

SO 412: Sociology of Sport
Spring, 2002

Jim Christiana, SM
H--105/ 735-4880
Jchristi@chaminade.edu

I. COURSE DESCRIPTION:

This course is an introduction to many of the basic themes, issues, and controversies in the sociology (and philosophy) of sport. While this is primarily a lecture course, time will be set aside for group discussions and questions.

Some topics will include: {please see separate handout for an overview of the discipline}

- *cross cultural and historical overview of types of sports
- *the costs and advantages of competitive sports: how can competition be beneficial/detrimental to character development?
- *structures of racism and sexism in sports
- *use of performance enhancement drugs; drug testing; privacy and (student) athletes
- *the ideal role of the student-athlete and the reality of the situation; ethical issues in college recruitment and retention
- *sport heroes as role models
- *violence in sports (both on and off the court; in and out of the pool, etc.)
- *the impact of commercialism on sports

II. TEXTS: D. Stanley Eitzen, *Sports in Contemporary Society*
Additional readings will also be placed on library reserve.

III. COURSE REQUIREMENTS, GRADES, ATTENDANCE:

Students are expected to attend class on a regular basis, keep up with the readings, and to be prepared to participate in class discussions. Regular attendance will be taken and will weigh heavily in your overall grade. Students who accumulate more than three unexcused absences will have their course grade lowered according to the discretion of the instructor. (There is absolutely no way to make up for this lowering of the course grade). There will be five--six essay exams; each will have equal weight; none will be cumulative, not even the final.

NOTE: It is expected that students be present on the days that exams are administered and that all assignments be submitted on time. Students are never automatically entitled to makeup exams or to any other extensions. It is always up to the discretion of the instructor to determine if and when makeups are to be given or if any other form of extension is merited and with what grade penalty. It is also expected that students engage in mutual respect of the classroom situation (from coming to class on time, to turning off their electronic links to the world).

I encourage students to make appointments and meet with me throughout the semester; I do not enjoy teaching a classroom of strangers.

WEEK

(Tentative) OUTLINE

- I Overview of course and syllabus
Reflections on Play and Sport
READ: (on library reserve) *Dundes, Into the Endzone for a Touchdown: A Psychoanalytical...Football*
- II--IV Continuation of Above;
The Development of Sports:
Ritual and Beyond
READ: Eitzen Ch. 2 (Burstyn); Ch. 3 (Coakley)
- V--VII US Culture and Sports: Ideology; Character; and Deviance
READ: Eitzen Ch. 1 (Eitzen); Ch. 10 (Churchill); Chs 16--19 (Eitzen; Begley; Petras; Neimark)
- VIII Sport and Gender
READ: any 2 of the following chapters in Eitzen: 11 (Eitzen); 29--31 (Weistart; Acosta; Conniff)
Read: in Eitzen, Ch. 32 (Messner)
- IX--X Sport, Academics, Student Athletes
READ: any 1 from Eitzen, Chs. 5 (Bissinger); 6 (Curry); and any 1 of Chs. 20--21 (Eitzen) Zimbalist)
READ: in Eitzen, Ch. 22 (Adler)
- XI--XII Sport and Religion/
Sport and Stratification
READ: articles TBA
- XIII--XIV Race and Athletics
READ: Eitzen Chs. 26--28 (Simpson; Sage; Edwards)
- XV--XVI Sports; Media; and Commodities OR
Sport Performance: Flow; Zone; Perfection
READ: articles TBA