Unit 2 study guide for the sociology of sport

Note: This is a study guide. Do not rely on it alone, it is merely a tool to help you. You should do the following before answering each question below:

• Go to the class homepage and click on the link “how to study for Sociology of Sport”. Read the information carefully…
• Be sure you are able to identify and define all the terms in bold in the readings.
• Be sure that you are able to use several SPECIFIC examples from the text when you answer these questions… incorporating specific examples from the text (especially research that has been conducted and illustrated by Coakley) will be needed to answer the essay questions on the exams.

Chapter 15: Sports and Religion
1. How do sociologists study and define religion?
2. What are the similarities and differences between sports and religion?
3. Why have people combined sports and religion?
4. Why are Christians more vocal about the combination of sports and religion than others from other religious traditions?
5. What are the challenges faced when combining sports with religion in general and Christianity in particular?
6. Contrast “sacred” from “profane”
7. Explain how some might see sports as a form of religion. What evidence would they offer?
8. What does Coakley mean when he suggests that religions and sports are “cultural practices”?
9. What is the “Protestant Ethic” and what link does it have to sports?
10. What influence did John Calvin and Martin Luther have in the formulation of the Protestant Ethic? Who coined the term?
11. What is “muscular Christianity” and where did it come from?
12. In what three ways have Christians and Christian organizations used sports?
13. In what eight ways have athletes and coaches used religion?

Chapter 8: Gender & Sports
1. List and describe the five reasons for increased participation in sports by women as given by the author of your text.
2. List and describe the seven reasons to be cautious when predicting future participation increases in sport by women as given by the author of your text.
3. What has been the general trend in regards to participation opportunities for women in sport? Be sure to use the data on the number of Summer Olympic events open to women provided in your text in your answer.
4. Coakley argues that “participation opportunities for women will never match those enjoyed by men until ideological and cultural factors such as these are challenged and changed (P. 215). Explain what these ideological and cultural factors are. Do you agree with him? Why or why not? What evidence can you provide to support your position?
5. What is Title IX? When did it become law? Was it supported immediately by most schools? Why or why not?
6. A school is considered “in compliance” of Title IX if it meets one of three tests. Identify and explain each of the three. Which of the three do most schools comply with? Why?
7. In your opinion, is Title IX beneficial or problematic overall? Why? What evidence can you provide on both sides of the argument?
8. Has Title IX helped women coaches as much as women athletes? Why or why not? What evidence can you provide?
9. What is “cultural ideology”? What is “gender logic”? What is the relationship between the two and how do they inform our understanding of women in sport?
10. Coakley argues that there are some problems with a binary classification system when it comes to sex and gender. First, what is he referring to? Second, what are some of the problems he identifies? Finally, would you agree or disagree? Why?
11. How have men traditionally preserved the prevailing gender logic grounded in a binary classification system? Are women (and men) beginning to challenge this logic? If so, how? If so, do you think they will be successful? What will be required for them to be successful? (Hint: See page 235-238 beginning with “strategies for changing ideology and culture” to answer the last part of this question….).
12. What are some of the challenges faced by Gay men and Lesbians in sport? What tactics have these men and women used to deal with some of these problems?
13. How did Marcia Guttentag become interested in the role of women? (NOTE: Guttentag & Secord’s theory will be dealt with in lecture; it is not in your text).
14. Explain the importance of sex ratios in Guttentag’s theory
15. Are women more subject to traditional sex roles in societies where they (1) outnumber men, (2) are outnumbered by men? Why?
16. Give some examples of “structural power” and “dyadic power”. What role do these play in Guttentag’s theory?
17. What happens when men possess both dyadic and structural power? In other words, how will they treat women?
18. Under what conditions will a women’s movement be more likely to emerge? Examples?
19. How does Guttentag and Secord’s theory of sex ratios (as talked about in lecture) help us understand the current gender logic in regards to sport?
20. Using Guttentag and Secord’s theory… what prediction would you make in regards to gender relations and roles in regard to sport in the future? Will women begin to compete in greater numbers in sports traditionally played by men? Will they begin to compete with men for top coaching, ownership, etc. positions? Why or why not?

**Chapter 9: Race & Ethnicity**

1. Compare and contrast the following terms: race, ethnicity, ethnic group, minority group.
2. What are the origins and implications of the concept of race?
3. Is race mostly biological or a “social construction?” What evidence can you provide to support your argument?
4. Provide an overview of the currently prevalent “race logic” grounded in our “racial ideology.” What is the link between this logic and ideology?
5. Provide examples of the current race logic in sports today.
6. Critically discuss the flow chart (and the resulting hypothesis) found on P. 253 of your text.
7. What are some of the challenges of escaping race logic in the U.S.?
8. Explain how the current race logic has benefited the white majority.
9. Explain the connection between race logic, gender, and social class.
10. Discuss the sport participation of African Americans in the U.S.
11. Discuss the sport participation of Native Americans in the U.S.
12. Discuss the sport participation of Latinos and Hispanics in the U.S.
13. Discuss the sport participation of Asian Americans in the U.S.
14. Critically discuss the notion that some team names, logos, and mascots may be racially offensive to some. Do you think team owners and leagues have a responsibility to change the names, logos, mascots if they are found to be highly offensive to many? Why or why not? What about society? Should it put pressure on these owners and leagues if they refuse? Why or why not?
15. Why are some sports characterized by high rates of participation by minorities while others have low rates?
16. Critically discuss the six conditions under which forms of discrimination and exclusion in sports are most likely to be challenged and eliminated.
17. Which groups have historically controlled the major sports in the U.S.? How have they done this?
18. What are the prospects for change in eliminating prejudice and discrimination (both individually and institutionally) in sport?

Chapter 10: Social Class
1. What is meant by “social class” and “class relations?”
2. How do social class and class relations influence sports and sport participation?
3. Are sports open and democratic in the provision of economic and career opportunities?
4. Does playing sports contribute to occupational success and social mobility among former athletes?
5. Provide a general overview of the prevalent class logic in the U.S.
6. Do the wealthy control sport in the U.S.? How? Provide evidence…
7. Are sports sometimes used to transfer public money to wealthy individuals and private corporations? How? Provide evidence…
8. Do sports generate the kinds of jobs that benefit the working classes? Provide evidence…
9. Critically discuss the link between social class and sport participation patterns
10. What happens when class and gender relations come together in women’s lives? How does it generally affect them?
11. What happens when class and gender relations come together in men’s lives? How does it generally affect them?
12. What happens when class, gender, and racial and ethnic relations come together?
13. Provide examples of the decline of high school sports in low-income areas and the rise of club sports in upper-income areas. Why have these trends emerged and what continues to sustain them? Are these trends good or bad for society? Why?
14. Do sports and sport organizations provide opportunities for upward social class mobility in society? If yes, under what conditions?
15. What are some of the employment barriers for black athletes, coaches, and off-the-field jobs?
16. What happens in the occupational careers of former athletes? Do they differ from those never having played competitive sports?