Modern sport faces a number of challenges it cannot overcome on its own.

Among the global issues involving the significance of sport are abuse, corruption, doping, ethics, inequity, lifestyle changes, political, economic, and social responsibility.

Academic study of sport can play a key role in problem resolution by bringing comprehensive information, scientific methods and analytical skills into the process.

The careful examination of the role of sport in society remains minimal despite growing recognition that pleasure pursuits provide salient basis for identification in modern life. Not only do people devote more time to playing, watching, and discussing sport than to any other organized activity in public life, but the media, big business, and government manipulate that interest in sport to serve their own interests. Organized sport, as a major social institution, has consequences for any society. Sport can be used and sport can be abused. We need a better understanding of the phenomenon to make the distinction.

As an educator, I am here to help you learn: I am no mere dispenser of information. I need your cooperation as learning is multi-faceted process. I intend to challenge you by asking you questions that deal with the "whys" not just the "whats" of sport in American society.

Strive to understand the issues and ideas as well as the significance of the topics we read about and discuss in class, not merely the facts.

Good luck and let's enjoy the course.

Gordie Howell
The course is organized around the theme "Sport in Society". The purpose of this course is to invoke a sociological perspective in understanding sport as a societal institution. We will begin by looking at a number of theoretical approaches to the study of sport. The first two theories discussed, functionalism and conflict theory, are well established sociological perspectives. Each, in different ways, sees sport as a reflection of social practices. Another approach, critical theory, is introduced to show how sport has recently been challenged as an arena in which values, ideologies, and meanings are contested.

To understand sport sociologically, I have chosen "core" sociological concepts.... culture, social organization, socialization, deviance, social stratification, prejudice, discrimination, majority/minority groups, social institutions, collective behavior, mass media, and institutional inter-relationships.... as focal points for reading, lecture and discussion.
The substantive topics dealt with in the course (time permitting) will result in a critical examination of problems and issues. Student assignments are designed to encourage serious contemplation about the role of sport in society.

The subject matter is taught through a series of lectures, student projects, applicable films, review of the literature and assigned readings. Class participation is strongly encouraged.

Students should read assigned materials before attending class in order to derive maximum benefit from the session.

Regular attendance is assumed and will be considered (along with active class participation) for assessing progress and final grades. More than three (3) absences results in a loss of 5% for class participation.

GOAL 1: Sport is the most dominant influence in American popular culture. One goal will be to examine the social significance of sport in society.

GOAL 2: To review how American society social structures, social processes and history have been shaped by the pervasiveness of sport.

GOAL 3: Through the use of mainstream macro theories, students will identify and analyze sources of stability and change in contemporary America through the lens of dominant theoretical perspectives such as structural functionalism, conflict theory, and critical theory.

GOAL 4: Students will be exposed to the hierarchical arrangements of social groups that are unequal in power, privilege, prestige and wealth existing in sport ownership, participation and spectatorship.

GOAL 5: Since sport is linked with other social institutions in a web of mutually reinforcing exchange relationships such as family, education, the economy, politics and religion, students will analyze these interconnections from different perspectives.

ASSESSMENT:

There will be three (3) non-cumulative quizzes throughout the course. There will be three (3) in-class essays to be written on pre-announced topics. Additionally, each student will complete an end-of-term project related to the theme of the course. Students may choose from various options.

Students will be expected to identify at least one salient public issue in sport and examine its meaning and significance in contemporary America. Examples: “Public funding for private sports facilities” and “Youth Sports and Adult Actions.”
Students will be expected to provide a plausible explanation of at least one characteristic feature of contemporary America. An example: Why other societies refer to Americans as “sportphiles.”

Students will analyze the nature and probable causes of racial and gender inequality in American contemporary society.

Comparing and contrasting at least one contemporary issue, problem, or controversy, in Sport in America will challenge the students’ grasp of sociological consciousness.

Standard: Eighty-five percent of students will perform at a satisfactory level and in accordance with the enclosed grading scale.

Make-up Quizzes:
Students are responsible for being at all scheduled quizzes. In exceptional circumstances, make-ups will be given, at the mutual convenience of the student and Instructor. Unless absolutely necessary, students are strongly discouraged from taking make-ups since, out of necessity, they may take a different format such as essay or oral in nature.

Following each quiz a raw score will reflect the results. It is the student's responsibility to maintain a record of their progress.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quiz #1</td>
<td>15%</td>
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<tr>
<td>Quiz #2</td>
<td>15%</td>
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<tr>
<td>Quiz #3</td>
<td>15%</td>
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<tr>
<td>Three Brief Essays at 5%</td>
<td>15%</td>
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<tr>
<td>Project Prospectus</td>
<td>5%</td>
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<tr>
<td>Student Project</td>
<td>25%</td>
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<tr>
<td>Attendance &amp; Class Participation</td>
<td>10%</td>
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Grading Scale:

<table>
<thead>
<tr>
<th>Percent Achieved</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>88-92</td>
<td>B+</td>
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<tr>
<td>83-87</td>
<td>B</td>
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<td>78-82</td>
<td>C+</td>
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<tr>
<td>73-77</td>
<td>C</td>
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<td>68-72</td>
<td>D+</td>
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<tr>
<td>63-67</td>
<td>D</td>
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<tr>
<td>less than 63</td>
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CRD – 4 semester hours

H

Borderline cases may be decided on the basis of demonstrated improvement, regular attendance, class participation, application, and interest in the subject matter.

“The Holt School Catalog identifies academic dishonesty to be the act of representing another’s work as one’s own, active complicity in such falsifications or violations of test conditions.” Please make it your responsibility to be aware of the implications of such infractions including the seriousness of plagiarism.
**Reading Assignments & Quiz Schedule** *

<table>
<thead>
<tr>
<th>Probable sequence of topics**</th>
<th>(Reference)</th>
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<tbody>
<tr>
<td>What is Sport and Why do we study it?</td>
<td>Chapter One</td>
</tr>
<tr>
<td>How do we study Sport</td>
<td>Chapter Two</td>
</tr>
<tr>
<td>Participants Versus Spectators</td>
<td>Chapter Three</td>
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<tr>
<td>Business of Sport</td>
<td>Chapter Four</td>
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<tr>
<td>Media and Sport</td>
<td>Chapter Five</td>
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**Quiz #1 15% of Course Grade**

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<table>
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<tbody>
<tr>
<td>Youth Sport</td>
<td>Chapter Six</td>
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<tr>
<td>Interscholastic and Intercollegiate Sport</td>
<td>Chapter Seven</td>
</tr>
<tr>
<td>International Sport</td>
<td>Chapter Eight</td>
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<tr>
<td>Olympic Movement</td>
<td>Chapter Nine</td>
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**Quiz #2 15% of Course Grade**

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<tbody>
<tr>
<td>Sporting Behavior</td>
<td>Chapter Ten</td>
</tr>
<tr>
<td>Race, Ethnicity, and Sport</td>
<td>Chapter Eleven</td>
</tr>
<tr>
<td>Women and Sport</td>
<td>Chapter Twelve</td>
</tr>
<tr>
<td>Social Class and Sport</td>
<td>Chapter Thirteen</td>
</tr>
<tr>
<td>Deviance and Sport</td>
<td>Chapter Seventeen</td>
</tr>
</tbody>
</table>

*All student projects must be completed and submitted not later than Monday, November 19, 2007*

Third and final quiz for Hamilton Holt Sport and Society, section (H1) is 6:45 p.m., Monday, December, 3rd

**topics are tentative and subject to pre-announced changes**
OPTION ONE (30%)

STUDENT PROJECT: Analysis Paper
             Sociological Analysis

Every course should have a means through which you can further develop your analytic and writing skills outside an examination context.

This is an opportunity for you to read a biography or autobiography of a sports figure. This assignment is to write a sociological analysis of the book chosen. Your presentation should be no less than eight pages double-spaced, typed or written legibly.

Here are a few of the sociological questions you may wish to consider.

1. What is the role of sport in this person’s life? How central is sport to this individual’s self concept? Is there only one sport that is important to this person or is he/she involved in many different activities?

2. How was sport used in the gender socialization of this person? What evidence is there of hegemonic masculinity or femininity at work in this person’s life? Does involvement in sport help or hinder this athlete’s interaction with the opposite sex?

3. Does this person cheat at sport? What kinds of tactics, tricks, or mind games does this person use to excel? Is there evidence of normative or deviant cheating?

4. Can you discern any indications of racial tension or discrimination in this person’s sporting life? Was race a factor in the type of sport this person chose?

5. (Required to answer) What sociological perspectives or principles can you employ to explain the course of this person’s life? Does the functional or conflict perspective help us understand what this person made the decisions he/she did which guided their sport and personal careers?

Please bring to me the book you would like to read prior to you beginning your examination of the points in question. Your book must be approved by me not later than October 19th.

This option must be completed no later than Monday, November 19th*.

* We will devote enough time to preparing your paper as to prevent it being late.
OPTION TWO (30%)

STUDENT PROJECT: Historical Research

Sport scholars have identified specific characteristics of modern sport. A careful comparison of today’s sport with the characteristics of sport in pastimes suggests why sport is such a major cultural force both then and now.

The project is to investigate, analyze, synthesize, and interpret historical experiences relative to a particular era in time in North America. You may select from the following examples.

1. Sports in the Colonial Era, 1618-1783
2. Origins of Modern Sports, 1820-1840
3. The Rise of Modern Sports, 1840-1860
4. Sports in War, 1860-1880
5. Sports Organized, 1880-1900
7. Sports in the Jazz Ag, 1920-1930
8. Sports in the Great Depression, 1930-1940
9. Native American Women in Sport
10. Traditional Adult Games of the Cherokee Indians

The context of your paper should include:

1. A description of who, what, when and where, how and why.
2. Make an attempt to explain how sport has become such an important component of our educational system.
3. Focus on modifications and adaptations that have taken place that deepens our understanding of Sport in the United States.

The minimum length of the paper is six (6) typewritten pages. Due date: Monday, November 19th.

* We will devote enough time to preparing your paper so as to prevent it being late.
OPTION THREE (30%)

STUDENT PROJECT: Term Paper
Writing Assignment

This choice of your term project can be in the form of writing a story, a poem, or you may develop your paper in another literary manner.

For example, you may choose to detail your greatest, (or lowest) time in sport. It may be the time your team won the coveted title and you sank the winning free-throw, etc., etc., or it may be the first time you really felt you hit a tennis ball well.

The story, or poem, or prose can be in the first or third person point of view. Think about the elements of the story before you begin writing. for example, an introduction, body, conclusion if appropriate. Try to blend your experiences with sociological insights. Whenever you can, cite examples from your textbook or other readings. Relate your experiences to other ideas relevant to the course objectives.

This should be fun. Let your personality and grasp of the material shine through.

Please double-space and a minimum of eight typewritten pages.

Due date is Monday, November 19th*. Please cite a minimum of two references in addition to your textbook.

* We will devote time to preparing your paper so as to prevent it being late.
OPTION FOUR (30%)

STUDENT PROJECT: Oral Presentation of Topical Issue

This option affords the student an opportunity to thoroughly research an issue to be taken from the Instructor’s book or reserve or another mutually agreed source.

The student should prepare an oral presentation that will be given to the class on selected dates during the month of November. This option must be completed no later than Monday, November 19th.

The presentation must be minimum of 15 minutes duration.

Evaluation will be based on the relationship between the “reading/research” and the ability of the student to respond to questions about the topic.

Please provide the Instructor with an outline of the presentation prior to going before the class.

*We will devote time to preparing your paper so as to prevent it being late.
OPTION FIVE (30%)

STUDENT PROJECT: Additional Reading With Summary Reports

This option is designed to encourage the student to acquire a more comprehensive appreciation of the nature of the study of sports.

Ellis Cashmore, Professor of Sociology at Staffordshire University, England has produced a scholarly, yet provocative analysis of this important dynamic in today’s culture.

The name of the book is Making Sense of Sports and will be available at the College bookstore.

Your assignment, should you choose this Option, is read the book throughout the term and present to the instructor a summary of each chapter in the book, one typed, double-paced page for each chapter.

This option must be complete no later than Monday, November 19th.
ACADEMIC HONOR CODE PLEDGE:

“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”

_________________________________________ Date _______________
Signature

Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities.

STUDENTS WITH DISABILITIES

If you are a person with a disability and anticipate needing any type of academic accommodation in order to participate in this class, please make appropriate arrangements with Lisa Marsh, CRC, Disability Services Coordinator, located in the Thomas P. Johnson Student Resource Center, (407) 646-2354, e-mail: lmarsh@rollins.edu.
"I DON'T KNOW WHAT TO DO FOR MY TERM PAPER"

- Country Clubs as Ethnic Enclaves.
- The International Olympic Committee and Amateurism.
- Religious Superstition in Sport.
- Sport as a Vehicle of Escape from Poverty — Reality or Illusion?
- Economic Benefits of Owning Major League Teams.
- The Occupational Culture of the Boxer (Pro Bowler, Matador, Jockey, etc.).
- A Social Profile of the Wrestling Fan (Rugby Fan, Tennis Fan, etc.).
- Ethnicity in Sport: Soccer Clubs in St. Louis.
- The Economics of the NFL (or NBA, NHL, etc.).
- The High School Coach: Teacher of Tyrant?
- The College Coach: Teacher or Tyrant?
- Adult Intrusions into Children's Sports: Little League (Pop Warner, etc.).
- The Relation Between High School (College) Athletic Participation and Academic Achievement.
- The Effects of the Audience on Athletic Performance.
- The Social Role of the Female Athletic Official.
- Geographic Origins of Players in the NBA.
- A Case Study of a Pool Room.
- Player Violence in Pro Sports.
- Sociometric Choice and Athletic Performance on the Rollins Men's Basketball Team.
- A Content Analysis of the Coverage of Female Athletes in Sports Illustrated.
- Participatory Motives of Senior Citizens in Recreational Bowling Leagues.
- Social Characteristics of Successful High School Football Teams.
- Effects of TV Viewing on Junior High Athletic Participation.
- Sociological Observations of the Batting Averages of Black and White Major League Baseball Players.
- The Subculture of Women Body Builders.
- Organized Sports for Youth Should be Discontinued.
- The Olympic Games Should be Discontinued.
- Gambling on Sporting Events Should be Legalized
- Athletic Scholarships for Alien Athletes Should be Restricted.
- All Athletic Scholarships Should be Based on Financial Need.
- Athletes Should not be Required to be Students.
- Physical Education Should be Required in all Elementary and Secondary Schools.
- Free Agency Rules Should be Repealed (They are Bad for Baseball).
- Instant Replay should be used to Assist the Referees in Professional Sport.
- College Football Needs a Play-off to Determine a National Champion.
- Colleges Should not be Allowed to Accept Alcohol or Tobacco Products' Advertising Money for the Promotion of Athletics.
- Drug Use in Sport Should be Prohibited.
- Collegiate Sports are Best Served by Having Two Governing Bodies in the NCAA for Men's Sports and the AIAW for Women's Sports.
- Player Violence in Sports Should be Prosecuted in the Criminal Courts.
- The United States Should Organize Its System For The Development Of Olympic Athletes Like the Eastern European Nations.
- Tax Monies Should Be Used To Support Intercollegiate Athletics at State Institutions.
- Certain Rules Changes (name them) Should Be Made To Reduce The Violence In Football.
- Professional Football Players Should Receive at Least 50% of the Gross Revenue Earned By the Respective Teams.
From: Gordie

To: Class

SUBJECT: Two additional resource sites.

SportQuest. URL is http://www.sportquest.com/


Good Luck,

Gordie
RESOURCES

WEB SITES
Log on to these web sites for information on a variety of sport and exercise topics.

The Physical Activity and Health Network
http://www.pitt.edu/pahnet

American College of Sports Medicine
http://www.al.com/sportsmed/index.html

The National Wellness Institute
http://wellness.uwsp.edu/wellness/nwi/index.shtml

ESPN Sport Zone
http://ESPNET.SportsZone.com/

Professional Sports Information
http://www.netgen.com/sis/sports.html

Title IX and Gender Equity
http://www.arcade.uohi.edu/proj/ge

DISCUSSION GROUPS (LISTSERVS)
Provides opportunities for ongoing interaction on a variety of sport and exercise topics. Contact the appropriate address below for information on how to join the group.

Sport Sociology SPORTSOC@VM.TEMPLE.EDU
Sport and Exercise Psychology SPORTPSY@VM.TEMPLE.EDU
Women in Sport WISHPERD@SJSUVMS1.SJSU.EDU
Exercise/Fitness and Diet FIT-L@ETSUADMIN
Sports Management SPORTMGT@UNNB.CA
Athletic Trainers THTRN-L@IUBVM
Legal Aspect of Sport SPORTLAW@CMSUVMB
Lesbian and Gay Sports LGB-SPORTS@HOOKUP.NET
Running RUNNER@VMTECSLP.BITNET

LISTS OF PROFESSIONAL ORGANIZATIONS
Selected examples of organizations devoted to topics in the sport and exercise world.

Aerobics and Fitness Association of America
15250 Ventura Blvd.
Suite 200
Sherman Oaks, CA 91403

American College of Sports Medicine
Box 1440
Indianapolis, IN 46206-1440
Tel: (317)637-9200

American Council on Exercise
5820 Oberlin Drive, Suite 102
San Diego, CA 92121-3787

Association for Fitness in Business
310 N Alabama Street
Suite A 100
Indianapolis, IN 46203
Tel: (317)636-6621

Black Women in Sport Foundation
P.O. Box 2610
Philadelphia, PA 19130

Cooper Institute for Aerobics Research
12330 Preston Road
Dallas, TX 75230
Tel: (214) 701-8001

National Association for Girl’s and Women’s Sports
C/O American Alliance for Health, Physical Education, Recreation and Dance
1900 Association Drive
Reston, VA 22091
Tel: (703) 476-3400

National Collegiate Athletic Association
Research Department
6201 College Blvd.
Overland Park, KS 66211-2422
Tel: (913) 339-1906

National Sports Law Institute
C/O Marquette University
735 North 17th Street
Milwaukee, WI 53233
Tel: (414) 288-5813

Society for American Baseball Research
P.O. Box 93183
Cleveland, Ohio 44101
Tel: (216) 575-0500

Spring Goods Manufacturers Association
200 Castlewood Drive
North Palm Beach, FL 33408

Women’s Sports Foundation
342 Madison Avenue – Suite 728
New York, NY 10173
SELECTED ACADEMIC PROFESSIONAL SOCIETIES
North American Society for the Sociology of Sport
International Society for the Sociology of Sport
North American Society for Sport History
Sport Literature Association
Society of Behavioral Medicine
North American Society for the Psychology of Sport & Physical Activity
The association for the Advancement of Applied Sport Psychology

SELECTED PROFESSIONAL JOURNALS
International Journal of Sport Sociology
Journal of the Philosophy of Sport
Journal of Sport Behavior
Journal of Sport History
Sociology of Sport Journal
Sports and Social Issues
Journal of Sport and Exercise Psychology
Quest
Research Quarterly for Sport and Exercise
Applied Sport Psychologist
Physician and Sports Medicine
Journal of Gender, Culture, and Health

ADDITIONAL WEB SITES
Sportsnews.slainson@Sportstrust.com
CreativeAthlete-slainson@Sportstrust.com

For Free Subscription:
Http://www.sportstrust.com.com/sportstrust

The Athlete Network Staff:
http://Athletenetwork.com/home
http://womensportswire.com
http://www.sportsci.org
SOURCES OF INFORMATION AND PUBLICATION OUTLETS

FOR SPORT & SOCIETY RESEARCH

Gordie Howell

Department of Physical Education & Athletics - ROLLINS COLLEGE

1. Journal devoted primarily to articles in the Sociology of Sport:
   - Sociology of Sport journal (quarterly)
   - International Review of the Sociology of Sport (quarterly)
   - Journal of Sport and Social Issues (quarterly)
   - Arena Review (Newsletter of the Institute for Sport and Social Analysis, two issues per day)

2. Sport-related journal which include articles on the Sociology of Sport:
   - Journal of Sport Behavior
   - Research Quarterly for Exercise and Sport
   - Journal of Physical Education, Recreation and Dance Quest
   - Journal of Sport Sciences
   - Canadian Journal of Applied Sport Sciences

3. Journal which sometimes include papers related to Sociology of Sport:
   - Journal of Leisure Sciences
   - Journal of Sport Psychology
   - Journal of Sport Literature
   - Journal of the Philosophy of Sport
   - Journal of Sport History
   - Journal of Popular Culture
   - Journal of Human Movement Studies
Sport and Society
PED 106 H1

ROLLINS COLLEGE

HAMILTON HOLT SCHOOL
EVENING DEGREE PROGRAMS

Syllabus

Fall Term 2007