SOCIOLOGY 647
SOCIOLOGY OF SPORT
Summer, 2011

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OFFICE HOURS:
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CLASS MEETS: TWR 9:20-11:30, 6112 Social Science Building, May 23-June 22

REQUIRED TEXTS: (available at University Bookstore and probably cheaper on Amazon)


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

REQUIREMENTS AND GRADING:

100% attendance is required during the times class is meeting. There are only 18 meetings of the class, so missing one class is almost like missing a week in a normal semester of 14 weeks.

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

★ Class participation, including evaluations of panel presentations — 10% of grade.
★ Take-home quizzes on readings — 15% of grade. Weeks two through five.
★ Book or movie review of 3 pages, due Monday of week 3 — 15% of grade.
★ Panel presentation in week 3 or 4 and 4 page position paper due Monday of week 5 — 25% of grade
★ Research paper - 6 - 8 pages - investigating a sociological question related to sport. Due Friday of the last week 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 one not on the list. You will do a 3 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 Tuesday, May 31.

PANEL POSITION PAPER:

Each person will be required to prepare one short (3-4 page) paper, dealing with one of five panel topics. You will also be required to participate in the panel discussion for that topic. We will have these panel discussions on six topics, and you will be asked in the first week 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 next week which panel topics we will use and which one you are assigned to. Panels will take place in weeks 3 and 4. Regardless of when you do your presentation, the paper is due on Thursday, June 16.

QUIZZES:

Take-home quizzes covering the readings assigned for the week will be given out each Thursday in weeks one through four. They are to be handed in on the first day of the next week. Some questions may ask you to compare something covered in one week’s readings with something dealt with earlier. They will be mainly short answer and short essay, with some True-False or multiple-guess. There will be no trick questions, and all answers will be found in the readings. The purpose for this homework is -- in the absence of exams -- to assure that class members have done the reading, allowing us to have intelligent discussions of their content.

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. You will consult with me 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. You will turn in a thesis statement and a brief description of your proposed data collection methodology in week 3. Field notes will be turned in once a week in weeks 3 and 4. 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 will turn in a thesis statement and a list of book and journal references in week three, and an outline and an expanded reference list in week four. You may also use internet sources, interviews with relevant individuals, observations, and other information.

You can prepare a 30-40 minute lecture to be given in week 6. This lecture should involve some use of media as visual aids. As with option two, you will turn in a thesis statement and a list of references in week three, and an outline and an expanded reference list in week four. The final product is your lecture, but also a "script" (or a detailed outline), with copies of your visual materials and your reference list.

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 week six for brief presentations of the findings of your observational or library research papers. Papers are due on Monday, June 27, but will be accepted earlier.

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:**  
May 23, Monday  
Introduction. No readings, of course.

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)

(If time) What is the sociology of sport?

Readings are due on the date on which they are indicated. For example, you should read E&S, Chapters 1 and 2 before May 24-- that is, on May 23, today).

May 24, Tuesday

The history of sport

E&S, Chapter 2

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

May 25, Wednesday
Sport and societal values.

E&S: Chapter 3
E: pp. 1-10, 21-38

VIDEOS: George Carlin, “Baseball vs. football”
American game, Japanese rules (1988)

VIDEOS: Youth sports
Kids in sports (HBO, 1987) Segment 1
Over-scheduled kids
Violent parents

May 26, Thursday
High school sports

E&S: Chapter 5
E: 52-55; 156-161

Gender in sport, I: Sport
socialization of boys and girls
(Wolffe, Bresnahan)
E: 129-138:285-310
(Eitzen & Zinn, Eitzen

VIDEOS: Recruiting in grade school gyms (1993)
High school girl plays football

***Book or movie review is due Tuesday, May 31***

Week 2:

May 31, Tuesday
Gender in sports, II:
College sports and beyond

E&S Chapter 14
E:175-179; 220-222

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* Terry Gawlik, Associate Athletic Director, on Title IX (Heywood, Weistart, Acosta, & Carpenter)
VIDEOS: Debbie Brill (1990), Diamond dreams (1994), Gender equity in sports (1993), Equal access for all (1990) (See Web syllabus)

June 1, Wednesday
Winning and losing: The humanistic critique of sport E&S Chapter 15 E, pp. 165-174; 367-372 (Eitzen)

June 2, Thursday
Sports and politics: focus on the Olympics E&S: Chapter 9 E: 353-381
* Jeff Sauer, former Head Coach, Men's Hockey (Coakley, Eitzen)

Week 3:
June 6, Monday
PANEL #1
The student-athlete and big-time college sports E&S: Chapter 6 E: 199-219 (Eitzen, Sperber)
Identity and other issues:
Athletic role identity, injury, and retirement from sport

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June 7, Tuesday  

**PANEL #2**

The economics of sport: college and beyond  
E&S: Chapter 10
E: 227-248;

**VIDEO:** E. Boone Pickens and Oklahoma State  
(Newberry, Lowry, Noll & Zimbalist)

June 8, Thursday  

**PANEL #3**

Character, attitudes, personality, & sport  
E&S, Chapter 7

**VIDEO:** Character and sport (ABC, 1988)  
Where have you gone, Joe Dimaggio?

Sports and positive and negative deviance  
E: 387-413  
(Lapchick, Yesalis &

**VIDEOS:** Out of Bounds (1995)  
Bahnke, CBS Sports
All pumped up (steroids in High School)

June 9, Thursday  

**PANEL #4**

role of the media in sport  
E&S: Chapter 11
E: 77-111

* Justin Doherty, Director, UW Sports Information  
(Messner, et al.,
On the effect of media on sports  
Hilliard, Messner)

**Week 4:**

June 13, Monday  

**PANEL #5**

Sports and aggression; male bonding  
E: 56-73, 180-185  
(Curry, Neimark)

**VIDEOS:** Sports and violence (CBS, 1994)

June 14, Tuesday  

**PANEL #6**

Long term impact of head injuries  
Chapter 15, pp. 346-366; 372-373

* Prof. Greg Landry, M.D.  
on concussions in contact sports

**VIDEOS:** Head Injuries (Real Sports, 2010)
June 15, Wednesday

Sports and social stratification.  
E&S: Chapter 12

Social mobility. Is sport a way up and out?  
E: 249-255; 259-265

VIDEOS:  
George Carlin "Golf" (1993)  
(Eitzen, Simpson)

History of NASCAR  
Jeff Gordon (1998) (changing racing’s image)

gender and race differences in power, position, and earnings  
Article on reserve: Chapter 31, E&S, 3rd edition

June 16, Thursday

Racial discrimination and stereotyping in sports; “stacking”  
E&S Chapter 13  
E: 115-128; 266-282  
(Lederman, Davis, Sage, Klis)

Sports, religion, and magic  
E&S: Chapter 8  
E: 11-20 (Burstyn)

VIDEO:  
Glory of their times (1990) (excerpt on Charles Victory Faust)

Mt. Zion Academy (HBO, 1998)

***** Panel papers are due today, *****

Week 5:
June 20, Tuesday

1. Homosexuality and sport  
E: pp. 313-349; 358-372  
(Griffin, Pronger, Dreier)

VIDEOS:  
Lesbians and the LPGA (Real sports, 2000)

Esera Tuaolo, gay former NFL football player (2002)

2. Identity and the sports fan

3. The future of sport

June 22, 23 class member lectures and/or brief paper presentations

**** Final papers are due Monday, June 27 ****
Possible panel topics for weeks 2 and 3:

1. Because of the danger to young athletes, metal bats should be phased out of youth baseball, beginning with little league and working up to the college level.

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 receive salaries.

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 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.