

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

Department of Sociology

Sociology 3410 Sociology of Sport¹

Winter 2006

Course:	Soci/HKR 3410 Sociology of Sport
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Homepage	http://www.ucs.mun.ca/~lewis/
Classroom:	A-1046
Class Schedule:	T-Th, 3:30-4:45 pm
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Telephone:	737-3977 or 7443 (to leave message)
Office Hours:	T-Th 10:00 am-12:00 pm and T 8:00-10:00 pm (phone only) or by appointment
E-mail:	Via WebCT ²
Course webpage	http://www.ucs.mun.ca/~lewis/Soc3410.htm

COURSE DESCRIPTION AND OBJECTIVES: An examination of the relationship between sport and society. Areas include sociological theories of sport, social history of sport, sport and socialization, sport and social stratification, gender and sport, violence in sport, sport and nationalism. The emphasis will be on Canadian examples. By the end of the course you should have a basic understanding of how sociologists examine and explain sport as a social phenomenon. The emphasis in the course is on the practice of sociology of sport rather than the specific findings of the sociology of sport.

FORMAT: Classroom lectures with your input encouraged. Specific readings will be assigned each week to enable participants to prepare for the classes. I will attempt to have any PowerPoint slides used in class posted to the course webpage before the appropriate class. As you read the assigned material think of how they are sociological. All readings should be done critically, while you are expected to understand the readings, you are free to agree or disagree with them; formulating clear and comprehensible criticisms is central to sociology (along with the other social sciences). Don't get behind, you will find it difficult to catch up.

Questions/Contact Information: You can contact me with any questions you have either via e-mail or by telephone during office hours. I may also be in my office at other

¹ This course is the same as Human Kinetics and Recreation 3410.

² If WebCT is impossible for you (and there is no good reason it should be) then you can email at lewis@mun.ca, however, Soc 3410 or HKR 3410 must be in the subject line or e-mails will probably be treated as SPAM.

times but I cannot guarantee that and I may not be able to talk then if I am in (I have other courses that I am teaching as well). I do not appreciate being contacted at home.

WebCT: While it is not necessary that you use WebCT in this course, using it will make the course go along more easily. You will find that all of the topics and readings for the classes can be found in the Calendar, grades will be posted there, email is easily sent to me though the WebCT mail (and doesn't get mixed in with all of the SPAM with my regular email), you can use the chat rooms, and questions or comments you have which you weren't able to bring up in class can be put in the the discussion areas. To get on to WebCT go to <http://webct.mun.ca:8900/> and enter your 9-digit student number and 6-digit PIN (from Student Web, or the first six digits of that PIN if is more than six digits) to log in. There is lots of help available throughout WebCT (from the sign-in page there are guides, help, and FAQs and when you are in WebCT there is always context sensitive help in the upper right corner of the screen). And always feel free to contact me if you have any questions.

You don't need to use email but if you do send me email I will assume that you check it regularly (i.e., at least every other day during the week). This means that if I send you a note (e.g., your cat spitting up hair balls is not an excuse for missing an exam) I will assume that you have read it.

Required Text: The text is basically the background reading for information covered in class.

Coakley, J., & Donnelly, P. (2004). *Sports in society: Issues and controversies* (1st Canadian ed.). Toronto, ON: McGraw-Hill Ryerson.

Recommended:

Abercrombie, N., Hill, S., & Turner, B. S. (2000). *The Penguin dictionary of sociology* (4th ed.). London, U.K.: Penguin Books. [Other additions are also available.

A college level dictionary.

A number of excellent general and specialist dictionaries are now available on-line through the library at <http://www.library.mun.ca/internet/quick.php>

For social science dictionaries go to the Specialized Subject Dictionaries section. You will find *The Penguin dictionary of sociology*, along with other useful sources, in the *xreferplus* database. If you are off campus, you will need to do an off-campus login, for which you will need to have a library PIN. The Library Internet Resources for Sociology also maybe helpful, <http://www.library.mun.ca/internet/subjects/sociology.php>

Note that all of the other readings are available on-line through the Library. As with the recommended resources above, if you are off campus, you will need to do an off-campus login to access them. All readings will be most useful to you if you do them before the class that covers the subject of the readings. Abercrombie, Hill & Turner (2000), your dictionary, or on-line resources should be used whenever reading,

especially the readings other than the text. Your basic philosophy should be: “If I don't know what a word or phrase means, I'll find out what it means,” by using your dictionary, Abercrombie, Hill, & Turner (2000), or by asking me.

Requirements and Evaluation: Students are expected to keep up with the readings and lecture materials. Grading for each component is as follows:

	Date due:	Percent:
Short assignments		
In-class critical essay #1	February 7	15
In-class critical essay #2	March 16	15
In-class critical essay #3	April 6	15
Mid-term exam	February 16	20
Final exam	TBA	35
TOTAL		100%

CLASS GUIDELINES: The lectures and readings are designed to complement each other. It will be difficult to pass the course depending on only one or the other. To make best use of the lectures you should try to have read the relevant items before the class.

In-class critical essays (15% each): These will be a written analysis of a video (maximum length 30 minutes) or a short written work on sports either of which you will see for the first time during the class of the essay. It will be done in class and you have approximately 45 minutes to complete it (in the case of a video). It will be open book, i.e., you can use the book or any notes you have. There will be three of them scheduled for February 7, March 16, and April 6. They will be graded in terms of how well you show that you understand the concepts presented in the readings and the lectures. They will not be graded for style or presentation except in so far as that gets in the way of my understanding of what you have written. If you miss one of these you will need a valid excuse (e.g., a doctor's note, a note from the Counselling Centre, a reasonable excuse given to me personally), if you do not have such a reasonable excuse then you will receive a zero for the grade. If you miss one of the in-class critical essays and have a valid excuse then the grades for the other two will be prorated to that exam (i.e., there will be no make-ups).

Mid-term and final exams (20% and 35% respectively): These will be made up of short answer and essay questions. Unlike the in-class critical essays, **they will not be open book.**

GRADING SCHEME

Grades for the paper and class participation will follow the following guidelines (from the MUN Calendar 2004-2005³), taking into account the nature of the work done (i.e., exam versus essay):

- A 80 to 100%
- B 65 to 79%
- C 55 to 64%
- D 50 to 54%
- F below 50%

Description of Grades

"A" indicates EXCELLENT PERFORMANCE with clear evidence of

- a comprehensive knowledge of the subject matter and principles treated in the course
- a high degree of originality and independence of thought
- a superior ability to organize and analyze ideas and
- an outstanding ability to communicate

"B" indicates GOOD PERFORMANCE with evidence of

- a substantial knowledge of the subject matter
- a moderate degree of originality and independence of thought
- a good ability to organize and analyze ideas and
- an ability to communicate clearly and fluently.

"C" indicates SATISFACTORY PERFORMANCE with evidence of

- an acceptable grasp of the subject matter
- some ability to organize and analyze ideas and
- ability to communicate adequately

"D" indicates MINIMALLY ACCEPTABLE PERFORMANCE with evidence of

- rudimentary knowledge of the subject matter
- some evidence that organizational and analytical skills have been developed, but with significant weaknesses in some areas, and
- significant weakness in the ability to communicate

"F" indicates FAILING PERFORMANCE with evidence of

- an inadequate knowledge of the subject matter
- failure to complete required work.
- inability to organize and analyze ideas and
- inability to communicate or failure to complete required work

³ http://www.mun.ca/regoff/cal2005_06/UniversityRegulations.html - 8 Grading

CLASS OUTLINE (provisional)

Week 1: January 10-12

Topics: Introduction and requirements of the course and guide to WebCT and on-line journals.

Readings: The course outline (i.e., this)

Week 2: January 17-19

Topics: The sociology of sport, scope and theories.

Readings: 1. Coakley & Donnelly (2004) Chapters 1 and 2

Week 3: January 24-26,

Topic: The social history of sports and games.

Readings: Coakley & Donnelly (2004) Chapter 3

Week 4: January 31- February 2

Topic: Sports and socialization.

Readings: Coakley & Donnelly (2004) Chapters 4, 5 and 14

Stevenson, C. L. (2002). Seeking identities: Towards an understanding of the athletic careers of masters swimmers. *International Review for the Sociology of Sport*, 37(2), 131–146. [available on-line through library]

Week 5: February 7-9, February 7, In-class critical essay #1

Topic: *Deviance* in sports.

Readings: Coakley & Donnelly (2004) Chapter 6

Week 6: February 14-16, Mid-term exam February 16

Topic: *Deviance* in sports, continued.

Readings: Coakley & Donnelly (2004) Chapter 7

Muir, K. B., & Seitz, T. (2004). Machismo, misogyny, and homophobia in a male athletic subculture: A participant-observation study of deviant rituals in collegiate rugby. *Deviant Behavior*, 25(4), 303-327. [available on-line through library]

Week 7: February 23

Topic: TBA

Readings: None

Week 8: February 28 - March 1

Topic: Gender and sports.

Readings: Coakley & Donnelly (2004) Chapter 8

Billings, A. C., & Eastman, S. T. (2002). Selective representation of gender, ethnicity, and nationality in American television coverage of the 2000 Summer Olympics. *International Review for the Sociology of Sport*, 37(4), 351-370. [available on-line through library]

Week 9: March 7-9

Topic: Sports, race, and ethnicity.

Readings: Coakley & Donnelly (2004) Chapter 9

Condon, R. G. (1995). The Rise of the Leisure Class: Adolescence and Recreational Acculturation in the Canadian Arctic. *Ethos*, 23(1), 47-68. [available on-line through library]

Week 10: March 14-16, March 16, In-class critical essay #2

Topic: Sport and social class.

Readings: Coakley & Donnelly (2004) Chapter 10

Week 11: March 21-23

Topic: Sports, the economy, and the media.

Readings: Coakley & Donnelly (2004) Chapters 11 and 12

Wheaton, B., & Beal, B. (2003). 'Keeping it real': Subcultural media and the discourses of authenticity in alternative sport. *International Review for the Sociology of Sport*, 38(2), 155-176. [available on-line through library]

Week 12: March 28-30

Topic: Sports and politics.

Readings: Coakley & Donnelly (2004) Chapter 13

Week 13: April 4-6, April 6, In-class critical essay #3

Topic: The future of sports.

Readings: Coakley & Donnelly (2004) Chapter 15

Possible reserve reading