COURSE DESCRIPTION AND GOALS
Sports and athletics are an important part of our society and culture. Many people are involved in sporting events as participants or spectators, and many people are active in exercise and organized athletic programs. Sociologists study sports in several ways; from the individual perspective, the team perspective, and from the perspective of society as a whole. Sports reflect the values of society and culture, and we find in sports all of the issues we have in our society, both good and bad. Not only do we find incidents of racism, sexism, and violence in sports, but we also find positive aspects such as teamwork, leadership, and cooperation.

This is a class that emphasizes student participation. Students are expected to come to class having read the material and to be prepared to participate in class discussion. A part of the student's grade will be based on class participation.

INSTRUCTOR INFORMATION
Professor: Grant Farr
Course Email: Grant Farr at farrg@pdx.edu
Office Hours: Office hours are from 9:30 to 10:00 in Cramer 217, or by appointment.
Classroom: Cramer Hall 183

TEXTBOOK
Title: Sports in Society
Authors: Grant Farr, Ian Farr, and Danny Hannun
Publisher: Great River Learning
This is an online textbook. Since many of the assignments and quizzes are in the book, all students must buy the book. The book is available at the bookstore or directly from the publisher. For information on ordering the textbook go to www.grtep.com.
STUDENTS WITH DISABILITIES
Accommodations are collaborative efforts between students, faculty and the Disability Resource Center (DRC). Students with accommodations approved through the DRC are responsible for contacting me prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations, but who have not yet obtained approval through the DRC should contact the DRC immediately at 503-725-4150. DRC recommended accommodations are NOT retroactive.

COURSE POLICIES

Conduct:
It is required that you act appropriately and demonstrate mutual respect for everyone involved in this course, including the instructor, your classmates, and visitors. Disruptive behavior including, but not limited to, allowing online access by unauthorized guests, profanity, verbal abuse or threats directed to others, and general disrespect of others, will negatively impact your grade and may result in an F in the course.

Please review the University’s Student Code of Conduct and the Acceptable Use Policy that you agreed to when you received your PSU network access. These policies will be strictly adhered to and enforced should the situation arise.

Title IX Reporting:
As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you will find a list of individuals at this website, https://www.pdx.edu/sexual-assault/get-help.

Plagiarism:
It is extremely important that you do not represent another person’s work as your own (plagiarism), whether intentionally or not. It is your responsibility to acquaint yourself with the intricacies of academic writing and the appropriate use of another person’s work and/or ideas.

LEARNING EXERCISES AND END OF CHAPTER ESSAY QUESTIONS
In each chapter of the text there are a number of learning exercises. These include matching exercises, opinion polls, and writing exercises. These are for you to use to help learn about each topic and for you to participate in the material of each chapter. These should be completed, and we will check to make sure that you do them, but they will not be part of your grade. In addition, there are essay questions at the end of each chapter. Do them for your own benefit. We will look to see that you did them, but not grade them. You are only graded on the quizzes, your papers, class participation, and the final exam.

QUIZZES
Each week, you are required to complete a quiz covering the week’s course materials. The quizzes consist of 10 multiple choice and 10 true/false questions. The quizzes are in the textbook at the end of each chapter. Quizzes are open book and cover material from the textbook and online reading.

Quizzes are available beginning at 7am each Monday morning and must be completed prior to 11:30 pm on Sunday night. Since the quizzes are about the assigned reading, I suggest you complete the assigned readings before taking the quizzes.
CLASS SCHEDULE

Week One: January 8 and 10
Topic: Introduction to class
Reading: Chapter One
Discussion:
What is sociology?
What has sports meant to you?

Week Two: January 15 and 17
Topic: Intercollegiate Sports
Reading: Chapter Two
Speaker: PSU Athletic Director, Valerie Cleary
Discussion:
What has been the history of college sports?
What role should sports play in college?
Does intercollegiate sports hurt or help colleges?

Week Three: January 22 and 24.
Topic: International Sports
Reading Chapter Three
Speaker: Olympic Athlete TBA
Discussion:
What is the sports scene around the world and who controls it?
What should be done about the Olympics?

Week Four: January 29 and January 31
Topic: Race, Ethnicity and Sports
Reading Chapter Four
Speaker: Willie Halliburton
Discussion:
How has race played a role in sports?
Can sports solve racism?

Week Five: February 5 and 7
Topic: Indigenous Nations and Mascots
Reading: Chapter five
Speaker: Native American TBA
Discussion:
Who are the indigenous peoples?
What role have indigenous peoples played in sports?
Should teams use Native American mascots or names?

Week Six: February 12 and 14
Topic: Gender and Title IX
Reading: Chapter six
Speaker: Meadow McWhorter, Head Coach Women’s Softball
Discussion:
Are women just as good as men at athletics?
What role has Title IX played in making women’s sports equal to men’s?

**Week Seven:** February 19 and 21  
Social Stigmas and Homophobia  
Speaker: TBA  
Reading: Chapter Seven  
Discussion Questions:  
Why are there not more gay male athletes?  
What social stigmas do men and women athletes face?

**Week Eight:** February 26 and February 28  
Violence in Sports,  
Reading: Chapter Eight  
Speaker: Amy Kayon, Relationship and Sexual Violence Prevention Coordinator, PSU  
Discussion Topics:  
Is there a link between violence and sports?  
Why are some sports so violent?  
How can we make campuses safer?

**Week Nine:** March 5 and 7  
Social Issues in Athletics,  
Reading: Chapter Nine  
Speaker: Antonio Jackson, Director of Building Blocks for Success.  
Discussion:  
What has been the role of athletes in social and political issues?  
Do athletes have a special obligation to serve the community?

**Week Ten:** March 12 and 14  
Drugs and Supplements  
Reading: Chapter Ten  
Speaker: Jim Wallis, Assistant Athletic Director/Sports Medicine, PSU  
Discussion:  
What drugs and supplements are athletes using?  
Should athletes be allowed to use any drug or supplement they want?

**PAPERS**

All papers are due at class time on the due date. You should submit your paper to the drop box on the D2L website before class time. You should also bring the papers to class on the due date and they will be used for class discussion. That is, you should be able to summarize your findings to the class and be able to discuss what you found. The paper itself should be submitted on a D2L drop box. The papers must be in double space 12 point.

**First Paper. Attend a sporting event.**

Due Thursday January 17th at class time.
For this paper you should attend a sporting event. This event can be of any kind and at any level but should be an organized athletic competition. PSU athletic events are a good place to start. You should approach the athletic event as if you were an anthropologist who had just discovered a new civilization. In other words, approach the event as if you know nothing about it. Describe what the event was, what went on, where it was, who was in the audience, what was the sport, who won, your impressions of the event, and anything else that you found interesting. The key is to describe the event as if you were seeing it for the first time. Come to class prepared to discuss your findings. Paper length: Five pages

**Second Paper: Interview a minority coach.**

Due Thursday January 31st at class time.

For this paper you will interview a minority coach at Portland State or at another institution. You should read chapter four in the textbook carefully and use that information to frame your questions. What has their experience as a minority athlete and as a coach? Have they faced discrimination in their experience as an athlete and/or as a coach? Do they feel that they have had equal chances to be successful? Do they feel that athletics is a way for minorities to get ahead in life, or is athletics just another trap? Come to class prepared to discuss your findings. You should submit the list of questions you asked in addition to the paper. Paper length: Five Pages

**Paper Three: Interview a Native American.**

Due Thursday February 7th

For this paper you will interview a Native American. The main topic of your interview should be the use of Native American names and mascots for sports teams. You may also discuss with them their view of Native Americans in sports in general. How do they feel about the use of Native American mascots? When is it OK and when is it not OK? Do they know of examples when Native American mascots were used appropriately or inappropriately? Also, in the interview find out about the person you are interviewing: What tribe do they belong to, have they been an athlete themselves, and are there Native American sports that they know of and play. Who is their favorite Native American athlete? Paper Length: Five Pages

Come to class prepared to discuss your findings. In the paper you should submit the list of questions you asked in addition to the paper.

(You should look at these videos in preparing your interview.)
http://nayapdx.org
https://www.pdx.edu/cultural-resource-centers/native-american-student-community-center

**Paper Four: Interview a female coach.**

Due Thursday February 21.

For this paper you should interview a female coach. To prepare for the interview read chapters six and seven carefully and use the information in those chapters to frame your questions. How is being a female coach different from being a male coach? Is coaching women different than coaching men? If so, how? Many of the coaches of women’s teams are men; do they think this is fair? Would they feel comfortable
coaching a man’s team? What kind of discrimination do women athletes face that is different than male athletes face? Do they think that Title IX has created a level playing field, or is there still discrimination towards women athletes? What kind of pressure do women athletes face? You should submit the list of questions you asked in addition to the paper. Paper length: Five Pages

**Paper Five: Interview an Athletic Trainer.**

Due Thursday March 14th.

For this paper you will interview a professional athletic trainer either at Portland State or at another school or university. You should read chapter ten carefully to help you form your questions. Specifically your interview should focus on what the main concerns of the training staff are with drugs and supplements. What are the physical and medical consequences of using certain drugs and supplements? Which drugs and supplements are they especially concerned about? How do they test the athletes, or do they? How does the NCAA, or whatever athletic organization they, are in test for illegal drug use? Since testing does not catch very many athletes, what do they think the solution should be?

Come to class prepared to discuss your findings. You should submit the list of questions you asked in addition to the paper. Paper Length: Five Pages

**GRADING**

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<th>Weekly Quizzes</th>
<th>200 Points (20 Each)</th>
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<td>Papers</td>
<td>250 Points (50 Each)</td>
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