Sociology of Sport: Sociology 647
Summer, 2017

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CLASS MEETS: On Line. June 19- August 11. Detailed schedule: lectures and other class work will be covered in the first six weeks. The last two weeks will be for you to write your final research papers or prepare and give a presentation.

REQUIRED TEXTS: (available at University Bookstore or used on line)


There will be a few additional readings on electronic reserve or the internet.

REQUIREMENTS AND GRADING:

There will be no examinations in this class. The requirements are as follows:

★ Class participation, including evaluations of panel presentations — 10% of grade.
★ Quizzes— 15% of grade. Weeks one through six.
★ Book or movie review of 3 pages, due Monday of week 2 -- 15% of grade.
★ Panel presentation in weeks 3-5 and four page position paper due Monday of week 6 — 25% of grade
★ Research paper - 6 - 8 pages - investigating a sociological question related to sport. Due last day of class - 35% of grade.
BOOK OR MOVIE REVIEW:

During the first week of class, you will select a novel, autobiography, or film available on video or currently in theaters (fictional or documentary). A list will be provided, but you can suggest something not on the list. You will do a three page review, consisting of one page in which you describe the contents of the book or film, followed by 2 pages in which you critique it and point out and discuss sociological issues raised in it. This is due on the Monday of week 2.

PANEL POSITION PAPER:

Each person will be required to prepare one short (4-5 page) paper, dealing with one of four or five (depending on size of class) panel topics. You will also be required to participate in the panel discussion for that topic. You will be asked before the first day of class to rank order eight topics in terms of your interest in them and state your preferred side (pro or con). I will do magic with these ratings and let you know by the Monday of the second week which panel topics we will use and which one you are assigned to. Panels will take place in weeks 3 -5. Regardless of whether you do your presentation early or late in this period, the paper is due on Monday of week six.

QUIZZES:

There will be quizzes throughout the first six weeks of class. They will cover the readings, lectures, videos and any other materials in the class. There will be multiple choice and short essay questions.

FINAL PAPER OR PRESENTATION:

This project may be an outgrowth of sociological issues raised in your book or film review, but could be on some completely different sociology of sports topic. It must be an attempt to answer a sociological question of the form "Does X lead to Y? " You will consult with me during week one regarding your ideas before embarking on your project. There are three options for meeting this requirement:
You can do an observation of some sport, either as a participant, a coach, or a spectator. This involves taking “field notes”, drawing conclusions from those notes, developing hypotheses, and, when possible, testing them with later observations. This project will also involve doing qualitative interviews with participants. The project will also involve some library research dealing with the ideas you develop in the course of your observations. The final product is a 6-8 page paper.

You can write a 6-8 page library research paper on your topic. You may use books, journals, internet sources, interviews with relevant individuals, observations, and other information.

You can prepare a 30-40 minute lecture to be given in week 8. This lecture should involve some use of media as visual aids. The final product is your lecture, but also a “script” (or a detailed outline), your power point slides and a reference list.

The three papers are to be turned in by uploading to Turnitin.com. The course number is 15145398, and the password is yahara.

Graduate students (and honors students) are urged to take advantage of the opportunity to present a lecture; however they are free to choose any of the projects. A longer, more “professional” paper or lecture will be expected. If not very many people choose to do lectures, we will use part of week four for brief presentations of the findings of your observational or library research papers. Papers are due on August 11 but will be accepted earlier.

I have designed this course to achieve the following instructional objectives designated as priorities by the Department of sociology:

1. Critically Evaluate Published Research. Sociology graduates will be able to read and evaluate published research as it appears in academic journals and popular or policy publications.
2. Communicate Skillfully: Sociology majors write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner.
3. Critical Thinking about Society and Social Processes: Sociology graduates can look beyond the surface of issues to discover the "why" and "how" of social order and structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.
Accommodations.

Please send me an email by the end of the first week of the course if you are eligible for special arrangements or accommodations for assignments or other aspects of the course. This may be the case if English is your second language or you experience a physical or psychological condition that makes it difficult for you to complete assignments without some modification of those tasks. Accommodations are provided for students who qualify for disability services through the McBurney Center. Their website has detailed instructions about how to qualify: http://www.mcburney.wisc.edu/. Provide a copy of your accommodations request (VISA) to the instructor by the end of the second week of class. We try to reserve rooms and proctors by the third week in class, so we must know of all accommodations by then.

If you wish to request a scheduling accommodation for religious observances, send an email by the end of the first week of the course stating the specific date(s) for which you request accommodation; campus policy requires that religious observances be accommodated if you make a timely request early in the term. See the university’s web page for details: https://kb.wisc.edu/page.php?id=21698

Academic honesty

As with all courses at the University of Wisconsin, you are expected to follow the University’s rules and regulations pertaining to academic honesty and integrity. The standards are outlined by the Office of the Dean of Students at http://www.students.wisc.edu/doso/academic-integrity/

According to UWS 14, academic misconduct is defined as:

- Seeks to claim credit for the work or efforts of another without authorization or citation (plagiarism)
- Uses unauthorized materials or fabricated data in any academic exercise (using notes for a closed-book online exam)
- Forges or falsifies academic documents or records (having a friend sign you in for attendance when you’re absent)
- Intentionally impedes or damages the academic work of others (tampering with another student’s experiment)
- Engages in conduct aimed at making false representation of a student’s academic performance (altering test answers and submitting the test for regrading)
· Assists other students in any of these acts

For a complete description of behaviors that violate the University’s standards as well
the disciplinary penalties and procedures, please see the Dean of Students website. If you have questions about the rules for any of the assignments please ask your
instructor.

**Departmental notice of grievance and appeal rights.**

The Department of Sociology regularly conducts student evaluations of all
professors and teaching assistants near the end of the semester. Students who
have more immediate concerns about this course should report them to the
instructor or to the chair, 8128 Social Science (Pamela.oliver@wisc.edu).

The outline of topics, readings, videos, and guest speakers below is tentative. More
interesting issues may come up, leading us to change the order of topics, omit some,
or add others. I like to keep an open mind.

**TOPICS OF THE COURSE**

AND

**READINGS:**

E&S = Eitzen & Sage, text

E = Eitzen, book of readings

**Week 1:**

Topic 1. What is sport? What is sportsmanship? E&S: Chapters 1 and 2

What is “sport?” (as compared to play, recreation, etc.)

Play in other species: early origins of sport?

**VIDEO:** George Carlin, “What is sport?” (HBO)

What is sports[man]ship?

**VIDEO:** Unsportsmanlike conduct (CBS, 1995)

Several on-line videos

Topic 2: Why study sport? What is the Sociology of Sport?

Methodological issues.

**VIDEO:** John Oliver on studies as reported in the media
Topic 3: The history of sport

VIDEOS: History of tennis (early days)
History of women in sport (1999)

Week 2: ***Book or movie review is due***

Topic 1: Sport and societal values
E&S: Chapter 3
E: pp. 5-32, 109-111
VIDEOS: George Carlin, "Baseball vs. football" (Zirin, Eitzen,

Topic 2: Winning and losing: The humanistic critique of sport
E&S Chapter 15, pp.368-370
E, pp. 161-170 (Eitzen)
VIDEOS: Columbia University 33-game losing streak/
breaking the streak (1991)
Special Olympic ice skaters (1998)

Topic 3: Youth sports
E&S: Chapter 4
VIDEOS: Kids in sports (HBO, 1987) E: 35-49; 139-145, 268-275
Violent parents (Coakley, Williams, Ryan, Farrey)
Over-scheduled kids
**Week 3**: Topic 1: High school sports  
E&S Chapter 5  
E: 146-152 (Bresnahan)

VIDEOS: Recruiting in grade school gyms (1993)  
Basketball diploma mills

Topic 2: Gender in sport  
Sport socialization of boys and girls  
E: 126-135 (Eitzen & Zinn)  
E&S Chapter 14

Title IX  
E: pp. 311-337

* Terry Gawlik, Senior Associate Athletic Director for Sports Administration (Eitzen, Cheslock, Messner)

Topic 3: The student-athlete and big-time college sports  
E&S: Chapter 6  
E: pp. 229-253 (Gerdy, Mandel, Eitzen)

The economics of sport: college and beyond  
E&S: Chapter 10  
E: 276-281 (Eitzen, Evanoff, Torre)

*Mario G. Morris, Associate Athletic Director for Business Operations UW Athletic Department

VIDEO: T. Boone Pickens and Oklahoma State

Topic 4: Athletic role identity, injury, Adler&Adler (On line)  
and retirement from sport
**Week 4: Topic 1: Head injuries**

**VIDEO:** Head Injuries (Real Sports, 2010)

Investigation: NFL improperly attempted to influence...

Topic 2: Sports, religion, and magic

**VIDEOS:** Charlie Faust (1990)

Mt. Zion Academy (HBO, 1998)

**E&S:** Chapter 8

**Topic 3: Sports and politics; focus on The Olympics**

The Nazi Olympics

**E&S:** Chapter 9

**E:** pp. 382-410 (Coakley, Sage)

**VIDEOS:** East German sports (1988):

1968 Olympics

US 1980 Olympic Hockey win

Russian doping scandal (2016)

also read: at

www.ushmm.org;

www.jewishvirtuallibrary.org/

jsource/Holocaust/olympics.html

**Topic 4:** The Role of the media in sport

*Brian Mason, Ass’t Director of Athletic Communications, UW Athletic Department

**E&S:** Chapter 11

**E:** 69-84 (Messner Dunbar, & Hunt)

**Week 5:**

**Social problems and sport**

**Topic 1:** Negative deviance and aggression

**E&S:** Chapter 7

**VIDEOS:** Character and sport (ABC, 1988)

Out of Bounds (1995)

(Crossett,Benedict; McDonald, Lapchick

197-227 (Yesalis & Bahrke, Barry, Lipsyte)

**Topic 2:** Positive deviance

**VIDEOS:** North Dallas Forty (excerpts)

Running on Empty (Jockeys)
Week 6:  *** Panel Paper is due ***

Topic 1: Sports and social stratification;  
Social mobility. Is sport a way up and out?  
VIDEOS: George Carlin "Golf" (1993)  
History of stock car racing

Topic 2: Homosexuality and sport  
VIDEOS: Esera Tuaolo, gay former NFL football player (2002)  
Various videos off the web

Topic 3: Identity and the sports fan  
VIDEO: Hockey Enforcers; Streaker  
Crazy Fans; Fan Riots

Topic 3: Racial discrimination stereotyping in sports; “stacking”  
VIDEOS: Larry Doby  
Ila Borders (female pitcher)  
Three Quarterbacks  
Foot in Mouth; Jimmy the Greek

gender and race differences in power, position, and earnings

Article on reserve: Chapter 31, (Knoppers)  
E: 3rd edition

E&S Chapter 13  
E: pp. 112-125, 292-

VIDEOS: 305 (Lederman, Davis -Delano, Lapchick)

E&S: Chapter 12  
E: pp 285-291 306-7

VIDEOS: Griffin & Carrol E: 9th Ed.  
pp. 317-326, 9th Ed

E: pp. 341-370 (Griffin, Cotton, Ireland)
Possible panel topics for weeks 3 through 5:

1. To minimize the possibility of concussions, children should play flag football rather than tackle football until they are in high school.

2. Schools and colleges should give as much emphasis and financial support to sports for girls and women as for boys and men — even if, because of budgetary constraints, this makes it necessary to cut back on the boys’ and men’s programs.

3. Big time college sports is a commercial entertainment enterprise and has no legitimate place on a college campus.

4. Because of the intrusion of politics and personal favoritism in judging such events as gymnastics, figure skating, and diving, the Olympic games should consist only of sports whose outcomes can be decided objectively, by times, distances, goals, and points.

5. College players in the revenue sports at Division 1-A schools are essentially professionals, like minor league baseball players, and should be allowed to form unions to bargain regarding working conditions and compensation.

6. At public universities, organized team prayer before and after games violates the separation of church and state and should not be allowed, although private prayer and devotionals, or prayers led by students, are permissible.

7. “Winning isn’t everything, it’s the only thing”: Vince Lombardi.

8. Organized youth sports programs like Little League Baseball or youth soccer represent an unwise intrusion of adults into the play activities of children.