



[Q refers to MoSTEP Quality Indicators]

**IV. Course Outline:**

- A. The relationship between games/sport/physical activity and society: Lecture, discussion, and example.
1. What is sociology?
  2. What is sociology of sport?
    - a. Subfield of sociology.
    - b. Major goals.
    - c. Other ways to study humans and games/sport/physical activity.
      1. Psychological
      2. Biological
    - d. sociological approach stresses factors external to the individual rather than factors internal.
    - e. Sociologist interested in patterns that emerge when people come together in groups and interact over time.
  3. Problems associated with the sociological approach.
    - a. De-mystifies that which it studies.
    - b. Leads to changes in that which it studies.
    - c. It liberates from the constraints of society.
    - d. Human behavior is not entirely predictable.
  4. Why study games/sport/physical activity? Because it is:
    - a. Important
    - b. Pervasive in our society.
    - c. Is a microcosm of our society.
  5. What is/are games and sport?
    - a. Characteristics of games and sport activities.
    - b. Conditions under which they are played.
    - c. Subjective orientations of those participating.
  6. Definition of games and sport.

Examination I: approximately 30 points.

- B. Social and cultural sources for the rise of games/sport/physical activity: Lecture, discussion, and video
1. The transformation of American games and sport.
    - a. Colonial period
    - b. Early Republic
    - c. Latter Nineteenth Century.
  2. The technological revolution and games/sport/physical activity.
    - a. Transportation
    - b. communication
    - c. Facilities
    - d. Equipment
  3. Industrialization, urbanization, and games/sport/physical activity.
  4. Cultural forces for the rise of games/sport/physical activity.
    - a. Aristocrats, lower class, and immigrants.
    - b. Muscular Christianity and intellectuals
    - c. Colleges
    - d. Social philosophy
      1. gospel of wealth
      2. Survival of the fittest

Examination II: approximately 30 points

- C. Games/sport/physical activity and American values: Lecture, discussion, small group discussion, video, example, and writing assignment

1. Games/sport/physical activity all involve the cultural universal of play
2. Play Theories: why we play
  - a. Surplus energy theory.
  - b. Recreation theory
  - c. Recapitulation theory
  - d. Instinct theory
  - e. Social-contact theory
  - f. Psychoanalytic theory
  - g. Callois' theory
3. Implications of play theories for physical education
4. Implications of play and movement for human social existence.
  - a. Humans learn to play and play to learn
  - b. Much play occurs in group or settings with social implications, and thus becomes important for human socialization
5. The place of physical education activities as social processes.
  - a. Sports and games an effective means of socialization
    1. Physical education vitally interested in groups: team, peer, and the class.
    2. In these groups participants are exposed to social processes and become assimilated and socialized.
    3. Groups expect conformity to rules, boundaries and a code of conduct.
      - a. Participants learn cooperation, competition, accommodation, respect for authority, discipline.
      - b. Those who conform are rewarded, those who do not are sanctioned.
      - c. Sports and games reflect the culture, but also structure and shape it.
      - d. Sports and games provide face to face interaction important to socialization.
      - e. Sports and games make important contributions in the development of a system of values.
6. Values: A culturally prescribed criteria for making judgments.
7. The American value system and games/sport/physical activity.
  - a. Success
  - b. Competition
    1. Pervades all aspects of our society
    2. See it as:
      - a. A process
      - b. A reward structure
      - c. One of several personality
        1. Competitive
        2. Cooperative
        3. Individualistic
    3. Reinforces gospel of meritocracy
    4. Consequences of competition: does it lead to success in life? Must first look at how it interacts/affects other factors commonly felt to be related to success in life:
      - a. Motivation: does competition enhance motivation? It depends on:
        1. Social cultural background
        2. Personality traits
        3. Perceived chance of success
        4. Complexity of activity
      - b. Achievement of excellence
      - c. Building of character

1. Organized sport may not be structured to build character
  2. Reasons for the belief that it does
  3. Consequences of believing that organized sport builds character
  4. Reasons why games and physical education setting may be structured to influence character in a positive manner
- c. The valued means to achieve
    1. Hard work
    2. Continual striving
    3. Delayed gratification
  - d. Progress
  - e. Materialism
  - f. Conformity

Examination III: approximately 40 points.

- D. The importance of competitiveness in other cultures: Lecture and discussion, writing assignment and example
  1. Japan
  2. Eastern Europe
  3. The cooperative reward structure emphasized in socialist countries such as China

Examination IV: approximately 25 points.

- E. The relationship between religion and organized sport: Lecture, discussion, video, example, and writing assignment
  1. Similarities and differences between organized sport and religion
    - a. Similarities
    - b. Differences
      1. The province of religion
        - a. At the individual level
        - b. At the societal level
      2. What the differences are:
  2. The elective affinities.
    - a. Between capitalism and religion
    - b. Between religion and organized sport
    - c. Between coaches/athletes and their belief system
    - d. Protestantism did not create the sports creed, but it does reinforce it.
  3. How religion uses organized sport
    - a. When it started and how it developed
      1. Muscular Christians, 1850's
      2. YMCA and YWCA, 1880's
      3. Fellowship Christian Athletes
      4. Athletes in Action
    - b. Religious leaders use organized sport
    - c. Church colleges use it
    - d. Local churches sponsor it
  4. How/why organized sport uses religion?
    - a. To assist in coping with uncertainty
      1. Uncertainty may cause athletes/coaches to turn to religion—usually in form of prayer, team prayer, or sign of cross
      2. May however turn to magic
        - a. Differences between religion and magic
        - b. Reasons magical practice turned to

- c. Reasons magical practices involve: rituals, taboos, fetishes, and witchcraft
  - b. To give special meaning to participation
  - c. To create cohesion and control
- 5. Consequences of combining organized sport and religion
  - a. Would expect changes in organized sport for the better
  - b. It does not happen. Why? We gave 4 reasons

Examination V: approximately 40 points

- F. The relationship between organized sport and politics: Lecture, discussion, video, example, and writing assignment
1. Politics use of organized sport as a propaganda vehicle
    - a. For prestige
    - b. To demonstrate superiority
    - c. To legitimize ideologies
  2. The use of organized sport as a tool by politicians and governments
    - a. To legitimize politicians
    - b. To exploit athletes as goodwill ambassadors
  3. The use of organized sport to promote nationalism, identity, and unity.
    - a. Political contests become symbolic wars
    - b. Militaristic pageants
    - c. Dissent is interpreted politically when engaged in by athletes
    - d. Contests create temporary sense of unity
  4. The use of organized sport as a socializing agent to transmit ideology and values of society.
    - a. Capitalism versus socialism
    - b. Hitler's use of the 1936 Olympics
  5. The use of organized sport as an opiate for the masses
    - a. An escape from tensions
    - b. Deflects away from solutions
    - c. Promoting organized sport as a mobility escalator
  6. The use of organized sport as a vehicle for change
    - a. Racial problems
    - b. Social injustices
  7. Used to promote fitness of citizens
  8. Political attitudes of coaches and athletes
    - a. Attitudes of coaches
      1. They are conservative
      2. Why they are conservative
    - b. Attitudes of athletes
      1. Conservative
      2. Why they are conservative
  9. Political consequences of international organized sport
    - a. The traditional goals
    - b. The reality of what is usually achieved

Examination VI: approximately 40 points.

- G. Games and sport, social stratification and social mobility: Lecture, discussion, video, example, and investigative paper
1. Introduction
    - a. Organized sport felt to be egalitarian, and meritocratic.
    - b. In reality, organized sport is highly stratified, reinforcing the status quo, the social inequality.
  2. Social class and games/sport/physical activity.

- a. Preference for participation by socioeconomic status
  1. Upper class – individual games/sport/physical activity
  2. Lower class – team games/sport/physical activity
  3. Explanations for the participation of the affluent in individual games/sport/physical activity
- b. Spectator preferences for games/sport/physical activity by social class
  1. Some games/sport/physical activity transcend class
  2. Interests of the upper class
  3. Interests of the middle class
  4. Interests of the lower class
- c. Reasons why the lower classes prefer the prole games and sport
- d. Stratification by social class
  1. Participation – by walls and fences
  2. Spectators – by ticket prices
  3. So, games/sport/physical activity becomes a means of perpetuating inequality
3. Stratification by age
4. Social mobility and organized sport
  - a. Organized sport is a mobility escalator
  - b. Research findings
  - c. Reasons why athletes often seem to do better than nonathletes
5. Social mobility within organized sport
  - a. Opportunities are limited
  - b. Opportunities are short term
  - c. Opportunities do not always bring fame
  - d. Limited opportunities for women
  - e. Limited opportunities for blacks
6. Consequences of accepting the belief that organized sports are a mobility escalator.

Examination VII: approximately 40 points

- H. Racism in organized sport: Lecture, discussion, small group discussion, example, video, and writing assignment
1. Race logic
  2. History of black involvement in organized sport
    - a. Have traveled through four eras
      1. Pre-Civil War
      2. Civil War to World War I
      3. World War I to World War II
      4. World War II to present
    - b. Blacks in intercollegiate sport from late 1960's to the present
    - c. Native American's participation in organized sport during the 1900's
  3. Why it has changed for black athletes
    - a. Because of the way sport is organized
    - b. Winning and money
    - c. Perceived opportunities
    - d. Desegregation versus integration: How the differences are seen in sport
  4. Discrimination still seen in the world of organized sport
    - a. Stacking: Characterized by centrality of positions
    - b. What causes it
      1. Related to social interaction, interpersonal relations
      2. Related to outcome control
      3. Bio/physic explanation
      4. Psychomotor/psychological explanation
      5. Sociological explanations
  5. Domination of sport by race

- a. Race-linked physical differences
- b. Race-linked cultural differences
- c. Social structure of sport
  - 1. Occupational discrimination
  - 2. Sports opportunity structure

Examination VIII: approximately 40 points

- I. Women in games/sport/physical activity: Lecture, discussion, small group discussion, video, example, and writing assignment
  - 1. Participation patterns among females
    - a. Recent increases in participation
    - b. Reasons for increased participation
      - 1. New opportunities
      - 2. Government legislation
      - 3. Women's movement
      - 4. Fitness movement
      - 5. Increased coverage/publicity
    - c. Consequences of increased participation
      - 1. Structured changes in gender relations
      - 2. Social-psychological consequences
  - 2. Participation rates may not continue to increase
    - a. Budget cuts in organized sport
    - b. Decline in women coaches/administrators in organized sport
    - c. Emphasis on cosmetic fitness and thinness
    - d. Trivialization of women's games/sports/physical activities
  - 3. Discrimination against women
    - a. Against athletes
    - b. Against coaches/administrators
    - c. Maintaining inequality through myths
      - 1. Physiological myths
      - 2. Performance myths
      - 3. Social-psychological myths

Examination IX: approximately 40 points.

**V. Description of Writing Assignments:**

- A. Position papers: Students are required to take a stance on controversial topics concerning physical education/sport in our society such as: political uses of physical education/sport, affirmative action, and/or gender equity. Papers are to be a minimum of four pages in length and just use four sources in addition to the text.
- B. Article summaries: Students are required to locate articles on a topics identified by the instructor. They are required to do a two page article on a topics identified by the instructor. They are required to do a two page article summary and reaction.
- C. Investigative paper: Students will choose one game/sport/physical activity that they have never attended before. In addition to a brief explanation of rules and strategy, they will identify what social class participants are from using such criteria as dress, language, vehicles driven, appearance, cost of admission, seating arrangements, etc. This relates to unit G in the Course Outline

**VI. Textbook:**

Coakley, Jay J., Sport in Society. 7<sup>th</sup> edition. St. Louis: times Mirror/Mosby college Publishing, 2001.

**Other References:**

- Brooks, D. D., and R. C. Althouse, Eds. (1999). Racism in College Athletics: The African-?American Athletes' Experience 2<sup>nd</sup> Edition. Morgantown, WV: fitness Information Technology
- Burstyn, V. (1999). The Rites of Men: Manhood, Politics, and the Culture of Sport Toronto: University of Toronto Press
- Crosset, T. (1995). Outsiders in the Clubhouse: The World of Women's Professional Golf. Albany: State University of New York Press
- Entine, J. (2000). Taboo: Why Black Athletes Dominate Sports and Why We Are Afraid to Talk About It. New York: Public Affairs
- Etzen, Stanley, D. and Sage, George H. (1998). The Sociology of North American Sport. Dubuque, Iowa: William C. Brown Publishing.
- Eitzen, D.S. (1999). Fair and Foul: Beyond the Myths and Paradoxes of Sport Lanham, MD: Rowman & Littlefield
- Houlihan, B. (1997) Sport, Policy, and Politics: A comparative Analysis. London: Routledge
- Struna, N. (2000). Social History and Sport. In handbook of Sports Studies, edited by J. Coakley and E. Dunning. London: Sage
- Wetzel, D., and D. Yaeger, (2000). New York: Public Affairs
- Wetzel, D., and D. Yaeger, (2000). Sole Influence: Basketball, Corporate Greed, and the Corruption of America's Youth. New York: Warner Books

**VII. Basis for Student Evaluation:**

Students will be evaluated on the basis of their performance on the following assignments:

		<u>Approximate Points</u>
A.	Written Mini Examinations	
	Mini-Examination I	30
	Mini-Examination II	30
	Mini-Examination III	50
	Mini-Examination IV	25
	Mini-Examination V	40
	Mini-Examination VI	40
	Mini-Examination VII	40
	Mini-Examination VIII	40
	Mini-Examination IX	<u>40</u>
	Total	335
B.	Projects	
	Position Paper 1	25
	Position Paper 2	25
	Position Paper 3	25
	Article Summary 1	10

Article Summary 2  
Investigative Paper

10  
40  
135  
470

Total  
Grand Total

C. Grading Scale  
90%+ = A  
80%+ = B  
70%+ = C  
60%+ = D  
<60%+ = F