# College of Education and Professional Studies Eastern Illinois University Department of Kinesiology and Sports Studies KSS 5710 Sociological Bases of Sport in America

**Instructor:** Tyler Masters, Ph.D. **Office:** TBD

**Office Hours:** M/W 3:00pm-4:00pm **T** 9:00-12:00 a.m. \* By appointment

Phone: TBD Email: tjmasters@eiu.edu

**WebCT:** All course information will be available via D2L.

#### Textbook:

Coakley, J. (2007). Sports in Society: Issues and Controversies. (9<sup>th</sup> Ed.). St. Louis, MO: McGraw-Hill.

#### **COURSE DESCRIPTION:**

This course examines the role of sport in American culture. Influence of basic social units, fundamental social processes and social values on sport in America will be examined.

#### **COURSE OBJECTIVES:**

- 1. Use critical thinking tools to examine sports in a critical way
- 2. Understand the social creation and aspects of sport in our society.
- 3. Identify how society and sport are interrelated and influence one another.
- 4. Examine race and gender issues at different levels of play.
- 5. Identify the role of economics in sport.
- 6. Examine issues of deviance and violence inside and outside of a sporting context.
- 7. Become aware of the role of political and religious institutions in sport.

#### **GOALS:**

- 1. Encourage Self-Awareness and reflection among the students.
- 2. Encourage the students to think critically about where they stand on social issues.
- 3. Challenge students to evaluate how social issues in sport will affect their future careers.

#### **EVALUATION:**

Exams (3):	300 points	A = 450-500
Topic Discussion:	50 points	B = 400-449
Assignment:	50 points	C = 350-399
Student Engagement	100 points	D = 300-349
Chapter Questions	-	$F \leq 299$
Class Participation		
TOTAL	500 points	

• Cell Phones in class  $\pm$  10 points

\*\*\*\*\* No late assignments will be accepted\*\*\*\*

#### Exams:

The format of examinations will be a combination of multiple choice and essay questions and will require that students synthesize and apply the concepts and theories discussed and presented in class into a practical perspective. All three exams will be taken on D2L (This is subject to change).

#### **Topic Discussion: 50 points (groups of two)**

You are responsible for initiating a 20 minute class discussion. Pick one of the topics from the syllabus (i.e., race, gender) and develop discussion questions for the class. You are additionally required to bring in a current event (recent within the last 3-6 months) related to your topic to spark the discussion. The current event should be a controversial issue or one upon which the public has been divided. An example of a current event (as of 2 years ago) might be LeBron James' Decision 2010 (media example), or the 2010 Connecticut court case examining Quinnipiac University's Title IX claim that cheerleading classifies as a sport (Gender issues/Title IX example), the NFL labor dispute (covers multiple social areas). More current issues may relate to the Olympics, challenges for Penn State Football etc. For your discussion, ask questions to get the class thinking about the topic area and present background information on the topic for the day. It would be beneficial to include either website information or internet videos with your presentation.

#### Class Assignment (Content Analysis): 50 points

Complete a content analysis of at least two sport magazines or shows. A content analysis is a research tool used to quantify and analyze the presence, meanings and relationships of words, pictures, and concepts and then make inferences about the messages within the texts, the writer(s), the audience, and even the culture and time of which these are a part. Examples of content analyses include examinations of: the percentage of male versus female athletes in advertisements, the dress of male versus female athletes in advertisements, changes that occur over time in magazines (i.e., How does a 1970s Sports Illustrated compare to a 1990s Sports Illustrated in terms of race or gender?), the space dedicated to women's sports versus men's sports in newspapers or magazine, and the promotion of appearance versus health in exercise magazines).

To complete the assignment, examine at least two versions of an exercise or sport-themed magazine (i.e., Men's or Women's Health & Fitness, Shape, Sports Illustrated, ESPN the Magazine), two sport-themed shows such as SportsCenter, or the sports section of a national newspaper like U.S.A. Today. When choosing the content of magazines, avoid using a pre-season preview such as the College Football or NFL Preview. If you choose two magazines representing two separate decades, get the same month for comparison. If you choose two magazines or newspapers in the same year, attempt to get them from two different seasons/months to obtain a broader representation of content coverage.

Your assignment should include an introduction/brief literature review with a purpose/question you are attempting to answer (i.e., Does Sports Illustrated in 2010 use more male than female athletes for advertising within the magazine?), a methodology (how exactly did you gather the information), results (what were the findings – you may include tables and/or graphs) and a discussion section (Your discussion should answer the following questions - What message is the magazine sending to readers? What does your analysis indicate about American society? Is the content a response to the American public or does the content influence how the American public views the content?). The total length of your assignment should be 4 pages or less.

The following are data collection methods:

- Measure column inches devoted to each (and to ads that clearly are directed to men versus women).
- Count the stories
- Count the photos
- Compute average story length for major stories (# of pages or inches on a page)
- Count the stories written by men versus women (see the bylines)
- Count the photos taken by men versus women

An example of a content analysis research article is available on the D2L homepage.

#### ATTENDANCE:

<u>Late work</u> will <u>NOT</u> be accepted unless there is a University Approved Excuse with appropriate documentation and/or arrangements have been made with me <u>prior</u> to class.

<u>Missed material and deadlines</u>. It is the responsibility of the student to contact fellow students regarding material missed and to catch up prior to our next class. You will need to keep up with class material and discussions to be successful with assignments. Students must ensure that all assignments are received by their deadlines. Do not email me and ask "Did I miss anything?"- I will not be writing a class summary.

#### STUDENT SUCCESS

As an educator it is my job to provide you with information and to assist in the development of your ability to assess and apply the information from this class. My job is to open the door, but you as students have to walk through it. It is your responsibility to take the initiative to research, read, study, plan, prepare, think critically, and to ask for help if needed. I am more than willing to help you, but you must ask for assistance or guidance prior to assignment due dates and before the end of the semester! Together, as a class, we can be successful.

#### ACADEMIC CONDUCT

All phones should be turned off unless prior arrangements have been made. Students are required to behave appropriately during class. Students who do not behave appropriately during class (e.g., talking to other students, texting, using IM, having Facebook open, reading newspapers, not respecting others) will be asked to stop, may have the device taken from them, and/or be asked to leave the room. If the behavior continues the student will be asked to leave and an absence will be recorded. Continued poor conduct will result in failing the course. In addition, all communication via phone, email, or in class with the professor and/or class mates should be professional and respectful.

#### **ACADEMIC HONESTY (ZERO TOLERANCE):**

Academic dishonesty will not be tolerated. Academic dishonesty includes plagiarism (e.g., using any part of another student or person's work and claiming it is your own/not correctly referencing material, using another person's ideas, or sharing papers), cheating on a test (e.g., using notes, looking at another's work), and/or lying (e.g., saying you completed the paper in time when you did not, not being truthful if confronted about any dishonest act).

Students (all parties involved i.e. the paper copier and the lender of the paper) suspected of academic dishonesty will be immediately and directly referred to necessary parties for investigation as noted in the University's Code of Student Conduct. All parties will immediately earn a zero on the assignment in question. Students found guilty run the risk of being formally charged, receiving a grade of F for the course, and/or dismissal from the University.

## OFFICE OF DISABILITY SERVICES (ODS) STATEMENT FOR PERSONS WITH DISABILITIES:

In conjunction with the overall mission of Eastern Illinois University, the Office of Disability Services (ODS) is committed to facilitating the provision of equal access and opportunity to all campus programs and services for students with disabilities. Through collaboration and support of the entire campus community, ODS promotes universally accessible design principles, so that everyone has access to university life.

### This course outline is subject to change but will be discussed with the students.

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Topic Introduction/syllabus/topic selections Topic Selections Wednesday August 22nd	Readings Coakley Ch 1
Using Social Theories & History of Sport	Coakley Ch 2 & 3
Labor Day (Sept 3 <sup>rd</sup> - no class) Social Class and Economy <sup>1</sup>	Coakley Ch 10 & 11
Deviance <sup>2</sup>	Coakley Ch 6
Exam #1 Wednesday, Sept 19th (Coakley Ch	apters 1-3, 6, 10, 11)
Violence/Aggression <sup>3</sup>	Coakley Ch 7
Gender/ Title IX <sup>4</sup> Class TBD (Oct. 3 <sup>rd</sup> , I will be gone to Atlanta for	Coakley Ch 8 or conference)
Race <sup>5</sup>	Coakley Ch 9
Socialization into Sport <sup>6</sup> & Youth Sport <sup>7</sup>	Coakley Ch 4 & 5
Exam #2 Wednesday, Oct 24 <sup>th</sup> (Coakley Cha	pters 4, 5, 7-9)
Media <sup>8</sup> Content analysis assignment due @ beginnin	Coakley Ch 12 g of class (Wed Oct. 31)
Politics <sup>9</sup> & Religion <sup>10</sup>	Coakley Ch 13 & 15
Interscholastic <sup>11</sup> & Intercollegiate Sport <sup>12</sup>	Coakley Ch 14
Thanksgiving Break	
Sport Globalization <sup>13</sup>	Outside Readings
Sports in the Future <sup>14</sup>	Coakley Ch 16
	Introduction/syllabus/topic selections Topic Selections Wednesday August 22nd Using Social Theories & History of Sport  Labor Day (Sept 3 <sup>rd</sup> - no class) Social Class and Economy <sup>1</sup> Deviance <sup>2</sup> Exam #1 Wednesday, Sept 19th (Coakley Cheviance/Aggression)  Gender/ Title IX <sup>4</sup> Class TBD (Oct. 3 <sup>rd</sup> , I will be gone to Atlanta for Race <sup>5</sup> Socialization into Sport <sup>6</sup> & Youth Sport <sup>7</sup> Exam #2 Wednesday, Oct 24 <sup>th</sup> (Coakley Chapmedia)  Media  Content analysis assignment due @ beginnin Politics  A Religion  Interscholastic  Intercollegiate Sport  Thanksgiving Break  Sport Globalization  Sport  Spo

 $FINAL\ EXAM\ (Chapters\ 12\text{-}16+additional\ readings});\ Tuesday,\ December\ 11^{th}\ 12\text{:}30\text{-}2\text{:}30\\ p.m.$