

RARITAN VALLEY COMMUNITY COLLEGE ACADEMIC COURSE OUTLINE

SOCI 233 SOCIOLOGY OF SPORT

I. Basic Course Information

A. Course Number and Title: SOCI 233 Sociology of Sport

B. Modified or New Course: Modified

C. Date of Proposal: Semester: Fall Year: 2020

D. Effective Term: Spring 2021

E. Sponsoring Department: Humanities, Social Sciences, Social Work &
Education

F. Semester Credit Hours: 3

G. Weekly Contact Hours: 3 Lecture: 3
Laboratory: 0

Out of class student work per week: 6 hours (2 hours outside per 1 hour inside)

H. Prerequisites: SOCI 101 Introduction to Sociology

I. Laboratory Fees: None

J. Name and Telephone Number or E-Mail Address of Department Chair:

Isabel Gutierrez, isabel.gutierrez@raritanval.edu

Divisional Dean at time of approval:

Patrice Marks, Patrice.marks@raritanval.edu

II. Catalog Description

Prerequisite: SOCI 101 Introduction to Sociology

An examination of sport as a significant aspect of modern culture and a major institution of modern society. The topics that will be analyzed include: gender and sports, sports as an economic enterprise, sports in high school and college and the issues of social class and race in sports.

III. Statement of Course Need

Spectator and participant sports have become one of the most pervasive aspects of modern society. They permeate the mass media, the family, our educational system, and have become an 80-billion-dollar industry. Newspapers commonly devote more space to sports than any other single topic. The Olympics, World Cup, and Super Bowl generate more interest and attention to almost any other global event. Athletes have become some of the most widely recognized personalities on the planet. Many individuals devote an enormous amount of their personal lives to sport as both active participants and sedentary viewers. In recent years, the academic community has come to recognize the centrality of sport and to study it because of its importance. This course will be valuable to students who participate, watch, or are just interested in the centrality of sport as a cultural institution.

IV. Place of Course in College Curriculum

- A. Free Elective
- B. This is NOT a General Education course.
- C. This course is an elective in the RVCC Social Sciences A.A. degree.
- D. To see course transferability for New Jersey colleges and universities, go to the NJ Transfer website, www.njtransfer.org; for other colleges and universities, go to the individual college website.

V. Outline of Course Content

- A. Introduction to The Sociology of Sports
- B. Sports and Socialization
- C. Sports in High School
- D. Sports in Colleges and Universities
- E. Sports and Gender
- F. Sports and Race
- G. The Big Three: Baseball
- H. The Big Three: Football
- I. The Big Three: Basketball
- J. Sports and Social Class
- K. Sports and The Economy
- L. Sports, Politics, and Activism
- M. Sports in a Global Context

VI. General Educational and Course Learning Outcomes

A. General Education Learning Outcomes

At the completion of the course, students will be able to:

1. Contrast various sociological approaches to athletic issues (G.E. 1,5,6)
2. Summarize sociological paradigms in discussions and writing (G.E. 1,5)
3. Employ sociological terminology in discussion and writing (G.E. 1,5)
4. Interpret texts for discussion and writing (G.E. 1,5)
5. Report on the analysis of sports related films in discussion and writing (G.E. 1,5)
6. Identify the ethical implications of corporate sponsorship of athletic teams and contests (G.E. 1,5,6, GE – Ethical Reasoning and Action)
7. Identify the ethical implications regarding drug use and drug tests in athletic performance (G.E. 1,5,6, GE – Ethical Reasoning and Action)

B. Course Learning Outcomes

At the completion of the course, students will be able to:

1. Assess whether or not sports build character
2. Discuss issues regarding the specialization of sport participation at an early age and associated injuries
3. Examine the history of the big three American sports-baseball, football, basketball
4. Assess how sports can unite but also be divisive with regard to race, gender, class, and nationality
5. Discuss the controversy regarding names, logos, and rituals associated with certain sports teams
6. Examine the use of drugs to enhance sports performance
7. Discuss whether sports are an avenue of social mobility or a fantasy that traps and dooms minorities
8. Analyze the relationship between race and sport performance
9. Examine whether sports break or reinforce gender stereotypes
10. Assess whether sport franchises are a boon or drain to the municipalities that sponsor them.
11. Examine the professionalization of high school and college sports
12. Examine the history and controversy of Title IX
13. Discuss changes in the consumption of sports
14. Examine sports gambling and betting
15. Weigh arguments from experts in the field (including guest speakers)

C. Assessment Instruments

1. Exams (LO – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15)
2. Research papers (LO – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15)
3. Essays (LO – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15)
4. Journals (LO – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15)
5. Portfolios (LO – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15)

6. Oral Presentations (LO – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15)
7. Projects (LO – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15)

VII. Grade Determinants

1. Exams
2. Research papers
3. Essays
4. Journals
5. Portfolios
6. Oral Presentations
7. Projects

Given the goals and outcomes described above, the primary modes of teaching and learning may be used in the course:

- A. Lecture/discussion
- B. Small-group work
- C. Guest speakers
- D. Student oral presentations
- E. Simulation/role playing
- F. Student collaboration
- G. Instructional media platforms

VIII. Texts and Materials

- A. Suggested textbooks:
 - Stanley Eitzen, *Fair and Foul*
 - Michael Mandelbaum, *The Meaning of Sports*
 - Benjamin Rader, *American Sports*
 - H.G. Bissinger, *Friday Night Lights*
 - Murray Sperber, *Beer and Circus*
- B. web sources
- C. films
- D. audio sources
- E. primary and secondary sources
- F. OER (Open Educational Resources)

IX. Resources

- A. Library with research tools
- B. Photocopy machine
- C. Wi-Fi

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)