Welcome to SOC j-14: SOCIOLOGY of sport and leisure
(Section J)

Albright College – Reading, PA
Tentative Syllabus for Interim 2003

Instructor: Charles M. Brown
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A Little About Your Instructor
I thought it might be nice to provide a small introduction to myself since we will be spending the interim together. A certain amount of mystique is always good, so I won't tell you everything (besides, I'm sure that you wouldn't be interested anyway). For starters, I was born and raised in the Pacific Northwest (Oregon and Washington). I received my Bachelors degree in sociology from Oregon State University, my Masters degree from the University of South Florida, and my Ph.D. from Southern Illinois University. I also spent two years as a visiting assistant professor at Ohio University before accepting a full time tenure track position here at Albright College in the Fall of 2001. My major research interests in sociology include culture, religion, and popular culture. My master's thesis was a formulaic analysis of the lyrics and major themes of Conservative Christian speed/thrash metal music. My dissertation (the book that is written for the Ph.D.) incorporates interviews, participant observation, and secondary literature to analyze the production of contemporary evangelical Christian culture, especially popular culture, and how various tensions within the industry are recognized and mediated. My hobbies include snow skiing, playing softball, listening to music (everything from alternative to classical although I am getting into industrial techno), reading, computers, and playing the guitar (both electric and acoustic).

Course Description
"Sociology, what's that?" I have been asked this question numerous times as an undergraduate sociology major and a Ph.D. student. Most confuse sociology with social work (a field that is actually an offshoot of sociology) or some type of counseling. Although sociologists may participate in these activities, the field is much broader.

Sociology is the study of social life and the social causes and consequences of human behavior. It investigates the structure of groups, organizations, and societies, their information, development, and interactions. Since all human behavior is social, the subject matter of sociology ranges from the intimate family to the hostile mob, from crime to religion, from the divisions of race, gender, and social class to the shared beliefs of a common culture, from the sociology of work to the sociology of sport.
The areas of sport and leisure are relatively recent interests for sociologists. Nevertheless, several professional societies and journals have emerged in the past two decades to bring together sociologists who have begun to recognize the critical impact of sport and leisure on society. Sports are found in every society and reflect societal values and beliefs. Therefore, it is important to study sport in order to learn more about our selves and our culture.

This course is designed to provide an opportunity for the student to develop a general sociological understanding and perspective with which to evaluate, interpret, and understand the social aspects of sport, with emphasis on interrelationship of sport and society. The course focuses on topics such as social values, education, sport roles, religion, socialization, mass media, sexism, and racism, and is oriented to students with an interest in sport.

Text & Other Readings

Course Prerequisites
There are no prerequisites for the course other than an open mind and a desire to participate in class.

Course Objectives
1. To help students develop a "sociological imagination" and teach them how to apply it in everyday life.
2. Demonstrate an understanding of the basic sociological terms, concepts, and theories for analyzing sport and leisure.
3. Develop a general sociological understanding and perspective with which to evaluate, interpret, and understand the social aspects of sport, with emphasis on interrelationship of sport and society.

Course Requirements
Each student is responsible for completing all class assignments, exams, and readings. This means that if you are absent, you should check with me as soon as possible to make sure that you did not miss any assignment changes, etc. Each student is also responsible to attend each class period. The instructor reserves the right to move exams and assignments at his discretion. Missing an exam or assignment because it has been moved IS NOT A VALID EXCUSE! IF YOU MISS AN EXAM OR ASSIGNMENT FOR THIS REASON YOU WILL NOT BE ALLOWED TO MAKEUP THE WORK AND YOU WILL FAIL TO RECEIVE ANY POINTS!

Term Exams
Each student will take three term exams worth 50 points each. The term exams will most probably consist of multiple choice questions and an essay question. I warn you, my lectures will deviate from the text from time to time. The exams will cover both the lecture and reading material. Therefore, you must read the material and attend the lectures. LATE EXAMS WILL NOT BE GIVEN unless the student receives prior permission or an emergency warrants the situation. Students who miss an exam for these reasons must contact the instructor within 24 hours of the exam in order to schedule a makeup. Make up exams will be all essay in format. You will need a pencil for the exams.

Extra Credit Assignment
We are living in an age of computers and it is obvious that anyone who wishes to succeed in today's world needs to feel comfortable using them. Because of this, and because I may need to contact you at some point in the semester, I am providing you an opportunity to gain an easy 2 points. NOTE: This will be the only extra credit assignment given, so be forewarned! Begging and pleading at the end of the semester will do no good!!! Here's what you need to do: email me using your own email account. In the "subject line" please
type your first and last name and be sure to provide the following in the body of the message: (1) the class number & Section; (2) your name; (3) phone number; (4) your major; and (5) email address. You must complete this assignment within the first week of the first day of the class. Late emails will not be credited. This assignment is worth 2 points.

**Paper Assignment**
Each student will be responsible for turning in a 3-5 page paper assignment. Papers should be typed using 12 point font and double spaced with 1 inch margins on all sides. Do not put extra spaces between paragraphs. Furthermore, papers should be well written and free of spelling, punctuation, and grammatical errors. Poorly written papers will lose up to 12 points (the equivalent of three letter grades). The purpose of the paper is threefold: (1) to help you sharpen your writing skills; (2) to help you sharpen your critical thinking skills; and (3) to help you incorporate the material you have learned in class to analyze a topic of your choice. Choose ONE of the projects listed below. Make sure that your name and the title of your paper are listed at the top of the first page of your paper. Papers are due the day before the final by 4:00 p.m and are worth 40 points.

1. **Movie Review**
Several movies have dealt with the issues we have talked about in this class. Your assignment is to write a 3-5 page analysis of a movie from the list below using at least three terms and concepts from class and/or your text (you cannot write about a movie that is not listed below). Your paper should include the following: (1) a brief overview of the film (no more than a page); (2) A brief description of the concepts from class that you find relevant in order to explain/interpret the video (about a page). In other words, briefly define the concepts for me using your own words; (3) A description of how the concepts you have chosen shed light on your chosen video (This section should take up most of the space in your paper). Make sure that you include an introductory and concluding paragraph in your paper.

Remember the Titans  
Raging Bull  
On the Ropes  
The Sandlot  
Hoop Dreams  
Any Given Sunday  
The Program  
Bull Durham

2. **Article Review**
You may choose any article for this assignment, provided that: (1) it comes from a printed magazine, newspaper, or scholarly journal (examples include but are not limited to: Newsweek, New York Times, Chicago Tribune, Sports Illustrated, Journal of Sport Psychology, and (2) you can find something in the article that is relevant to at least three of the concepts discussed in class or your textbook. Your paper should include the following: (1) a brief overview of the article (no more than a page); (2) A brief description of the concepts from class that you find relevant in order to explain/interpret the article (about a page). In other words, briefly define the concepts for me using your own words; (3) A description of how the concepts you have chosen shed light on your chosen article (This section should take up most of the space in your paper). Make sure that you include an introductory and concluding paragraph in your paper.

3. **Children’s Books**
Select at least three recent children’s books (published in the last 5 years) that focus on sports and/or play. Your goal is to analyze what messages are conveyed to children through these books (in other words, how are children being socialized?). You should pay particular attention to such things as how girls are portrayed compared to boys; how minority children are portrayed, how adults view boys’ sporting events compared to girls’ sporting events, etc. Provide an overall analysis of the socialization of children through the books you have chosen using the terms and concepts used in class and in your text.
4. Observation: Fan Behavior
As a sport sociologist you are going to do research on fan involvement in sports. Attend a sports event and evaluate the behavior and reactions of fans during the game. In particular, look for examples of the personal functions of sport such as (a) feelings of belongingness and social identification and (b) the socially acceptable outlet for hostile and aggressive feelings. In a 3-5 page paper, examine these aspects of fan behavior and be sure to use examples of specific behaviors and situations that you observed to help describe how these two personal functions were demonstrated by fans. Also, take note of, and evaluate, any other interesting/surprising fan behavior that you saw.

When attending the game you should take notes concerning not only what you saw and heard, but also anything that occurred that was surprising to you. These notes will help you when you write your paper in terms of remembering specific instances/insights concerning fan behavior. In your analysis be sure to include such things as the time, date, location and type of event you attended. Attach your field notes to your final paper. If your field notes are not attached you will lose points. Remember: you are only doing an observational analysis. DO NOT attempt to interview anyone that you observe or find out his/her name. (assignment taken directly from Debra A. Henderson, Ohio University).

Methods of Evaluation
Grades will be determined by percentages in the following manner:

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<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
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<tr>
<td>A</td>
<td>93-96%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>73-76%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
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<tr>
<td>D</td>
<td>63-66%</td>
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<tr>
<td>D-</td>
<td>60-62%</td>
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<tr>
<td>F</td>
<td>Under 60%</td>
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</table>

You can calculate your current grade at any point in the semester by dividing the number of points you have earned by the total amount of points possible and referring to the scale above. Thus, if you achieved a “40” on the first exam and a “40” on the second exam, then you would calculate your current grade as follows: 40 + 40 = 80 divided by 100 (50 possible points for the first exam and 50 for the second exam) = .80 Using the scale above you can see that you are currently earning a “B-”.

Student Resources
Some students require special needs from time to time or throughout their college career. Below are some important resources that you should take advantage of if you require assistance. I would encourage anyone who has special needs to drop by and see me (if you feel comfortable doing so) so that I can better understand your situation and work with you more effectively.

Students With Special Needs
Albright does not have a formal, separate program for students with learning or other disabilities. However, the College does attempt to make reasonable accommodations for students with special needs. Students with such needs should contact Student Services at 921-7611.

Academic Learning Center/Writing Center
The Academic Learning Center provides a comprehensive program of academic support services including individual student tutors, study group sessions, instructional interns, and academic progress sessions. The Writing Center is available to students of all disciplines who need assistance with their written work. The Writing Center is supported by the English department. Interested students are encouraged to call the English department at: 921-7810.
Some Further Guidelines

First, if you have any questions, please ask. Chances are if you do not understand something, half the class does not either. I will not think you are stupid because you ask questions. On the contrary, if you knew all about sociology, you would not be here in the first place. Also, your questions tend to liven up the class and make it more interesting for all of us. If for some reason you do not feel like asking the question during class, stop me after class. If you do not have time after class, please make an appointment, we can find another time.

Second, I expect you to exercise proper manners while in class. This means that you should not talk during class to another student while I or another student is addressing the class. This means that you should arrive on time and not leave early. This means that you should not sleep in class, read the newspaper, listen to music, etc. **NOTE: THE INSTRUCTOR RESERVES THE RIGHT TO SUBTRACT POINTS FROM ANY STUDENT WHO REFUSES TO EXERCISE PROPER MANNERS IN CLASS. FURTHERMORE, POINTS MAY BE SUBTRACTED IN THE AMOUNT THAT THE INSTRUCTOR SEES FIT. IF MEMBERS OF THE CLASS LEAVE EARLY, THE INSTRUCTOR MAY, AT HIS DISCRETION, BEGIN ADMINISTERING POP QUIZZES TOWARD THE END OF THE CLASS PERIOD.**

Third, I consider your class participation to be very important. Please feel free to ask questions offer suggestions and/or comments, etc. If you disagree with me, fine. Feel free to say so. I only ask that you provide a rational and/or evidence for your position. In other words, don’t simply say, “I disagree with you because I just don’t think you are correct,” give me a reason why you disagree.

Fourth, cheating of any kind is not allowed. Any student who appears to the instructor to be cheating (this includes plagiarism) will receive an automatic “F” for the assignment with the possibility of an automatic “F” for the course. Furthermore, s/he will be turned in to the appropriate academic Dean, the results, of which, may mean automatic expulsion from the College.

Fifth, each and every class is important. My lectures do not always follow the text. I may disagree with the text and may present material not found in the text. Lectures count more than text on exams. Therefore, **YOU SHOULD ATTEND EACH AND EVERY CLASS.**

Finally, I do not grade on a curve. This means you have more to gain by cooperating rather than competing with each other. I would like you to get to know the students in your discussion group really well. You should exchange addresses and telephone numbers with each other and try and form a study group. As a group you can help each other with the class material, particularly in studying for exams. You also can come into my office as a group and we can talk over things that are not clear.

**Majoring in Sociology**

Some students may be interested in sociology as a major. I would be happy to talk to you if you have any questions. I also have a pamphlet that I can give you published by *The American Sociological Association* that can tell you what sociology is, what sociologists do, and where sociologists can be employed. It is an interesting (not to mention useful) field, and worth checking out!!!
COURSE OUTLINE

WEEK 1 (January 2)
Reading: Coakley - Chapters 1-2

WEEK 2 (January 6-9)
Reading: Coakley - Chapters 4,6,7,15
   Exam #1: Thursday

WEEK 3 (January 13-16)
Reading: Coakley - Chapters 8-10
   Exam #2: Thursday

WEEK 4 (January 20-23)
Reading: Coakley - Chapters 11,12,14
   Exam #3: Thursday

Student Information:
Please answer the questions below and write your answers on the 3x5 note card provided by the instructor:
1. Name
2. Age
3. Major (spell out please)
4. Class standing (Freshman, Sophomore, etc.)
5. Where are you from?
6. Do you know anyone that has taken this course before? If so, who?
7. Have you transferred from another college or university? If so, which one?
8. How many semesters have you attended Albright?
9. What other sociology courses have you taken?
10. Do you belong to a fraternity or sorority? If so, which one?
11. Are you involved in Albright sports? If so, which one(s)? (Don't include Intramural sports)
12. Do you work? Where? How many hours per week?
13. E-mail & phone number
14. Why did you take this class?