

SOCIOLOGY 114: SPORT AND SOCIETY

Instructor: Joel Domhoff
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Summer Session I 2023
Times: T-Th 6-9:30p*

Office Hours: By Appt. Meeting
Meeting Location: TBD

COURSE INFORMATION

This in-person course will go beyond the box scores and the statistics of the sporting world and instead delve into the issues surrounding sport in society. Some of these issues include: race, gender, education, youth in sport, religion, homophobia, mass media, violence, sports and social mobility, deviance in sport, history, and politics. While many may be surprised that these issues exist in the world of sports, this class will debate whether sport is a reflection of society. We will also attempt to answer the more general question of, what is the nature and history of sport?

INSTRUCTOR INFORMATION

Name: Joel Domhoff

Email: jdomhoff@gmail.com

You may address me in any way that is comfortable for you. Mr. Domhoff, Professor Domhoff, Professor and Joel are all acceptable.

Communication: I am on email at all hours of the day and night, so you can expect a response time very quickly, certainly no more than 10 hours.

My bio: I have taught this class for over 20 years. I took a similar class as an undergrad, I was a TA for it while at UC San Diego, and have been writing and working in the worlds of sports and sports media ever since. I won 3 Emmy Awards while covering 5 Olympics for NBC. I have written about sports sociology and have a deep passion for the subject, so I am always reading in order to stay up to date on the issues surrounding sport's role in society. All of this provides me with a perspective that brings the material to life. In addition, I was a TA for a number of other UCSC sociology classes, and I also taught the Merrill Core Course for six years.

LEARNING OUTCOMES

Students will learn, through comparative analysis, of the US culture around sport and its role in our society vis a vis the global society.

Students will be able to make the connections between what is happening in the sports world and what is happening in society and in their community.

Students' perspective of the world of sports will change as they learn about the myriad ways sports interact with their own existence, whether through taxes, political and business decisions, and social movements.

Upon completion of the course, students will have the skills to analyze any issue that arises surrounding the world of sport, and understand the theories associated with sports sociology.

Students will have a keen understanding of the issues involving race, gender and class in sport as they relate to sport's role in society.

PREREQUISITES/COREQUISITES

None.

REQUIRED MATERIALS, TEXTBOOKS AND TECHNOLOGY

TEXT: *Fair and Foul: Beyond The Myths & Paradoxes of Sport*, D. Stanley Eitzen, 6th ed.

Available online for around \$30. Make sure you get the **6TH EDITION!**

COMMUNICATION

The best way to reach me is via email, which I am on every day and all sorts of late night hours, so response time should be no more than 10 hours. Discussion and chat programs I am happy to schedule (FaceTime or Zoom).

ASSIGNMENTS & ASSESSMENT

Reading requirements: I will post links to articles in Canvas in addition to the assigned textbook.

Grading Assessment:

The class is broken down into 4 elements, and each one ties in with the learning goals and outcomes outlined above. All assignments are graded on a point scale that will be put at the top of the assignment, along with comments throughout the written work. Students are encouraged to use office hours at any point during the quarter if they have any questions or concerns about their grade in the class.

10%: Attendance/Group work. This is where group discussions take place, where movies are screened and analyzed, and where guest speakers appear, so it is imperative. *(Estimated Time Spent: 2 classes/week, 3.5 hours/class = 7 hours/week)*

20%: Reading quizzes. These ask you to understand both the theoretical concepts and the real-world issues raised in the reading. *(Estimated Time Spent: Quizzes will be less than an hour a week, but the time spent reading should be approximately 2-3 hours/week)*

30%: Reading responses, written responses to movies and guest lectures. Connections are made (comparative analysis) between what is seen and talked about to the core course material in the textbook. In addition, self-evaluation is incorporated as the student must place themselves into the discussion to deepen their understanding of those connections. Peer evaluation comes into play here as well, through the use of group discussion of one particular movie, the sociological theories it addresses and the issues it raises for each student. *(Estimated Time Spent: 2-4 hours/week reading, 2-4 hours/week writing)*

40%: Term paper. A topic of exploration will be chosen by the student, requiring a deep engagement with the research that has already been done and asking the student to propose solutions to problems or areas of further research that are needed. *(Estimated Time Spent: 8-10 hours)*

Grading for all writing exercises will include assessment of:

- Overall writing ability. Papers that are poorly written, unclear, and/or contain grammatical errors will be marked down significantly. There is a historical standard that exists with a University of California course, and that academic standard must be met.

- Student understanding of the theoretical discourse associated with their topic. Without a base knowledge of key sociological concepts and terms, the work will not reach its potential.
- Whether or not the student shows an understanding of the issue they are analyzing, its history and any prior academic examination that has taken place.

GRADING POLICY

Late work is accepted up until the last day of the course. However, each week it is late, the grade will drop one level. For example, an assignment due week 2 that is turned in week 4 can earn, at best, a C. Assignments will be returned no later than one week after submission. Again, I am happy to answer any questions or concerns about grades, and they can be addressed during an office hours visit.

INSTRUCTOR FEEDBACK

I will provide direct comments and feedback on your assignments. [Learn how to access my comments in Canvas.](#) For major assignments, I will include a grading rubric that will be available to you prior to submitting your work. [Learn how to access grading rubrics for assignments.](#)

STUDENT FEEDBACK

At the end of the quarter you will be asked to complete a Student Experience of Teaching survey for this course. SETs provide an opportunity for you to give valuable feedback on your learning that is honest and constructive. This anonymous feedback will help me consider modifications to the course that will help future students learn more effectively. If you are unsure of how to give feedback that will be helpful to me, you can refer to this document:

 [Guide to Giving Useful Feedback to Your Instructors and TAs \(UCSC TLC\)](#)

COURSE SCHEDULE

Week One: Defining the sociology of sport: What is it, why study it?

Learning Objective: Have knowledge of and be able to answer the questions above and surrounding: Drugs in sport---does it even matter? Can it be policed?

Reading: Intro, Drugs and Sport; F&F Ch. 1, 2

Videos: 20-20 video/“Bigger, Stronger, Faster*”

Writing Assignment: Sports Autobiography

Week Two: Youth sports: Parents and Coaches out of control?

Learning Objective: Have knowledge of and be able to answer the questions above and surrounding: Why do kids quit PE/Sports so early? Why is PE phased out in school?

Reading: Youth and Sport; F&F: Ch. 4, 5, 6, 7

Video: Hoop Dreams

Writing Assignments: movie review, group discussion review of theories' relation to the movie.

Week Three: Gender issues---Do sports cause violent sexual behavior?

Learning Objective: Have knowledge of and be able to answer the questions above and surrounding: Should women athletes be treated the same as men? Title IX: Why so much controversy?

Reading: Women & Sport/Deviance/Masculinity; F&F: Ch. 8, 13

Videos: Sports and Sex, Title IX debate

Writing Assignments: guest speaker write up, movie review

Guest Speaker: Eva Twardokens, 2-time Olympic skier, 6-time national champion

Week Four: Race and Sport---Is the playing field level?

Learning Objective: Have knowledge of and be able to answer the question above and surrounding: Have conditions improved? Is history repeating itself today?

Reading: Race and Sport; F&F Ch. 11

Video: Fists of Freedom [V]

Writing Assignments: reading write up, movie review

Guest Speaker: Reggie Stephens, NFL/NY Giants, AFL/Nashville Kats

Week Five: Business and Politics of Sport---Good or bad?

Learning Objective: Have knowledge of and be able to answer the question above and surrounding: Could sports and the media live without each other? NCAA---Educator or exploiter? The positive side of sport---Is there one?

Reading: Finish readings; F&F: Ch. 3, 9, 10, 12, 14

Videos: One Day in September [V], Not Just A Game

Writing Assignments: term paper due, movie review

Guest Speaker: Tom Rinaldi, former ESPN & current Fox Sports Reporter

FINAL EXAM DATE AND TIME

Your term paper serves as your final exam, and will be due the last day of class.

ACCESSIBILITY

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please affiliate with the DRC. I encourage all students to benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu. For students already affiliated, make sure that you have requested Academic Access Letters, where you intend to use accommodations. You can also request to meet privately with me during my office hours or by appointment, as soon as possible. I would like us to discuss how we can implement your accommodations in this course to ensure your access and full engagement in this course.

TITLE IX/CARE ADVISORY

UC Santa Cruz is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who are not designated as “confidential” employees, which is a special designation granted to counselors and CARE advocates). Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

Confidential resources are available through [CARE](#). Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or care@ucsc.edu.

In addition to CARE, these resources are available to you:

- If you need help figuring out what resources you or someone else might need, visit the [Sexual Violence Prevention & Response \(SAFE\) website](#), which provides information and resources for different situations.
- [Counseling & Psychological Services \(CAPS\)](#) can provide confidential counseling support. Call them at (831) 459-2628.
- You can report gender discrimination and sexual harassment and violence directly to the University’s [Title IX Office](#) by calling (831) 459-2462 or by using their [online reporting tool](#).
- Reports to law enforcement can be made to the UC Police Department, (831) 459-2231 ext. 1.
- For emergencies, call 911.

ACADEMIC INTEGRITY

All members of the UCSC community benefit from an environment of trust, honesty, fairness, respect, and responsibility. You are expected to present your own work and acknowledge the work of others in order to preserve the integrity of scholarship.

Academic integrity includes:

- Following exam rules
- Using only permitted materials during an exam
- Viewing exam materials only when permitted by your instructor

- Keeping what you know about an exam to yourself
- Incorporating proper citation of all sources of information
- Submitting your own original work

Academic misconduct includes, but is not limited to, the following:

- Disclosing exam content during or after you have taken an exam
- Accessing exam materials without permission
- Copying/purchasing any material from another student, or from another source, that is submitted for grading as your own
- Plagiarism, including use of Internet material without proper citation
- Submitting work that was produced by artificial intelligence (e.g., ChatGPT)
- Using cell phones or other electronics to obtain outside information during an exam without explicit permission from the instructor
- Submitting your own work in one class that was completed for another class (self-plagiarism) without prior permission from the instructor.
- Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Misconduct page](#) at the [Division of Undergraduate Education](#).

GENERATIVE ARTIFICIAL INTELLIGENCE

A Word About Integrity

Integrity—other people's perception of your word as true—is one of the most valuable assets you can cultivate in life. Being attentive to integrity in academic settings allows others to trust that you have completed work for which you are taking credit. This is symbolic of the public trust from which you will benefit in your future occupation and activism after you graduate from UCSC.

The creativity of your words, expression, understanding, and knowledge matters a great deal in your work as a sociologist, and it matters to me. My AI policy reflects the emphasis our discipline places on original thought and scholarship.

AI Policy

In this class, I ask that you complete your work without using AI-generated sources to augment, think through, or write your assignments.

If you submit work that appears to have been written using AI sources, I will ask you to meet with me to discuss your thinking and writing process. If, after our conversation, I conclude it's more likely than not that you did not personally complete an assignment you submitted under your name, I may refer you to your college provost for further conversation.

If you have questions about AI use and/or proper attribution of other people's work, please come ask me! Scholarly citing is not particularly intuitive, and part of my role is to help you learn those conventions.

INTELLECTUAL PROPERTY

The materials in this course are the intellectual property of their creators. As a student, you have access to many of the materials in the course for the purpose of learning, engaging with your peers in the course, completing assignments, and so on. You have a moral and legal obligation to respect the rights of others by only using course materials for purposes associated with the

course. For instance, you are not permitted to share, upload, stream, sell, republish, share the login information for, or otherwise disseminate any of the course materials, such as: video and audio files, assignment prompts, slides, notes, syllabus, simulations, datasets, discussion threads. Conversely, any materials created solely by you (for example, your videos, essays, images, audio files, annotations, notes) are your intellectual property and you may use them as you wish.

RELIGIOUS ACCOMMODATION

UC Santa Cruz welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request reasonable accommodation for religious practices. I will review the situation in an effort to provide reasonable accommodation without penalty. You should first discuss the conflict and your requested accommodation with me early in the term. You may also seek assistance from the [Dean of Students office](#).

ALL-GENDER RESTROOMS

UC Santa Cruz is committed to the well-being of all students and cares about all students feeling safe and welcome, regardless of their gender identity, expression, and/or embodiment. The [Lionel Cantú Queer Center](#) has worked with students and campus staff to create more safe and accessible restrooms for transgender and genderqueer students, staff, faculty, alumni, and UCSC visitors. A [complete list of all-gender restrooms](#) on campus was compiled and is maintained by the Cantú Queer Center.

PRINCIPLES OF COMMUNITY

The University of California, Santa Cruz expressly prohibits students from engaging in conduct constituting unlawful discrimination, harassment or bias. [More here](#). I am committed to providing an atmosphere for learning that respects diversity and supports inclusivity. We need to work together to build this community of learning. I ask all members of this class to:

- be open to and interested in the views of others
- consider the possibility that your views may change over the course of the term
- be aware that this course asks you to reconsider some “common sense” notions you may hold
- honor the unique life experiences of your colleagues
- appreciate the opportunity that we have to learn from each other
- listen to each other’s opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- ground your comments in the texts we are studying. Refer frequently to the texts and make them the focus of your questions, comments, and arguments. This is the single most effective way to ensure respectful discussion and to create a space where we are all learning together.

DIFFICULT CONVERSATIONS

In our in-class discussions and dialogues, we will have the opportunity to explore challenging, high-stakes issues and increase our understanding of different perspectives. Our conversations may not always be easy. We sometimes will make mistakes in our speaking and our listening.

Sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. We will always need respect for others. Thus, an important aim of our classroom interactions will be for us to increase our facility with difficult conversations that arise inside issues of social justice, politics, race, gender, economics, morality, religion, and other issues where reasonable people often hold diverse perspectives. This effort will ultimately deepen our understanding and allow us to make the most of being in a community with people of many backgrounds, experiences, and positions.

REPORT AN INCIDENT OF HATE OR BIAS

The University of California, Santa Cruz is committed to maintaining an objective, civil, diverse and supportive community, free of coercion, bias, hate, intimidation, dehumanization or exploitation. The Hate/Bias Response Team is a group of administrators who support and guide students seeking assistance in determining how to handle a bias incident involving another student, a staff member, or a faculty member. To report an incident of hate or bias, please use the following form: [Hate/Bias Report Form](#).

CONTENT ADVISORY

This course examines some texts, images, and videos that contain descriptions of violence and/or scenes depicting violence. I will do my best to provide individual warnings on the syllabus for course materials and in presentation slides for class content that are particularly sensitive. My hope is that these notifications will help your engagement by allowing you to prepare to work through challenging material. I encourage you to do what you need to care for yourself. If taking care of yourself means that you need to step outside during class, either for a short time or for the rest of the class, you may do so without academic penalty. If you do leave the class for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.

I've included a tag for violence [V] next to specific course materials on the syllabus. If you have concerns about encountering anything specific in the course material that I have not already tagged and would like me to provide warnings, please come see me or send me an email. I will do my best to flag any requested triggers for you in advance..

STUDENT SERVICES

Counseling and Psychological Services

Many students at UC Santa Cruz face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

Campus Mobile Crisis Team

If you are concerned about yourself or someone around you and feel they may be having a behavioral health crisis, do not hesitate to call our team. Behavioral Health concerns can include mental health or substance use related situations where you or someone around you may be a danger to self or others. Dial [831-502-9988](tel:831-502-9988) to reach the team.

Student Success and Engagement Hub

The Division of Student Success provides campus-wide coordination and leadership for student success programs and activities across departments, divisions, the colleges, and administrative units.

Tutoring and Learning Support

At Learning Support Services (LSS), undergraduate students build a strong foundation for success and cultivate a sense of belonging in our Community of Learners. LSS partners with faculty and staff to advance educational equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. When students fully engage in our programs, they gain transformative experiences that empower them at the university and beyond.

Slug Support Program

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need during remote instruction. To get started with SLUG Support, please contact the [Dean of Students](#) Office at 831-459-4446 or you may send us an email at deanofstudents@ucsc.edu.

Slug Help/Technology

The ITS Support Center is your single point of contact for all issues, problems or questions related to technology services and computing at UC Santa Cruz. To get technological help, simply email help@ucsc.edu.

On-Campus Emergency Contacts

For all other help and support, including the health center and emergency services, Click here to go to UCSC's [Emergency Services](#) page. **Always dial 9-1-1 in the case of an emergency.**