

Georgia Institute of Technology
School of History and Sociology
HTS 3073 Sociology of Sports, Fall 2018-2019

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Office Hours: TTH 8:25-9:25 am; and other times by appointment

Course Description: Nike. The Super Bowl. The Olympics. The WNBA. Sporting Life. On-line betting. Fantasy leagues. Celebration and scandal. Commerce, entertainment, intervention. In contemporary North America, sport is pervasive. Despite the distance of playing fields, courts, and rinks from most people's daily lives, sport is a tremendously powerful presence in our culture. It can be a source of identity, of patriotism, of economic gain or loss. It ignites passions, fills time, and influences the way we understand genders, races, classes, nations, and bodies. While sport brings many people pleasure, it also draws on and contributes to many local and global social disparities. This course offers an investigation of sport as an important aspect of historical and contemporary cultures. It offers a critical perspective on the myths and ideologies connected to sport and US culture. Our role will be to serve as cultural critics of sport as we investigate sport in relationship to a variety of sites, issues, and identities. Historical analysis as well as sociological and cultural studies perspectives will inform our investigations. The class will include lectures, discussions, small and large group activities, debates, guest speakers, and the viewing of videos.

This course meets the Area E Approved Learning Outcome: Students will demonstrate the ability to describe the social, political, and economic forces that influence social behavior.

How this course satisfies the Area E Learning Outcome: This course focuses on the sociological analysis of sport as an important institution in American culture. Students will learn how social, political, and economic forces influence social behavior through such subjects as education, violence, commercialization, and media representations. Students will also learn how cultural beliefs about gender, race, class, and sexuality influence opportunities within sport and related institutional settings. Students will demonstrate that they have met the Area E learning outcome through completion of three exams, writing assignments, and preparation for a debate that requires students to integrate and apply course materials and concepts.

Course Learning Outcomes: At the end of this course students should be able to:

1) describe the historical contexts, which helped create and continue to shape the growth of US sports. Students will demonstrate that they have met this learning outcome through discussion, writing assignments, and exams.

2) discuss the political and economic forces shaping sports and sporting experiences. Students will demonstrate that they have met this learning outcome through course discussion, class debates, written work, and exams.

3) understand the social and cultural dimensions of sports. Students will demonstrate that they have met this learning outcome through class debates, writing assignments, and exams.

4) understand the relationship between sports and related social institutions (e.g., economy, education, media, etc.). Students will demonstrate that they have met this learning outcome through discussion, writing assignments, class debates, and exams.

5) demonstrate a working knowledge of core sociological concepts, theories and methodologies. Students will demonstrate that they have met this learning outcome through course discussion and exams.

6) use written and oral forms of communication to construct compelling arguments. Students will demonstrate that they have met this learning outcome through class discussion, class debates, writing assignments, and exams.

7) demonstrate a deeper understanding of the course materials through collaborative learning and discussions with peers. Students will demonstrate that they have met this learning outcome through class discussion and class debates.

Statement on Inclusion: The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society.

As the instructor of HTS 3073, I support this statement and will strive to create a classroom climate conducive to the critical exploration of important social issues including those related to inequality in sport and the broader culture.

Required Textbook and Readings: Coakley, J. (2017). **Sports and Society: Issues and Controversies (12th edition)**. New York: McGraw Hill. There are many editions of this textbook. Course readings, assignments and exam questions will be drawn from the 12th edition. Copies of this book, including electronic versions of the book, are available for purchase at the Georgia Tech Barnes and Noble Bookstore.

Additional readings will be posted on Canvas. Please bring a copy (print or electronic) of each day's reading with you to class as we will use these to generate discussion.

Student Responsibilities and Class Policies:

While I will lecture on key ideas, this class is designed as a **discussion-oriented class and thus class attendance is expected**. You will also be asked to stay current with the required readings, writing assignments, and each student will participate in an in-class debate. Your willingness to engage with the various theories and debates surrounding the Sociology of Sport will greatly influence your ability to master the material and contribute to the success of this class. Thoughtful ideas respectfully shared with the entire class are especially valued as these insights contribute to your peers' learning.

As stated in the Institute’s attendance policy “students are responsible for all material covered in their absences, and they are responsible for the academic consequences of their absences” (<https://studentlife.gatech.edu/content/class-attendance>). Students with documented personal emergencies and participation in Institute approved activities (e.g. field trip, athletic events) are permitted to make up work missed during class time but will be expected to attend class at all other times. Please let me know as soon as possible when you will miss a class due to a personal emergency or participation in an Institute approved activity so that appropriate arrangements can be made. Class attendance will be factored into your participation and final class grade. **Those students missing over three classes will be penalized** (see course evaluation information below for more details). **For every absence over three (excused and unexcused) your final course point total will be lowered by 5 points.**

Students are Expected to Follow the Georgia Tech Honor Code:

(<http://policylibrary.gatech.edu/student-affairs/academic-honor-code>). Please familiarize yourself with this code and note that plagiarism also includes using parts or all of an assignment you created in one class for another class. Violations will be taken seriously and in accordance with Institute guidelines.

Laptop and Cell Phone Policy: Since many of the course readings are available electronically on Canvas you should print these out or access them on your computer or cell phone so that you can refer to them during class discussion. However if you do bring your laptop or cell phone (or other device) you will be limited to reviewing course materials (including web links), typing notes or showing examples related to course materials. Any other use of computers or cell phones (e.g. checking e-mail, posting to Facebook, etc.) during class time is prohibited. I reserve the right to revoke laptop or cell phone privileges for those not following class rules. Failure to follow these rules will result in the lowering of your participation grade.

Accommodations: I am happy to accommodate you if you have a disability. Please notify me as soon as possible and be sure that you are also working with ADAPTS—the Office of Disability Services (<http://www.adapts.gatech.edu/index.php>).

Emails: I do not always have instantaneous access to e-mail, but make every attempt to answer e-mails within 24 hours during weekdays. I typically respond on Monday morning when I receive e-mails on the weekend.

Course Evaluation: Final grades will be based upon:

Participation & Goals Statements	30 points
Class Debate	50 points
Short Written Reading Assignments (4 @ 5 points each)	20 points
Discussion Questions (10 classes @ 2 points each)	20 points
Exams (3 exams @ 60 points each)	<u>180 points</u>
	300 points

Grading Scale: A's = 90%-100%; B's = 80%-89.9%; C's = 70%-79.9%; D's = 60%-69.9%
59.9% and below = F

Participation and Attendance Policy: Your active participation is crucial to the development of your own personal understanding and to the success of this course. To actively participate, you must do the assigned readings. You should also bring the day's reading to class (in print or electronic form) in order to best contribute to the class with questions and comments to offer to the class and within small group discussions. I reserve the right to give pop reading quizzes, which will count toward your participation grade to ensure preparation. Please also note that class attendance is expected and any absence will figure into your final participation grade.

Consistently coming late to class or leaving early will result in (an) absence(s). **For every absence over three (excused and unexcused) your final course point total will be lowered by 5 points.** Please see me at the start of the semester if you will miss three or more classes for Institute approved activities.

Goals Statements: Two brief papers (2 typed pages each) that will count as 10 points total (of the 30 total for participation). The first paper (worth five points) details your personal reading, critical thinking, and participation goals for the semester. At the end of the semester you will be asked to evaluate how well you have achieved your reading, critical thinking, and participation goals for the semester (worth five points). More information will be given about each of these assignments during class time.

Class Debate: The goals of this assignment are for you to research a topic and to write out key ideas on that topic so that you can engage course issues in a different format. Each person will be required to be a member of a debate team on an assigned debate topic. Those not directly participating in a given debate will be able to ask questions of either debate team. We will discuss this assignment in greater depth as the semester progresses.

Required Reading Assignments: To facilitate class discussion, assist you in honing your analytic skills, and to prepare for your exams, you will be expected to read that day's assigned readings and come prepared to discuss those readings during class time. I will post the reading and any written assignments (see below) to Canvas on the Friday prior to the next week's assignment. You will be required to also create:

a) Discussion Questions: Each student is required to write 3-4 discussion questions prior to a given class based upon that day's assigned reading. You must complete 10 discussion question assignments and I will offer 12 potential dates for you to write these questions. This assignment is worth 2 points for each day, thus you may earn up to 20 points. You may also turn in 1 extra set of discussion questions to earn up to 2 points extra credit. Early in the semester we will discuss the best ways to construct these questions and I will give you a handout to guide your question writing. I will grade this assignment based upon whether or not your turn in the correct number of questions; your ability to write clear questions specifically grounded in that day's readings as well your ability to construct different types of questions (the handout will help guide you in constructing different types of questions). We will also spend class time using your questions to facilitate class discussion over the course of the semester. I will communicate via Canvas posting the specific dates you are required to write discussion questions. **You must write these questions in advance of class and you will turn in hard**

copies of your questions to me during class. Please do not complete this assignment during class as I reserve the right to not accept those completed in class.

b) Written Reading Assignments: For every reading assignment I will post discussion questions (often drawn from ideas presented by Jay Coakley in our course reader) on Canvas link for you to consider. This will help focus a given day's in-class discussion and help you prepare for the class exams. Over the course of the semester, I will designate 4 assignments that require a short written response and **these must be turned in prior to class to the course Canvas site**. Each written assignment is worth up to 5 points so in total the written assignments will be worth up to 20 points. You will be graded upon the following scale: 5 points— outstanding: paper demonstrates deep understanding of concepts discussed in the readings. The entire assignment was completed. Well written prose; written in the student's voice and own language. Examples offered (where appropriate) are relevant to specific ideas being discussed in the reading; 4-4.5 points — good: paper demonstrates average to above average understanding of concepts discussed in reading. The entire assignment was completed. Well written prose; written in the student's voice and own language. Examples offered (where appropriate) are relevant to specific ideas being discussed in the reading; 2-3.5 points— fair: paper demonstrates superficial understanding of the concepts discussed in the readings and/or elements of the assignment were not completed. Well written prose; written in the student's voice and own language. Examples offered (where appropriate) are so general as they do not relate to specific ideas being discussed in the reading; 1-1.5 points— needs work: paper demonstrates superficial or incorrect understanding of the concepts discussed in the readings and/or over half of the assignment was not completed. The assignment may also demonstrate problems with prose and/or text is largely written in the words of the assigned reading's author—not the student's voice. Examples offered (where appropriate) are so general as they do not relate to specific ideas being discussed in the reading; 0 points—no credit: paper does not demonstrate any understanding of the concepts discussed in the readings or provides incorrect information. The assignment may also demonstrate problems with prose and/or text is largely written in the words of the assigned reading's author—not the student's voice. Examples offered (where appropriate) are so general as they do not relate to specific ideas being discussed in the reading.

Exams: You will have three exams. The format for the first two exams will be multiple choice, true/false, and short answer/ essay. The format for the final exam will be take-home essay.

Important Exam Dates***

First Exam: Tuesday, September 18

Second Exam: Tuesday, October 30

Final Exam Due: Thursday, December 13 @ 2:10 pm (to Canvas)

*** Please note: The dates for the first two exams are subject to change if unforeseen circumstances warrant an adjustment to this exam schedule.

Extra Credit Opportunity: The Sports, Society, and Technology program at the Georgia Institute of Technology is sponsoring "A Conversation with Wyomia Tyus" on Sunday, September 16 at 2 pm in the Student Center Theater (with a book signing and reception to follow). Ms. Tyus is a native of Griffin, Georgia, a three-time Olympic track and field gold

medalist and the first competitor to win back-to-back gold medals in the 100 meters (1964 and 1968) in two Olympics. She is also a long-time advocate for racial justice and gender equality. To receive up to 8 points extra credit, you need to attend this “question and answer” lecture, summarize the event and make connections to class content. More information about this extra credit opportunity will be given closer to the event.

Course Outline and Reading List** Readings posted on Canvas designated by C.**

I. Introduction to the Critical Study of Sport

Weeks 1, 2 & 3

Readings

Sage, G. (1998). A sociological perspective of sport (Chapter 1). In *Power and ideology in American sport: A critical perspective* (Second Edition). Champaign, IL: Human Kinetics. **C**

Coakley, J. Chapter 1: The sociology of sport: What is it and why study it?

Coakley, J. (2004). Using social theories. In *Sport and society: Issues and controversies* (pp. 30-54). Columbus, OH: McGraw-Hill. **C**

Walter, J. C. & Iidan, M. (2011). Wyomia Tyus: Track and field in *Better than best: The black athlete speaks, 1920-2007* (pp. 133-149). Seattle: University of Washington. **C**

Rader, B. (2008). Selections from American sports: From the age of folk games to the age of televised sports (Sixth Edition). Upper Saddle River, NJ: Prentice Hall. **C**

Coakley, J. (2004). The characteristics of high profile, competitive organized sports. In *Sport and society: Issues and controversies* (pp. 69-70). Columbus, OH: McGraw-Hill. **C**

Coakley, J. Chapter 3: Sports and socialization: Who plays and what happens to them?

Part II: Capitalism, Class Stratification and Commodity Sport

Weeks 4, 5

1. What is Class? How do Class Mythologies Operate in Sport?

Readings

Mantsios, G. (2010). Class in America: Myths and realities. Reprinted from P. Rothenberg (Ed.), *Race, class and gender in the United States: An integrated study* (pp. 182-197). New York: St. Martin's Press. **C**

McNamee, S. J. & Miller, R. K. (2004). The meritocracy myth. *Sociation Today* 2. **C**

Selected popular articles on social class and sports. **C**

Eitzen, D. S. (2012). The path to success: Myth and realities. In *Fair and foul: Beyond the myths and paradoxes of sport* (pp. 187-201). Lanham: Roman & Littlefield. C

Coakley, J. Chapter 9: Social class: Do money and power matter in sports?

2. Professional Sport--Commodification, Contradictions and Contestation Readings

Coakley, J. Chapter 11: Sports and the economy: What are the characteristics of commercial sport?

Sage, G. (1998). The professional team sports industry (Chapter 9). In *Power and ideology in American sport: A critical perspective* (Second Edition). Champaign, IL: Human Kinetics. C

Smith, J. M., & Ingham, A. G. (2003). On the waterfront: Retrospectives on the relationship between sport and communities. *Sociology of Sport Journal*, 20, 252-274. C

Matheson, V. A. (2011) Sports and the economy: Boon or burden? *ICSSPE Bulletin*, Issue 60. C

Flowers, B. (2012). What does Atlanta get from a new Falcons Stadium? *Creative Loafing*. C

Selected on-line/short articles about finances of Cobb County and Atlanta professional baseball's Sun Trust Park. C

Coakley, J. Chapter 13: Sports and politics: How do governments and global political processes influence sports?

Part III: Education, "Deviance" and Media Power: Tensions and Contradictions

Weeks 6, 7, 8, 9,10

1. Are Sports Educational?: The cases of high school, college and youth sport

Readings

Coakley, J. Chapter 4: Sports for children: Are organized programs worth the effort?

Selected on-line/short articles about finances of college sport and legal challenges from players. C

Sage, G. (1998). Power and ideology in intercollegiate sport (Chapter 10). In *Power and ideology in American sport: A critical perspective* (Second Edition). Champaign, IL: Human Kinetics. C

Knight Commission. (2010). *College sport 101*. C

USA Today Sports' college athletics finances (2012). C

Coakley, J, Chapter 14: Sports in high school and college: Do competitive sports contribute to education?

2. Violence, Deviance and “Positive Deviance”

Readings

Coakley, J. Chapter 5: Deviance in sports: Is it out of control? C

Selected on-line/short articles about the pros and cons of controlling performance-enhancing drug use. C

Coakley, J. Chapter 6: Violence in sports: How does it affect our lives?

Selected on-line/short articles about challenging on and off the field sport violence. C

3. Sport and Media

Coakley, J. Chapter 12: Sports and the media: Could they survive without each other?

Selected on-line/short articles about media coverage of the Olympic Games C

Selected on-line/short articles regarding new media and sport. C

Part IV: Gender and Sport

Weeks 11, 12

1. The Historical Exclusion and Inclusion of Women Within Sports

Readings

Mangan, J. A. (1989). The social construction of Victorian femininity: Emancipation, education and exercise. *The International Journal of the History of Sport*, 6, 1-9. C

Gissendanner, C. (1994). Black women and competitive sport. In S. Birrell & C. Cole (Eds.), *Women, sport and culture* (pp. 81-92). Champaign: Human Kinetics. C

2. In the Game: Ideologies and Gender Equity

Readings

Coakley, J. Chapter 7: Gender and sports: Is equity possible?

Hogshead-Maker, N. (2012). Statement before US Senate in celebration of the 40th anniversary of Title IX. <http://www.nwlc.org/> C

Women’s Law Center (2012). The next generation of Title IX: Athletics. <http://www.nwlc.org/> C

Messner, M. A. & **Cooky, C.** (2010). *Gender in televised sports: News and highlights shows, 1989-2009*. Los Angeles: USC Center for Feminist Research. C

Part V: Racisms, Racialization and Sport

Weeks 13, 14

1. Historical Exclusion of People of Color from the Mainstream of Sport: Racisms and Segregation

Readings Moore, K. (1991, August 5). The Black athlete revisited: The 1968 Olympics. *Sports Illustrated*. C

2. Power and Ideology

Readings

Omi, M. & Winant, H. (1986). Racial formation. In M. Omi & H. Winant, *Racial formation in the United States: From the 1960's to the 1980's* (pp. 57-69). New York: Routledge. C

Coakley, J. Chapter 8: Race and ethnicity: Are they important in sports?

Harris, O. (2007). Taboo's explanation of black athletic dominance: More fiction than fact. In D. Brooks & R. Althouse, (Eds.), *Diversity and social justice in college sport: Sport management and the student athlete* (pp. 233-244). Morgantown: Fitness Information Technology. C

3. Racialization and Its Effects: Leadership and Opportunities

Readings

Lapcheck, R. (n.d.) *The racial and gender report card*. Institute for diversity and ethics in sport. <http://www.tidesport.org/reports.html>. C

VI: Social Change and the Future of Sport

Week 15

Readings

Coakley, J. Chapter 16: Sports and the future: What do we want them to be?

Selected on-line/short articles about athlete activism including athlete involvement in activism including Black Lives Matter and protests in sport against racism C

**** I reserve the right to make adjustments to the reading list and to add to or change readings when appropriate.