

CLASS SYLLABUS Spring 2013

HTS 3073 Sociology of Sports 9:25-10:55 AM TTH Room 52 College of Computing. Instructor: Dr. W. Pearson, Jr. Office: OCE, Room 119 Phone: 385-2265
E-mail: willie.pearsonjr@hts.gatech.edu Office Hours: **11-11:50 AM TTH and by appointment.**
During my regularly scheduled office hours, if you are unable to meet or if I am unavailable (due to meetings or speaking engagements), please leave a voice-mail message or speak with me after class and we can set up an appointment for an alternative time.

Required Readings: See Course Calendar

Text: J. Coakley, *Sports in Society: Issues and Controversies*. 9th Edition. New York: McGraw Hill, 2009. Engineer Bookstore.

READINGS: Additional required readings will be distributed in class or posted on T-Square. The instructor reserves the right to make revisions to the syllabus and course calendar. Any revised version will be posted on T-Square. In case of revisions, you are responsible for work according to any and all changes.

INTRODUCTORY STATEMENT

Sport is viewed by some scholars as socially constructed and therefore a product of society. This has prompted considerable international attention from researchers from a wide array of disciplines and subdisciplines. The sociology of sport is perhaps the largest, and best established of the subdisciplines studying sport. Sociology of sport was the first subdiscipline to be so named, to have a professional organization (The International Committee for Sport Sociology-now the International Sociology of Sport Association) and publish a refereed journal (*The International Review of Sport Sociology*). Additionally, it was the first to be studied and have dedicated courses taught in institutions of higher education. Sociology of sport draws on a variety of theoretical and methodological perspectives to study critical social processes (Coakley and Dunning, 2010).

To put the discussion in perspective, the course will:

- Discuss what constitutes a “sport”.
- Examine the literature concerning debates on the role of social inequality in sports.
- Discuss how scientists describe and interpret perceived human differences (e.g., race, sex) as related to sport performance.
- Examine the literature regarding safety, violence, and the role of media and politics in sports.
- Discuss the role of architects and the built environment in sport.

COURSE OBJECTIVES

After studying the materials discussed in class, students should be able to:

- describe the historical contexts which created and shaped the growth of sport
- understand the political and economic forces shape sporting experiences
- understand the social and cultural dimensions of sport
- understand the relationship between sports and related social institutions (e.g., economy, religion, science, etc.)
- demonstrate a working knowledge of core concepts, theories and methodologies
- understand the relationship between social institutions and ideology in sports
- effectively use written and oral forms of communication to construct compelling arguments
- effectively synthesize research findings
- gain a deeper understanding of the course materials through collaborative learning with peers
- gain sociological knowledge and perspectives on contemporary sporting practices
- improve one's ability to articulate complex arguments

COURSE FORMAT

The course format will consist of lectures, discussions and presentations.

COURSE REQUIREMENTS

NOTE: The course requirements will be adjusted to serve the needs and capabilities of students with disabilities that may negatively impact academic performance. The Georgia Tech Honor Code applies to all student work. Each student is responsible for signing the daily attendance sheet and managing his/her personal folder of class participation and returned assignments. Also, each student is responsible for returning each graded assignment to the coursework folder within one class week.

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The final grade will be determined from the average score derived from the following course requirements:

1. Individual and group class participation. At the beginning of the semester, I will randomly assign each student to serve as a co-discussion leader who will present a 10-15 minute synthesis or overview of the assigned reading(s), after which the discussion will be opened to the entire class. You are strongly encouraged to supplement the assigned readings with other relevant readings and/or video clips. Given the criticality of class participation, it is imperative that you keep up with your reading assignments and be well-prepared (this means having thought critically about the readings) to constructively engage in a spirited but respectful discourse. During your reading, it is highly recommended that you take notes and formulate questions. You are expected to be an active participant. Always bring your text, readings, notes and questions to each class. Participation is not evaluated in terms of how many times you comment, but by the clear demonstration that you have read and comprehended the assignments, and the quality of your overall engagement in the discussion. Class participation includes the end-of-term presentations. A weekly participation performance evaluation form is provided in class for your review.

2. Single-authored critiques. Four page, double-space typed critiques are due in class each Thursday (unless otherwise noted). ***Critiques are not summaries of the readings.*** Rather, they are focused arguments documented by evidence from the texts, lectures and other assigned readings. Informed opinions are encouraged. The critique must examine the strengths and weaknesses of the authors' argument. In all cases, one or more of the theoretical perspectives covered in the text and lecture should be applied in the assessment.

3. Group research paper. The paper—20-25 pages, typed, double-space, including an abstract and annotated bibliography--must be co-authored (up to 6 classmates). Approval of the topic is based on the acceptance of an abstract (see Course Calendar). The paper should not rely solely on Internet websites. You are encouraged to seek assistance from the professionals at the GT library. The library staff is very knowledgeable about databases and other informational sources. For an additional resource on preparing a high-quality research paper, see Booth, W. C., Colomb, G. C. and Williams, J. M. (most recent edition). ***The Craft of Research.*** Chicago: The University of Chicago Press. At various points during the course, you are provided class release time to work on your research paper and group field project.

NOTE: Your name and page number must appear on each page of all written assignments. Failure to do so results in an ungraded paper.

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4. **Group presentation.** You will present the results of your research paper during the class period at the end of the semester (a scoring guide will be provided at least two weeks prior to the scheduled presentation). The presentation must be clearly and professionally delivered. If your presentation involves the use of AV equipment, you are strongly advised to come to class early in order to test the equipment. If you plan to distribute handouts, you are responsible for providing a sufficient number of copies for the class. Note that any missed presentation cannot be rescheduled because of designated time slots. Time slots are assigned based on priority of accepted research paper abstracts.

The above four assignments are all required and will be weighed equally (25% each) in determining your final grade. Students do have the option of also taking 2 exams in addition to the four requirements above. For those students taking this option—all assignments and the two tests will be weighted equally. More information about the weighting of the optional exams will be distributed at a later time to those students choosing this option.

5. **Optional Exams.** Two essay exams—a midterm and a final—are administered during the conference hours. Students are allotted one hour and 15 minutes to complete each exam. **Students selecting this optional must request it in writing not later than February 1, 2013.**

All requirements (including optional exams) are weighted equally and will be based on the following scale:

A = 100-93 B = 92-85 C = 84-75 D = 74-65 F = below 65

Assignments are scheduled for each week. Because all written assignments are given far in advance; **no tardy assignment will be accepted.**

Attendance Policy. Each student is responsible for signing the daily attendance sheet. Approved absences typically include: illness, religious holidays, family and personal emergencies, and official representation of GT at extracurricular events. To the extent possible, email and leave a voice message regarding anticipated absences. *In the case of a borderline final grade (1-2 points from the next higher grade), those with fewer than two unexcused absences will automatically receive the higher grade.*

Classroom Protocol. Please adjust your cell phone to the “off” position during class. Do not use your computer for purposes other than taking notes for HTS 3803, arrive late, or read unrelated course materials.

HTS 3073 Sociology of Sport Spring 2013 COURSE CALENDAR

January

- T 8 **PART I. Introductory Lecture: Concepts, Theories and Methodologies**
Chapter 1 The Sociology of Sport: What Is It and Why Study It?
- TH 10 PART I. CONT'D
Chapter 2 Producing Knowledge About Sports in Society: What is the Role of Research and Theory?
- READ 1:** Bairner, A. (2007). "Back to Basics: Class, Social Theory and Sport." *Sociology of Sport Journal* 24:20-36.
- T 15 PART I. CONT'D
Chapter 3 Studying the Past: Does It help Us Understand Sports Today?
- READ 2:** Miller, P. B. (1998). "The Anatomy of Scientific Racism: Racist Responses to Black Athletic Achievement." *J. of Sport History* 119-151.
- TH 17 **RESEARCH DAY: ABSTRACT DUE NLT 5 PM**
(SEE: www.emeraldinsight.com/authors/guides/write/abstracts.htm#2)
- T 22 **PART II. Introductory Lecture: Sports and Other Social Institutions**
- TH 24 FAMILY
Chapter 4 Sports and Socialization: Who Plays and What Happens to Them?
- Chapter 5 Sports and Children: Are Organized Programs Worth the Effort?
(DISCUSSANTS)
(CRITIQUE 1 DUE Chapters 4&5)

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T 29 EDUCATION

Chapter 14 Sports in High School and College:
Do Competitive Sports Contribute to Education?

READ 3: Eitle, T. M. and Eitle, D. J. (2002). "Race, Cultural Capital, and the Educational Effects of Participation in Sports." *Sociology of Education* 75(2):123-146.

READ 4: Comeaux, E. (2010). "Racial Differences in Faculty Perceptions of Collegiate Student-Athletes' Academic and Post-Undergraduate Achievements." *Sociology of Sport J.* 27(4): 390-412. (DISCUSSANTS)

TH 31 ECONOMY

Chapter 11 Sports and the Economy: What Are the
Characteristics of Commercial Sports?

READ 5: Horne, J. (2011). "Architects, Stadia and Sport Spectacles: Notes on the Role of Architects in the Building of Sport Stadia and Making of World-Class Cities." *International Review for the Sociology of Sport* 46 (2): 205-227.

(DISCUSSANTS)

(CRITIQUE 2 DUE Chapter 14 and Readings 3&4)

February

T 5 POLITY

Chapter 13 Sports and Politics: How Do Governments
and Global Political Processes Influence Sports?
(DISCUSSANTS)

TH 7 RELIGION

Chapter 15 Sports and Religions: Is It a Promising
Combination
(DISCUSSANTS)

(CRITIQUE 3 DUE Chapters 11&13 and Reading 5)

T 12 MEDIA

Chapter 12 Sports and the Media: Could They
Survive Without Each Other?
(DISCUSSANTS)

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- TH 14 **TBA**
(CRITIQUE 4 DUE Chapters 15&12)
- T 19 **PART III. Introductory Lecture: Demographic Groups**
- TH 21 GENDER
Chapter 8 Gender and Sports: Does Equity Require Ideological Changes?
- READ 6: Ezzell, M. B. (2009). "Barbie Dolls" on the Pitch: Identity Work, Defensive Othering, and Inequality in Women's Rugby. *Social Problems* 56: 111-131.
(DISCUSSANTS)
(CRITIQUE 5 DUE Chapter 8 and Reading 6)**
- T 26 RACE and ETHNICITY

Chapter 9 Race and Ethnicity: Are They Important in Sports?
- READ 7: Alamillo, J. M. (2003). "Peloteros in Paradise: Mexican American Baseball and Oppositional Politics in Southern California, 1930-1950." *The Western Historical Quarterly* 34(2):191-211.
(DISCUSSANTS)**
- TH 28 SOCIAL CLASS
Chapter 10 Social Class: Do Money and Power Matter in Sports?
(DISCUSSANTS.)
(CRITIQUE 6 DUE Chapter 9 and Reading 7)
- March**
- T 5 **RESEARCH DAY**
(FIRST DRAFT OF RESEARCH PAPER DUE NLT 5 PM)
- TH 7 **PART IV. Introductory Lecture: Social Problems**
(CRITIQUE 7 DUE Chapter 10)
- FRI 8 **(DRAFT RESEARCH PAPER RETURNED NLT 5 PM)**
- T 12 Chapter 6 Deviance in Sports: Is it Out of Control?
- READ 8: Wiesing, U. (2011). "Should Performance Enhancing Drugs in Sports Be Legalized Under Medical Supervision." *Sports Medicine* 41 (2): 167-176.**

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(DISCUSSANTS:)
(CRITIQUE 8 DUE Chapter 6 and Reading 8)

TH 14 **RESEARCH DAY: RESEARCH PAPER DUE NLT 5 PM**

T-TH 19, 21 Spring Break (Travel Safely)

T 26 Chapter 7 Violence in Sports: How Does It Affect Our Lives?
(DISCUSSANTS)

TH 28 **TBA**
(CRITIQUE 9 DUE Chapter 7)

April

T 2 **PART V. Introductory Lecture: A Futuristic Perspective**
(RESEARCH PAPER RETURNED)

TH 4 **TBA**

T 9 Chapter 16 Sports in the Future: Are We Agents of
Change?

READ 9: Swartz, L. and Watermeyer, B. (2008). "Cyborg anxiety:
Oscar Pistorius and the boundaries of what it means to be human."
Disability & Society 23 (2): 187-190.
(DISCUSSANTS.)
(CRITIQUE 10 DUE Chapter 16 and Reading 9)

TH 11 **TBA**
(POWER POINT PRESENTATION and RELATED MATERIAL DUE)

T 16 **RESEARCH DAY**

TH 18 **FORMAL PRESENTATION**

T 23 **FORMAL PRESENTATION**

TH 25 **FORMAL PRESENTATION/WRAP UP**

SUGGESTED READINGS

Aitchison, Cara. (2007). Editor. *Sport & Gender Identities: Masculinities, Femininities and Sexualities*. New York: Routledge.

Bain, D. (1994). *The Sports Stadium as a Municipal Investment*. Westport, CT: Greenwood

Bennett, Colin and Haggerty, Kevin (2011). Editors. *Security Games: Surveillance and Control at Mega-Events*. New York: Routledge.

Birrell, S. and Cole, C. (1990). "Double Fault: Renee Richards and the construction And Naturalization of Difference." *Sociology of Sport Journal* 7:1-21.

Brake, Deborah L. (2010). *Getting in the Game: Title IX and the Women's Sports Revolution*. New York: New York University Press.

Browne, L. (1992). *Girls of Summer: The Real Story of the All-American Girls Professional Baseball League*. New York: HarperCollins.

Burkett, B. (2010). "Technology in Paralympic Sport: Performance Enhancement or Essential for Performance?" *British J. of Sports Medicine* 44:215-220.

Butryn, T.M. (2003). "Posthuman Podiums: Cyborg Narratives of Elite Track and Field Athletes." *Sociology of Sport J.* 20:17-39.

Carrington, Ben (2010). *Race, Sport and Politics: The Sporting Black Diaspora*. London: Sage.

Camporesi, S. (2008). "Oscar Pistorius, enhancement and post-humans." *J. of Medical Ethics* 34:639.

CNN.com (2011). "Real test still to come on gays in sports."

CNN.com (2011). "Ex-Falcons' lineman had brain disease linked to concussions." April.

Coakley, J. and Dunning, E. Editors. *Handbook of Sports Studies*. Los Angeles: Sage, 2010.

Coakley, J. (2009). *Sports and Society: Issues and Controversies*. New York: McGraw-Hill. Chapters 4 and 15.

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Craig, Peter and Beedie, Paul (2010). Editors. *Sport Sociology*.

Crowe, M. (2011). "Texas Black Spiders, All-Black Baseball Team, Honored." TylerPaper.com. May 22.

Delaney, Tim and Madigan (2009). *The Sociology of Sports: An Introduction*. Jefferson, NC: McFarland & Company.

Dreger, Alice (2011). "Redefining the Sexes in Unequal Terms." *The New York Times*. April 23.

Drust, Barry, Reilly, Thomas, and Williams, A. Mark (2011). Editors. *International Research in Science and Soccer*. New York: Routledge.

Edwards, Harry (1973). *Sociology of Sport*. New York: Dorsey Press.

Eitzen, D. Stanley (2009). *Sport in Contemporary Society: An Anthology*. New York: McGraw Hill.

Eitzen, D. Stanley (2009). *Fair and Foul: Beyond the Myths and Paradoxes of Sport*. 4th Edition. Rowman and Littlefield.

Entine, Jon (2000). *Taboo: Why Black Athletes Dominate Sports and Why We're Afraid to Talk About It*. New York: Perseus.

Fox, S. (2009). "Study Proves That Specialized Prosthetic Grant No Advantage in Sprinting." *Popular Science*.

Giulianotti, Richard (2011). *Sociology of Sport*. Los Angeles: Sage

Fuss, Franz K., Subic, Aleksander and Ujihashi, Sadayuki (2008). Editors. *The Impact of Technology on Sport II*. London: Taylor & Francis Group.

Frank, S. and Steets, Silke (2010). *Stadium Worlds: Football, Space and the Built Environment*. New York: Routledge.

Gruneau, R. (1999). *Class, Sports, and Social development*. Champaign, IL: Human Kinetics.

Hamilton, M. (2006). "Elective performance enhancement surgery for athletes: Should it be resisted?" *Acta Universitatis Palackianae Olomucensis. Gymnica* 36(2):39-45.

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Hasler, J. P. (2010). "What Went Wrong: How the Dallas Cowboys' Field House Collapsed." *Popularmechanics.com*

Hobermann, J. (1997). *Darwin's Athletes: How Sport Has Damaged Black Americans and Preserved the Myth of Race*. New York: Houghton-Mifflin.

Hylton, Kevin (2009). *'Race' and Sport: Critical Race Theory*. New York: Routledge.

Jarvie, Grant (2006). *Sport, Culture and Society: An Introduction*. New York: Routledge.

Kidd, B. (1995). "Inequality in Sport, the Corporation, and the State: An Agenda for Social Scientists." *Journal of Sport & Social Issues* 19(3): 232-248.

Klein, A. (1993). *Little Big Men: Bodybuilding Subculture and Gender Construction*. Albany, NY: SUNY Press.

Kushner, D. S. (2001). "Concussion in Sports: Minimizing the Risk for Complications." *American Family Physician* 64(6):1007-1015.

Kuttle, J. (2010). "Sport Beyond Gender and the Emergence of Cyborg Athletes." *MUEP* 13:249-259.

Ledbetter, D.O. (2010). "Falcons embrace technology to enhance performance." *The AJC*. Sept. 17.

Len, T.K. and Neary, J.P. (2011). "Cerebrovascular Pathophysiology Following Mild Traumatic Brain Injury." *Imaging* 31(2):85-93.

Levy, A. H. (2003). *Tackling Jim Crow, Racial Segregation in Professional Football*. Jefferson, NC: McFarland and Co.

Longman, J. (2011). "Lionel Messi: Boy Genius." *The New York Times*. May 21.

Magdalinski, Tara (2008). *Sport, Technology and the Body: The Nature of Performance*. New York: Routledge.

Mahoney, J. (2009). "In Defense of Cyborg Athletes." *Popular Science*.

Macy, S. (1993). *A Whole New Ball Game: The Story of All-American Girls Professional Baseball League*. New York: Henry Holt.

McCullough, S. (2010). "Body Like a Rocket: Performing Technologies of Naturalization." *Thirdspace: a journal of feminist theory & culture* 9 (2):1-28.

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Mottram, David R. (2011). Editor. *Drugs in Sport*. 5th edition. New York: Routledge.

Murray, C. J. (2007). "Sport Science Puts Athletic Performance in Engineering terms." *Design News*. Nov. 19.

Malcolm, Dominic. (2011). *Sport and Sociology*. New York: Routledge.

Mitchum, Carl (2005). Editor. *Encyclopedia of Science, Technology, and Ethics*. New York: Macmillan Reference

Nasuti, G. and Temple, V. A. (2010). "The Risks and Benefits of Snow Sports for People with Disabilities: A Review of the Literature." *International J. of Rehabilitation Research* 33(3):193-198.

Nixon, II, Howard L. and Frey, James H. (2009). *A Sociology of Sport*. New York: McGraw-Hill.

Parr, R. (2009). "Ben Harjo's All-Indian Baseball Club." *NINE: A J. of Baseball and Culture*. 17(2):90-102.

Perrotta, Tom (2011). "Pulling Strings for the Court's Biggest Stars." *The Wall Street Journal*. May 28-29. P. C17 (Glynn Roberts, racket technician).

Reng, Ronald (2011). "Simply the best." *Financial Times*. May 28-29, p. 17. (Lionel Messi).

Rhoden, W. C. (2011). "Again, a star is prosecuted for his Unlikability." *The New York Times*. *Sports Sunday*. April 10.

Robles, D. S. (2011). "The Thin is In: Am I Thin Enough?" Perfectionism and Self-Esteem in Anorexia." *The International J. of Research and Review* 6(1):65-73.

Ross, C.K. (1999). *Outside the Lines: African Americans and the Integration of the National Football League*. NYU Press.

Ross, Stewart (2008). *Higher, Further, Faster...Is Technology Improving Sport?* New York: Wiley and Sons.

Schneider, Angela J. and Friedmann, Theodore (2006). *Gene Doping in Sports: The Science and Ethics of Genetically Modified Athletes*. Oxford, UK: Elsevier.

Spaai, Ramon (2011). *Sport and Social Mobility*. Routledge.

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St. John, A. "How Baseball Stadium Can Rig the Game: Giants vs. Rangers."
Popularmechanics.com

Tamburrini, Claudio and Tannsjo, Torbjorn (2005). Editors. *Genetic Technology and Sport: Ethical Questions*. New York: Routledge.

Teale, P., Barton, C., Driver, P.M. and Kay, R.G. (2009). "Biomarkers: Unrealized Potential in Sports Doping Analysis." *Bioanalysis* 1(6): 1103-1118.

Walton, T. and Butryn, T. (2006). "Policing the Race: U.S. Men's Distance Running and Crisis of Whiteness." *Sociology of Sport J.* 23:1-28.

Weiner, J (2008). "Cyborg Athletes? Bionic Olympics? High-Tech Prosthetics Case raises the prospect of a potential sci-fi sports world." *MinnPost.com. Jan. 21.*

Westerbeek, Hans (2011). Editor. *Global Sports Business: Community Impacts of Commercial Sport*. New York: Routledge.

Williams, J. (2001). *Cricket and Race*. UK: Berg Publishers.

Woodard, Kath (2012). *Planet Sport*. New York: Routledge.

Yiannakis, Andrew and Melnick, Merrill J. (2001). Editors. *Contemporary Issues in Sociology of Sport*. Champaign, IL: Human Kinetics, Inc.