Sociology of Sport
SYA 4930; 19H0
Spring 2015 Syllabus

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<tr>
<th>Sociology of Sport</th>
<th>SYA 4930:</th>
<th>Instructor:</th>
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<tr>
<td>Spring 2015</td>
<td>Section 19H0</td>
<td>Kevin Lynn</td>
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<thead>
<tr>
<th>Credits</th>
<th>Class is held</th>
<th>Office:</th>
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<tbody>
<tr>
<td>3</td>
<td>Online</td>
<td>3307 Turlington Hall</td>
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<table>
<thead>
<tr>
<th>Office Hours:</th>
<th>Email:</th>
<th>Phone:</th>
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<tbody>
<tr>
<td>By appointment</td>
<td><a href="mailto:kevinlynn@ufl.edu">kevinlynn@ufl.edu</a></td>
<td>(352) 301-0316</td>
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Some of the Topics and Issues we will cover
Transgendered athletes, Olympics, soccer’s World Cup, professional sport stadia development, race and athletic performance, are multimillionaire athletes being taken advantage of, Muslim women athletes, football and boxing concussions and other head injuries, do high school and college athletics divert attention and resources from academic missions, youth athlete parents behaving badly, are elite athletes allowed to get away with illegal acts, should athletes engage in political protest

What is Sociology?
For me, sociology consists of the systematic study of the relationship between the individual and society, how social relationships influence people’s behavior, and how major social institutions and individuals interact.

Why Sociology of Sport (Course Goal)?
This course is a continuation of your education in sociology and will build upon theories and perspectives learned and discussed in other sociology classes. The readings, videos, an assignments will allow you to increase your understanding of sports as a social and sociological phenomenon.

What Will We Be Doing (Course Objectives)?
(1) Learning through reading and watching videos on how sociologists and other social scientists analyze sports and associated issues and apply sociological insights. (2) Answering questions such as [a] how have societal views on race, gender, and sexuality affected access to sport opportunities, [b] does society overvalue or undervalue the importance of sports, and [c] are any changes needed to make sports more fair and equitable? (3) Practicing critical thinking and communication utilizing sociological lenses. The sociological lenses include race, class, gender, environment, environmental justice, income inequality, urban sociology, et al.
Important Dates
January 5, 2015 – Regular registration
January 6, 2015 – Classes begin
January 19, 2015 – MLK, Jr. Holiday
January 6 thru 12, 2015 – Last days to register, change classes, or drop and receive full refund
January 30, 2015 – Last day to drop with a grade of ‘W’ and 25% refund
February 28 thru March 7, 2015 – Spring Break!!!
April 3 thru April 5, 2015 - Good Friday and Easter Weekend
April 10, 2015 – Last day to withdraw from classes
April 22, 2015 – Classes end
April 23 thru 24, 2015 – Reading days
April 25 thru May 1, 2015 – Final exams

About Me
I am African American but actually refer to myself as black or American black. I am currently pursuing my PhD in sociology in UF’s Department of Sociology, Criminology and Law. My primary concentration is in environmental and resource sociology and my secondary is in urban sociology.

My hometowns are Ypsilanti and Ann Arbor, Michigan. I was raised by my mom who is a retired Baptist minister. My past career was in affordable housing development and finance and my positions included senior city planner in the housing services section of the city of Detroit Planning and Development Department; senior development officer and acting director of public finance for the District of Columbia Housing Finance Agency; financial analyst and project manager for a publicly traded apartment real estate investment trust called AIMCO Capital in Los Angeles, and resident manager of a rehabilitated single room occupancy hotel used to house formerly unhoused adults for a nonprofit called the Plymouth Housing Group in Seattle. When I have had time to volunteer I have really enjoyed serving as a literacy volunteer and have done so for the Los Angeles Library Adult Literacy Program and for Altrusa at the Duval Elementary School here in Gainesville.

I have a Bachelor of Arts in sociology from Antioch College in Yellow Springs, OH, a Master of Urban Planning and Policy from the University of Illinois at Chicago, and a Master of Business Administration from Rice University in Houston, TX. I am also a Frédéric Bastiat Fellow at the Mercatus Center of
George Mason University in Arlington, VA. There I participate in non-Keynesian, non-Marxian political economy colloquia.


In high school, I played soccer in the fall, basketball in the winter, and tennis in the spring. Today, I play tennis on campus and at the Joyce Oransky Tennis Center at Westside Park here in Gainesville. Sometimes UF offers tennis classes at Westside Park for various levels of players. If you get the chance you should take a class there as the instructors are great and they keep everything fun. I would love to play more basketball but I have grown old, am a tad overweight, and have always been short. When I show up at street basketball courts where teams are selected by whoever has called ‘Next!’ I never get picked these days. So sad!!!

I, of course, love the Gators and have seen just about every UF sports team play in person. Growing up I cheered for the University of Michigan (in Ann Arbor) and Eastern Michigan University (in Ypsilanti), but now only have love for UF. All of my favorite pro teams are based in Detroit: the Tigers, Pistons, Red Wings, and the Lions.

**How I feel students should approach education**

Your professors, instructors and you are responsible for creating an educational experience that is as customized as possible to help you be a successful individual. Education is not and should not be considered or treated as a commodity.

Furthermore, most administrators, and even many professors, now talk of students as “consumers” and “customers” with a straight face. Students do likewise, which affects their performance and acquisition of knowledge. “College is a business, classes are a service and we are the customers,” a student at a liberal arts college in South Dakota recently argued in an op-ed run in the school’s newspaper. “Choosing to go or not to go to class,” he concluded, “should be at our discretion.” Students, I counter, are just that, students. If one wants to discuss their relationship with their schools in a broader context, “clients” would be a much more apt term (Wright, Robert. 2010. *Fubarnomics: a Lighthearted, Serious Look at America’s Economic Ills*).
There is a solution, I believe, but one that becomes obvious only after we realize that students are clients, not mere customers, as most administrators and many professors now believe. Unfortunately, college officials seem to mean the term customer literally and narrowly, not as a synonym for sensitivity to the needs of students and the marketplace. How this sad state of affairs came to be, I know not, but I can attest to the utter ludicrousness of the doctrine. A “customer” is an individual who buys mass-produced goods or services. Thus you play the role of customer when you buy a pack of gum, a haircut, or an automobile. A customer buys the good or service more or less as is. A customer might be able to make a few, basic choices—sugar-free gum, take a little more off the top, no antilock braking system—but customers have no direct say in the design of the product. Where competitive markets rule, the “customer is always right,” so producers will take customer preferences into consideration, but only over time, and only if enough other customers express similar preferences (Ibid, p. 221).

In other situations, people expect much more personal attention. When you sue somebody, for example, you want an attorney who will work with you to make a compelling case. Similarly, your tax accountant had better pay close attention to your individual circumstances. And when you hire an architect or interior designer, you also expect the product to be closely tailored to your needs and desires. When the suppliers provide highly individualized goods or services in which the purchaser has significant input, we have a professional-client relationship, not a seller-customer relationship (Ibid, p. 222).

The professional-client relationship is much deeper, much more intense, and much more personal than the seller-customer relationship. More important, unlike the customer, the client is NOT always right. The client purchases advice so complex from the professional that the client may not be able to readily ascertain its value. This does not mean that the client is enslaved to the professional. Clients can and do change professional service providers. But it does mean that clients ultimately must trust their professionals. This insight helps to explain why professionals regularly form associations or other self-regulatory bodies that seek to define the ethical standards of their respective professions (Ibid, p. 222).

Some professional-client relationships are, or should be, so important or so intimate that English provides specialized words to characterize them. One obvious specialized word is “patient,” which we reserve for the relationship between healthcare providers and their clients. One now not-so-obvious specialized word is “student,” which at one time signified a professional relationship between educators and their clients (Ibid, p. 222).
Required Text

Recommended Books


Grading and Assignments
There will be one individual sporting data assignment (5% of course grade), four short answer assignments of no more than 500 words (20% of course grade, 5% each), four online quizzes of ten multiple choice questions each (20% of course grade, 5% each), and one multiple choice final exam of 100 questions (55%). Each quiz and short answer assignment is based on the topics covered in three lectures. **No late assignments will be accepted!!**

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<th>Deliverable</th>
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<td>Individual Sporting Data Assignment</td>
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<td>1st Short Answer Assignment</td>
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<td>1/31/2015</td>
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<td>1st Quiz</td>
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<td>1/31/2015</td>
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<tr>
<td>2nd Short Answer Assignment</td>
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<td>2/25/2015</td>
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<td>2nd Quiz</td>
<td>5</td>
<td>2/25/2015</td>
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<tr>
<td>Spring Break!!!</td>
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<td>2/28/2015 to 3/7/2015</td>
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<td>3rd Short Answer Assignment</td>
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<td>3rd Quiz</td>
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<td>Extra Credit</td>
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Extra Credit
For extra credit, an individual or group of up to five people can prepare a PowerPoint presentation on one of the books listed in the Recommended Books section of this syllabus. The preparer(s) will get 2 points of extra credit and the presentation will be the basis of additional extra credit points that will show up on the final exam. I will provide examples of presentations my past students have done and all you have to do is answer questions that I provide for your chosen book and prepare your presentation in the format as outlined in the example presentations. The more presentations that get done, the more extra credit point opportunities there will be on the final. There can only be one presentation per book on the list. The presentations will not have to be recorded by the preparers. Almost all of the books are available in Library West or online. A student can only prepare or participate in preparing ONE presentation.

Twelve Lecture Topics

Lecture 1 - Course Introduction and Key Sociological Concepts
  ➢ Please read Delaney and Madigan chapters 1, 2, and 3

Lecture 2 – Socialization, Culture, and Media
  ➢ Please read Delaney and Madigan chapters 4, and 5

Lecture 3 – Youth Sports
  ➢ Please read Delaney and Madigan chapter 6

{LECTURES 1 THRU 3 WILL BE THE BASES OF THE 1st QUIZ and 1st SHORT ANSWER ASSIGNMENT}

Lecture 4 – High School and College Sports
  ➢ Please read Delaney and Madigan chapter 7

Lecture 5 – Deviance in Sports
  ➢ Please read Delaney and Madigan chapter 8

Lecture 6 – Violence in Sports
  ➢ Please read Delaney and Madigan chapter 9

{LECTURES 4 THRU 6 WILL BE THE BASES OF THE 2nd QUIZ and 2nd SHORT ANSWER ASSIGNMENT}
Lecture 7 – Gender in Sports
  ➢ Please read Delaney and Madigan chapter 10

Lecture 8 – Race and Ethnicity in Sports
  ➢ Please read Delaney and Madigan chapter 11

Lecture 9 – Economics in Sports
  ➢ Please read Delaney and Madigan chapter 12

{LECTURES 7 THRU 9 WILL BE THE BASES OF THE 3rd QUIZ and 3rd SHORT ANSWER ASSIGNMENT}

Lecture 10 – Politics and Sports
  ➢ Please read Delaney and Madigan chapter 13

Lecture 11 – Religion and Sports
  ➢ Please read Delaney and Madigan chapter 14

Lecture 12 – Sports Participation Benefits
  ➢ Please read Delaney and Madigan chapter 16

{LECTURES 10 THRU 12 WILL BE THE BASES OF THE 4th QUIZ and 4th SHORT ANSWER ASSIGNMENT}

Accommodations for Students with Disabilities
Students requesting instruction accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.
**Grading**
I will not grade on a curve, i.e. your grade will depend on your absolute performance, not your performance compared to other students.

The points that you will earn can be translated into letter-grades as follows:

<table>
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<tr>
<th>Points</th>
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<td>A</td>
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<tr>
<td>90.0 - &lt;92.5</td>
<td>A-</td>
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<tr>
<td>87.5 - &lt;90.0</td>
<td>B+</td>
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<tr>
<td>82.5 - &lt;87.5</td>
<td>B</td>
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<tr>
<td>80.0 - &lt;82.5</td>
<td>B-</td>
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<tr>
<td>77.5 - &lt;80.0</td>
<td>C+</td>
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<td>72.5 - &lt;77.5</td>
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<td>67.5 - &lt;70.0</td>
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<td>62.5 - &lt;67.5</td>
<td>D</td>
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<tr>
<td>60.0 - &lt;62.5</td>
<td>D-</td>
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<tr>
<td>&lt;60.0</td>
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**Academic Dishonesty**
All members of the University Community share the responsibility to challenge and make known acts of apparent academic dishonesty. Acts of academic dishonesty will not be tolerated and will be referred to the Student Honor Council.