoinder to Peek, Picou, Alston and Curry." *Sociology of Education* 52(4): 243-248. **J-STOR**
- Murphy, Raymond. 1995. "Sociology as If Nature did not Matter: An Ecological Critique" *The British Journal Sociology* Vol. 46:4 p. 688-707. **J-STOR**
- Peek, Charles W.; Picou, Steven; Alston, Jon P.; Curry, Evans W. 1979. "Interscholastic Athletics and Delinquent Behavior: Appraisal or Applause?" *Sociology of Education* 52(4): 238-243. **J-STOR**
- Theberge, Nancy. 1981. "A Critique of Critiques: Radical and Feminist Writings on Sport." *Social Forces*, 60(2):341-353. **J-STOR**
- Slack, Trevor. 1998. "Studying the commercialization of sport: The need for critical analysis." *Sociology of Sport Online*. <http://physed.otago.ac.nz/sosol/v1i1/v1i1a6.htm>

## Write-Up Guide Lines

DUE 7/11/05

**Directions:** The write-ups are to get you thinking about fundamental issues in the sociology of sport before you really learn what other have to say. Simply discuss each topic from a sociological perspective. What you develop in them may be useful for your final paper. The write-ups should not include any cited material from any source. All information that you present on the topic should come from your own creative thinking/experiences in sports. You can use the *ideas* and *theories* of others, I just want you to use your own words when using them in your discussions. This being said, the write-ups do not have to be written using a formal academic tone. You can approach them like you would a spoken discussion, but they need to be readable and make sense (i.e. do not use incomplete sentences, separate your ideas with new paragraphs, and use proper grammar).

**Length:** Each topic should be 3-4 typed pages.

**Grade:** Each write-up is worth 5% of your total grade for a total of 15%. I will grade them on a 0 to 5 scale. Length, effort, and creativity will influence your grade. So for instance, if you hand in 2 pages of a really good discussion I will give you 3 or 4 points but you will not get 5 because of the length. On the other hand if you hand in 4 incoherent pages you may get a 2 or 3 because you failed to develop a clear position. So length and content will matter but most of the grade is based on the effort you put into this and if you follow directions. This should be an easy 15% of your grade!

**Due Dates:** All 3 topics should be handed in together by the Mid-Term (May 3<sup>rd</sup> 2005 is the last day I will accept them for any reason. Beyond this day you forfeit these points). You can turn them in earlier. You do not need to know anything about the sociology of sport to discuss the topics, so technically you could finish all 3 the first week of class.

**Note:** ALL written material to be graded (write-ups and the report, should be typed using 12 pt or 11pt Times New Roman Font and double spaced. Any other formats will not be graded.)

<b>TOPIC 1</b>
What are the defining characteristics of a sport? That is, what makes a sport a sport?
<b>TOPIC 2</b>
What roles do sports play for individual integration into society?
<b>TOPIC 3</b>
In what ways are the structures/interactions that take place in sports (amateur, professional, recreational, commercial, intramural) like a microcosm of the structures/ interactions of society as a whole?

\*Remember you can always e-mail me your questions about these topics. I cannot tell you *what* to write but I can help you with or give you my comments on the ideas or positions that you want to discuss.

**General Information:**

For the paper you are free to write on whatever aspect of the movie you choose as long as it relates to the class and is relevant to the issues we have or will cover. The paper should be no more than 8 pages and no less than 5 (papers less than 5 pages will automatically receive a 10% penalty). However, how well you make your points, incorporate the material we've learned so far into the class, and logically lay out your analysis will influence the grade you receive. Below are some general and minimal requirements for what I expect a paper to have in order to receive the grade listed.

Although each list is not complete because writing styles and choice of topic will vary, the information should give you a general indication as to what I expect in the papers. Because this is a 600 level class and most of you are juniors and seniors, I expect you to be able to write a *college level paper* to receive an A or B. Grammar will matter to a point. These papers should be written and revised several times before they are handed in if you wish to receive a high passing grade. I am not looking for extravagant writing but clear and concise writing with supported arguments and logic. If you need help with your grammar please go to the writing lab. The contact information for the writing lab can be found in the syllabus.

**A Paper**

- Analysis is grounded in one or more theoretical perspectives and the theory/theories applied are properly used
- Analysis goes beyond the obvious and makes clear connections to larger social issues, processes, or structures
- Logical arguments are supported with detailed examples and/or cites other relevant sociological material (you can find an article or 2 in a sociological journal to support your analysis, they do not have to be sport related but could be. Or even easier use some findings cited by Coakley that are relevant to the points you make in your paper)
- Paper is easy to read and there are only minor grammatical errors
- Paper meets stylistic guidelines set out in the syllabus

**B Paper**

- Analysis is grounded in one or more theoretical perspectives and the theory/theories applied are properly used
- Analysis makes a good attempt at going beyond the obvious and makes some clear connections to larger social structures, issues, or processes, but may have some minor inconsistencies
- Logical arguments are supported with examples and cites findings discussed by Coakley
- Paper is easy to read although some grammatical errors exist
- Paper meets stylistic guidelines set out in the syllabus

**C Paper**

- Analysis is grounded in at least one theoretical perspective, but some of the logic used when applying the perspective is incorrect or partially realized
- Analysis makes little or no attempt at going beyond the obvious and has somewhat unclear connections to larger social structures, issues, and processes
- Paper is somewhat difficult to read because of grammatical errors and faulty logic
- Paper meets stylistic guidelines set out in the syllabus

**D Paper**

- Analysis is not grounded in any theoretical perspective(s) but is more of a summary of the movie
- Analysis does not go beyond the obvious and makes no attempt at making connections to larger social structures, issues, or processes
- Paper is littered with grammatical mistakes and is difficult to read
- Paper meets some of the stylistic guidelines set out in the syllabus

**E Paper**

- There is no theoretical analysis and the paper is a summary of the movie
- Paper is unreadable with frequent grammatical mistakes
- Paper does not adhere to the stylistic guidelines set out in the syllabus