

## SOCIOLOGY OF SPORT SUMMER 2015

INSTRUCTOR	EMAIL	COURSE #
ZACH RUBIN	RUBINZ@MISSOURI.EDU	SOC. 3430
OFFICE	OFFICE HOURS	
ONLINE	BY EMAIL	

### Course Description:

The course covers the role of sport in modern society. Topics include violence in sport; politics and economics of sport; male, female, and racial inequalities; and international comparisons of sport structures.

### Textbook:

Karen, David and Robert E. Washington, *Sociological Perspectives on Sport* (1<sup>st</sup> Edition), 2015, New York: Routledge. ISBN 978-0-415-71841-7

### Methods of Evaluation

#### *Participation:*

Every week you will be required to make 2 posts a day, on 5 out of the 7 days, in the forums on topics relating to that week's material. Since this class starts on a Monday, your 7 day stretch will be from Monday-Sunday. The prompt will be noted in each forum. Not posting is considered an absence from class, even if you are completing other assignments. *Any student not posting for a full week may be dropped for non-attendance.*

Each week I will open 2-3 forums at the outset, and then an additional 2-3 as the week progresses. You are not required to post in every single forum in the week, but you must post in at least 2 different forums per day.

#### *Quizzes:*

Each week there will be a quiz over the lesson at hand. The quizzes will cover material from the textbook, lessons I post to Blackboard, and major themes present in the discussion forums. Therefore, the only way to do well on them is to do the readings and keep up with what everyone posts in the discussion forums. You have unlimited time, up until 11:59 PM of the due date, to finish and submit each quiz.

Your assessments will not be comprehensive in the sense that I won't explicitly test you on past weeks' material, but they will be comprehensive in the sense that certain concepts and terms will be carried forward throughout the course.

*Essay Assignment:*

At the end of the semester, you will produce a 2000-2500-word research paper. It is worth quite a bit of points, but will be turned in by stages. The point of writing in stages is so that you receive feedback along the path to creating a comprehensive research paper you can use as an example of high-caliber academic writing in future portfolios or writing examples when applying for a job or to graduate schools. You will be expected to come up with an original idea and review the ideas of some of your classmates as part of this process.

**Distribution of Points and Grading Scale**

Points	Min %	Grade	Points	Min %	Grade
418.5	93	A	328.5	73	C
405	90	A-	315	70	C-
391.5	87	B+	301.5	67	D+
373.5	83	B	283.5	63	D
360	80	B-	270	60	D-
346.5	77	C+			F

Category	Points
Quizzes	160
Paper	130
Participation	160
<i>Total</i>	<i>450</i>

**Learning in an Online Environment:**

*Taking Online Classes:*

For some, this will be the first online class in a series of many. For others, it is part of a degree obtained entirely online or in tandem with on-ground classes. Remember to be respectful of others in your dialogue as there is a wide variation of technical skill in navigating online courses. We are all in this course to learn, so do your best to be part of a supportive learning environment for everyone involved.

*Methods of Instruction:*

Instruction in the class will involve readings from the textbook, supplemental readings and activities in that week's course materials, and forum discussions each week relating to the topic covered. Forum participation is the equivalent of being present in an on-ground class, and I count it as attendance. Therefore, the only way to do well in this class is to do the readings assigned and "show up" by being an active reader and participant in the forums.

*Severe Weather*

This class does not "close" when any of the on-ground campuses are closed, so you should look for emails from me instead of the school for how weather will impact the class. Also, everyone in the class is spread over much of the state (and often I get people

in other states) where power outages or other hazards can happen without my knowledge. If you lose access to the course due to a severe weather hazard, let me know and we'll work out a way for you to make up any work you might have missed.

### Late Policy

Project planning, time management, and contingency planning are essential to success in this and all college courses. Thus, it is expected that all assignments will be submitted by their respective due dates.

To encourage your personal commitment to learning and to maintain focus on your achievement of learning outcomes, I will accept late work on the essay portions and quizzes, with consequences.

The following will be in effect for assignments submitted late:

- One day late results in 20% off the points possible.
- Two days late results in 40% off the points possible.
- Three days late results in 60% off the points possible.
- Four days late results in 80% off the points possible.
- Five or more days late results in zero points earned.
- Assignments are not accepted after the last day of the course.

For example, if an assignment is 2 days late and you scored 8 out of 10, you would be assigned a score of 4 instead – 40% off the maximum possible points

There is no make-up work or extra credit in my course.

*That being said, stuff happens. If there are one or more personal emergencies that happen so that you find yourself in a crunch, email me **before** something is due and we might be able to work out a plan, depending on the circumstances.*

### Other Notes

- I reserve the right to change or update this syllabus as I see fit, with forewarning to you all.
- Let me know if you will be unable to turn in an assignment on time due to technical difficulties or illness and we will arrange a way to make up for content and points. I will be far less indulgent about this if you email me the night before something is due than if you email me several days before, so get started on projects in advance and avoid the last-minute freak-out.
- Likewise, if I have to be absent from my email or the course for more than 48 hours, I will let you all know as far in advance as possible.
- There will be no extra credit in this course.
- Be *connected*. To some, the idea of being tied to a computer is a terrible fate, but the only way to ensure you succeed in this and other online classes is to make sure you frequently check your email and the forum posts. I try to find a balance, too, by taking a walk in the woods, but the nature of online classes requires you to vigilantly sit in front of a screen sometimes.

### Discussion Guidelines

Participation in the discussion component of this course is vital to your success in this class. There is great value in reading comments from the other students, as well as sharing your own thoughts. The way in which you respond to discussion forums is very important. Following are the guidelines for replying and the grading scale that will be applied to your responses.

Your comments and responses should be:

- Well thought-out (carefully planned)
- Clear as to whom your response is directed (a particular student or the entire class)
- Concise but complete (approximately two paragraphs for Initial Comments and approximately one paragraph for replies, at a minimum)
- Insightful (perceptive)
- Considerate (don't say anything you wouldn't say to someone in person)
- Professional (composed with good grammar, spelling, and punctuation in mind)
- Respectful (contains no profanity or disrespectful references)
- Timely (submitted on time)
- Pertinent (addresses the subject at hand)

Please note: Comments pertaining to topics other than the one addressed in a particular forum can be placed in the "Water Cooler" forum or the General Course Q & A forum, which will help to keep the discussions on track.

*Tasteful humor in your comments and responses when appropriate is always appreciated and enjoyed along with your more considered responses.*

If they meet the above listed criteria, each post you make will be worth one point, which over 5 days of posting twice each day should come to a total of 20 points per week. Late posts (those made after the start of a new week) are welcomed if they continue an interesting discussion, but are not eligible for credit.

Please note: Either partial or possibly no credit at all will be given for comments and replies that do not meet the above listed criteria. Comments such as, "I agree," "So true," etc., are allowed (infrequently) but do not count towards the points possible.

### Layout:

Each week you will read 2-4 readings, participate in 3-5 forums, and take a reading quiz. Some weeks you will have parts of your final paper due. If you plan to space out your reading throughout the week rather than all at once, it would be a good idea to read them in the order listed, since the forum topics that rely on readings will often appear in that same order.

Quizzes and paper parts are due on Sunday at midnight, except the final week when the course ends on Friday.

### Schedule

<u>Lesson #</u>	<u>Subject</u>	<u>Readings</u>
<u>1</u>	<b>1. Assignments</b> <b><u>Introduction</u></b> 1. Participation 2. Quiz 1	Section 1 "Sports and Sociology: Meanings and Dimensions"  Ch. 1 Distinction: a social critique of the judgment of taste / Bourdieu, Pierre  Ch. 17 Supporters, followers, fans, and flâneurs: a taxonomy of spectator identities in football / Richard Giulianotti
<u>2</u>	<b><u>Sport and Social Class</u></b> 1. Participation 2. Quiz 2	Section 2 "Biases and Barriers in Sport: Class, Race, Gender, and Disability"  Ch. 2 "The Boys Who Beat the Street," Body and Soul: Notebooks of An Apprentice Boxer, / Loïc Wacquant  Ch. 20 Public dollars, private stadiums, and democracy / Kevin J. Delaney and Rick Eckstein  Ch. 27 Discourses of Deception: Cheating in Professional Running / Peter Mewett
<u>3</u>	<b><u>Sports and Gender/Sexuality</u></b> 1. Participation 2. Quiz 3 3. Paper stage 1 due (proposal)	Ch. 28 Playing center: the triad of violence in men's sports / Michael A. Messner  Ch. 30 Unnecessary Roughness? School Sports, Peer Networks, and Male Adolescent Violence / Derek A. Kreager  Ch. 32 Women athletes as falsely accused deviants: managing the lesbian stigma / Elaine M. Blinde and Diane E. Taub
<u>4</u>	<b><u>Sports and Race</u></b> 1. Participation	Ch. 5 Sport and the Italian American Quest for Whiteness / Gerald R. Gems

<ul style="list-style-type: none"> <li>2. Quiz 4</li> <li>3. Paper stage 2 due (annotated bibliography)</li> </ul>	<p>Ch. 12 Joe Louis uncovers dynamite / Richard Wright</p> <p>Ch. 3 The sports taboo: why blacks are like boys and whites are like girls /Malcolm Gladwell</p> <p>Ch. 13 Something about baseball: gentrification, race sponsorship, and competing class cultures in neighborhood boys' baseball / Sherri Grasmuck</p>
<p><u>5</u></p> <p><b><u>Intersectionality</u></b></p> <ul style="list-style-type: none"> <li>1. Participation</li> <li>2. Quiz 5</li> </ul>	<p>Ch. 11 Transformed Identity: From Disabled Person to Paralympian / Jill M. Le Clair</p> <p>Ch. 21 Sport, masculinity, and Black cultural resistance / Ben Carrington</p> <p>Ch. 7 Manliness and Civilization / Gail Bederman</p> <p>Ch. 25 Where are the Jocks for Justice? / Kelly Candaele and Peter Dreier</p>
<p><u>6</u></p> <p><b><u>Whose Sports?</u></b></p> <ul style="list-style-type: none"> <li>1. Participation</li> <li>2. Quiz 6</li> <li>3. Paper stage 3 due (Rough draft, I will return these with feedback during week 7)</li> </ul>	<p>Section 5 “Breaking the Normative Rules: The Problems of Deviance in Sports”</p> <p>Ch. 29 The Sprewell/Carlesimo episode: unacceptable violence or unacceptable victim? / Theresa Walton</p> <p>Ch. 35 The Global and Local in our Contemporary Sports Cultures / Andrei S. Markovits</p> <p>Ch. 26 Creating the Frankenstein Athlete: The Drug Culture in Sports / Fran Zimniuch</p>
<p><u>7</u></p> <p><b><u>Problems in North American Sport</u></b></p> <ul style="list-style-type: none"> <li>1. Participation</li> <li>2. Quiz 7</li> <li>3. Paper stage 4 due (Peer Reviews)</li> </ul>	<p>Section 4 “The Political Economy and the Politics of Sports: Dynamics and Diffusion”</p> <p>Ch. 16 Money, Myth, and the Big Match: The Political Economy of Sports Media / David Rowe</p> <p>Ch. 15 Football, Television, and the Supreme Court: How a Decision 20 Years Ago Brought Commercialization to the world of college Sports / Welch Suggs</p> <p>Ch. 37 What Happens When the Official Looks the Other Way: Citizenship, Transnational Sports Migrants and the Circumvention of the State / Thomas F. Carter</p>
<p><u>8</u></p> <p><b><u>Viewership and Supporting Actors</u></b></p> <ul style="list-style-type: none"> <li>1. Participation</li> </ul>	<p>Ch. 14 Rooting the home team: why the Packers won't leave and why the Browns did / David Morris and Daniel Kraker</p>

2. Quiz 8

3. Paper stage 5  
due (Final)

Ch. 18 The football-fan community as a determinant stakeholder in value co-creation / Patrizia Zagnoli and Elena Radicchi

Ch. 34 The denationalization of sport: de-ethnicization of the nation and identity de-territorialization / Raffaele Poli