

SOC222 – SOCIOLOGY OF SPORT  
University of Washington  
Summer 2018

Class Meetings:  
W-F 08:30-10:40  
Savery 155

Instructor:  
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Office Hours: Monday, 9:00-11:00  
Savery 205

**Why do some sports attract massive audiences, while others struggle just to be accepted as a sport? Why do countries fight to host the Olympics, even though it takes decades to pay off the debt the Games create? How can sports influence the person we become?**

**The Sociology of Sport will help you answer these and many other questions!**

Sports are an integral component of modern life because they have the potential to influence every level of society, from international relations, to economic markets, to group behavior, all the way down to individual thought and communication. The sociology of sport refers to a critical examination of the complex relationship between sport and society, focusing on the ways that society influences sport, as well as the ways that sport influences society. In this course, we will apply sociological theory and methods to analyze these structural and cultural relationships.

This course is designed to provide a broad overview of sociological theory and methods by studying how sociologists have analyzed sports. Over this summer, you will learn to “think like a sociologist” – meaning we’re going to learn how sociology can be applied to understand the multifaceted roles sports play in society. Each week, we will focus on a different topic related to sports, which will introduce you to some of the concepts and theories sociologists have used to analyze that topic. By the conclusion of this course, students will understand basic sociological approaches to analysis and be able to apply them to develop a deeper understanding of the role of sports in our world.

*Learning Goals.* By the end of this course, you should be able to:

- *Read and understand research articles from peer-reviewed sociology journals.*
- *Think like a sociologist when examining social phenomena.*
- *Identify key arguments and debates in the sociology of sport.*
- *Analyze issues or phenomena in sports using sociological theory.*

## COURSE PHILOSOPHY

### Classroom Environment

*Active Learning.* This course will engage you in active learning, so your attendance and participation are critical. In this class, we will work together to make sense out of the material. I value your input and want you to participate in discussion as much as possible. Ask questions,

suggest ideas, help make this class interesting!

*Discussion-Based Instruction.* I prefer to lead discussions by asking questions. That means it's important for you to do the assigned readings and think about the concepts being discussed. I will come prepared with a series of questions to walk us through the material, but our discussions will be of higher quality and greater interest to you when you actively participate.

*Be Respectful and Receptive.* One of the most important aspects of our discussion-based class is that everyone comes to class with an open-mind about each other's ideas – myself included! We are discussing, interpreting, and applying sociological theories to examine topics like the organization and regulation of sport, sports as a social institution, and sports and identities. These are things about which reasonable people can disagree. I expect each one of you to be academic, mature, and open-minded. We should be able to have a lively debate with disagreement without getting personal or disrespectful.

### How to Succeed.

*Syllabus as Course Manual.* This is a long syllabus – I've done that intentionally to give you all the information you will need to succeed in this course! You should think of this syllabus as your manual for this course. Read over it, get to know it, and start here if you have any questions about anything in this class.

*I'm Here to Help!* My goal is to support each of you while you learn this material, and I will do whatever I reasonably can to make this class a success for each one of you. If you're confused about anything, come talk to me. If you're having trouble keeping up, come talk to me.

*Reading Guides.* The assigned articles might be difficult to read and you might struggle – that's okay! One of the goals of this course is to make you more comfortable with reading articles from peer-reviewed journals. To help you, I will post reading guides that briefly summarize the assigned readings, focus your attention on particular aspects of the article, and identify important concepts. I suggest you use these guides to help structure your reading.

*Commit to the Class!* It's important to put in the effort to make this class beneficial to you. This means doing the readings, coming to class with questions, and actively participating in our discussions. Be proactive about your education, and I'll do whatever I can to help you succeed!

## CLASS GUIDELINES

Access and Accommodations. Your experience in this class is important to me. I will be happy to work with you to provide any academic accommodations you have approved through the Disability Resources for Students Office. Please feel free to talk to me after class, during office hours, or over email to discuss this. If you need to request accommodations, please contact DRS at 206-543-8924 or [uwdrs@uw.edu](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://disability.uw.edu).

Academic Honesty. The University of Washington's Student Conduct code will be enforced, including the policy on plagiarism. The simple version is this: don't cheat, do your own work, and cite your sources. The entire policy can be found at <http://www.washington.edu/admin/rules/policies/WAC/478-120TOC.html>.

Course Website. Take some time to get used to the Canvas page for this course. I will use Canvas to make announcements for the class, to provide all readings and reading notes, and to post grades.

Email Policy. I check email sporadically throughout the day. It's unlikely you'll get an immediate response, but I will respond within 48 business hours. Please include SOC222 in the subject of any email you send me. If you are emailing about a substantive question, please try to suggest an answer or explain what confuses you – this will help me answer your question more effectively.

## COURSE REQUIREMENTS AND GRADING

### *Final Grade Breakdown*

Participation	– 100 points
Exams	– 200 points
<u>Paper</u>	<u>– 200 points</u>
<b>Total</b>	<b>– 500 points</b>

Participation – 100 Points. There are three components to the participation grade for this class: Writing Responses, Discussion Questions, and Article Presentations.

*Writing Responses – 50pts.* Every class meeting will include a short writing exercise. I will give you a prompt based on that week's readings, and you will spend about 5 minutes writing a response. This is a chance to me to check in on your thinking about the course content and provide feedback, if necessary. You will receive full credit for demonstrating that you're thinking about the material, even if you don't fully understand it yet. You must submit a total of **10 writing responses** throughout the quarter; you can miss up to 3 writing responses without it impacting your participation grade.

*Discussion Questions – 30pts.* I want to know what you think is interesting about that week's topic, and these Discussion Questions are a great opportunity for you to shape our discussions! You must submit a Discussion Question to me **3 times** throughout the quarter (i.e. for 3 different classes), on whichever days interest you the most. In this context, "discussion question" could mean a question about something you didn't understand, or a topic you'd like to discuss more, or a comment about the readings – basically, anything related to the material that would generate discussion. I will do my best to include your questions and comments in our discussions! You must email me your discussion question at least 24 hours before class to receive credit.

*Article Presentations – 20pts.* Once in the quarter, you will have the opportunity to present an article that you find interesting and to demonstrate how that article connects to the course material. The article you choose should: (1) come from a non-academic source, like a newspaper, magazine, or a comparable online source (i.e. not personal blogs), (2) be relevant to that day's topic, and (3) have been published in the last 15 years. Your presentation, which should last 5-10 minutes, should summarize the article, offer some analysis about the article's content, and provide at least 2 discussion questions. You must pick your Article Presentation date by 06 July 2018; you must submit your article and discussion questions at least 24 hours before your presentation.

Exams – 200 Points. There will be two exams in this class, taken in-class in **Week 5 and**

**Week 9.** The second exam is not cumulative, except that it may draw on concepts we covered in the first half of the class. Each will be worth 100 points. The exams will be half multiple choice and half short answer. There will be a review session the class before each exam.

*Exam Dates:*

Exam I – **20 July 2018**

Exam II – **17 August 2018**

Paper – 200 Points. The main goals of this writing requirement are for you to learn to think critically, to write persuasively, and to analyze sport using sociology. You will choose between 2 options to fulfill the writing requirement of this course: (A) 2 short, 5-6 page papers, or (B) a single, 10-12 page paper. You must make this choice no later than **06 July 2018**.

Short Papers. If you choose this option, you will write two (2) 5-6 page papers analyzing an issue or phenomenon involving sports and society. I will provide 2-3 options from which to choose, including the evidence you will use (e.g. newspaper article, blog, documentary, etc.). The prompts (available on Canvas) will specify the question(s) you're expected to address, and provide some suggestions for how to answer those questions.

*Paper 1 Re-Write.* You will receive feedback on Paper #1 in addition to your grade. You may, but are not required to, re-write your Paper #1 based on this feedback to earn back up to 50% of the points you lost.

Long Paper. If you choose this option, you will write one 10-12 page paper analyzing some issue or phenomenon involving sports and society of your own choosing. You have a lot of freedom in choosing a topic, as long as your idea connects sports and society in some way. You can use the topics and articles in this syllabus as a guide, and if you have any questions about whether your idea is appropriate, don't hesitate to talk to me or email me! You will be expected to do some library research for the paper.

Your paper grade will be based on 6 assignments, spaced throughout the quarter: a Pitch Meeting, a Topic Description, a Question and Working Thesis Statement, a Summary of Theory, a Rough Draft, and a Final Draft. Unless otherwise noted below, each assignment will be submitted on Canvas.

*Pitch Meeting – 10pts.* In Week 3 (**02-06 July 2018**), I'll meet with each one of you to discuss your ideas for your paper. This will be an informal discussion of your ideas, and I will provide feedback about how you should proceed. Please come up with a 2-3 sentence summary of your idea and bring it with you to our meeting. As long as you show me you're thinking seriously about what to write, you will receive full credit. To schedule your appointment, use the link provided on the Canvas page for this assignment.

*Topic Description – 15pts.* Your Topic Description is due **11 July 2018, by 23:59**. In this assignment, you will describe your topic clearly in 1-2 paragraphs. You should include as many details as you possibly can to give me an exact idea of what you want to analyze in your paper. This is a chance to demonstrate you've put effort into thinking about this assignment, but you are free to revise your topic as you develop your paper. You must identify 1 source (academic or non-academic) that addresses your topic. If you demonstrate you're working on your paper and have at least one source, you will receive full credit.

*Question and Working Thesis Statement – 20pts.* Your Question and Working Thesis Statement is due **18 July 2018, by 23:59**. This assignment will be a 1 page (1-2 paragraphs) summary that should identify your topic, state the question you're asking with your paper, and provide a potential answer to your question – that's your Working Thesis Statement. Your Working Thesis will be your guide as you develop your paper, including determining which theory is relevant and how you organize your argument. But remember: this is your Working Thesis Statement, meaning you should re-evaluate and revise it as you progress through this project.

*Summary of Theory – 25pts.* Your Summary of Theory is due **25 July 2018, by 23:59**. This assignment will be a 2 page description of the theory might be using in your paper, including summaries of the concepts you intend to you use and why you think they're related to your topic. You must identify 3 potential sources.

*Rough Draft – 30pts.* Your First Draft is due **01 August 2018, by 23:59**. You will submit your draft on Canvas. The purpose of this draft is to demonstrate the progress you've made. You should submit 5-7 pages that use the previous assignments to show how you've developed your argument. You must also identify at least 6 potential sources. I will provide you with detailed feedback by *03 August 2018*, which will help you complete your final draft.

*Final Draft – 100pts.* Your Final Draft is due on **15 August 2018**. You will bring your final draft to class. This draft should include your complete argument and you should incorporate the feedback you receive on your First Draft. Your Final Draft should include a bibliography, with at least 10 sources, and be 10-12 pages long (bibliography is not included in the page count).

*Technical Requirements.* Both drafts must be double-spaced, Times New Roman, 12-point font, 1-inch margins.

Attendance Policy and Excused Absences. Because your contributions are critical to the success of classroom discussions, your attendance is required. Of course, if you have a reasonable excuse, like an illness, family or work emergency, or a similar unavoidable conflict, let me know as soon as possible. You will not be penalized for missing class for an excused absence. If you're unsure whether you have an excused absence, contact me as soon as you can and we'll discuss it!

Late-Work Policy. Deadlines are important because they make it possible to evaluate students' progress within a particular amount of time. For the sake of equity and fairness, all students will have the same amount of time to complete assigned work. That being said, life is complex and doesn't always go smoothly. If you have a serious illness, family emergency, or a similar problem, contact me as soon as possible and we'll figure it out. I will be as flexible as I can if you contact me in advance. Do NOT wait until the last minute to contact me.

*Grading Scale.* The following grading scale will be used to calculate final grades:<sup>1</sup>

Points Earned	Numerical Grade	Characteristics of Work Evaluated
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<sup>1</sup> Rubric adapted from Katherine Beckett, SOC372 Syllabus (WI18).

100-98	4.0	Excellent and exceptional work: unusually thorough, well-reasoned, sophisticated, and well written. Shows an incisive understanding of the topic, and demonstrates a high level of critical analysis, creativity and/or complexity.
97-96	3.9	
95-94	3.8	Strong work that shows creativity, and is thorough and well-reasoned. Demonstrates mastery of subject content beyond expected competency, and sound analytic skills, but room for further development in areas such as critical analysis, creativity, or complexity.
93-92	3.7	
91-90	3.6	
89	3.5	
88-87	3.4	
86	3.3	
85	3.2	
84	3.1	
83	3.0	
82	2.9	
81	2.8	Adequate work, though some weaknesses are evident. Moderately thorough and well-reasoned, but some indication that understanding of the important issues is less than complete. Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.
80	2.7	
79	2.6	
78	2.5	
77	2.4	
76	2.3	Borderline work, barely meeting the minimal expectations. Understanding of key issues is incomplete, analytical work performed is minimally adequate. Technical competence uneven or poor. Significant areas need improvement to meet course expectations.
75	2.2	
74	2.1	
73	2.0	
72	1.9	
71	1.8	
70	1.7	
69	1.6	Non-satisfactory work that does not meet minimal expectations. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Fails to demonstrate knowledge of course content or technical competence expected.
68	1.5	
67	1.4	
66	1.3	
65	1.2	
64	1.1	
63	1.0	
62	.9	
61	.8	
60	.7	
<60	0.0	

## READING LIST

Note: Deadlines marked (A) refer to the Short Papers; deadlines marked (B) refer to the Long Paper.

Week and Topic	Date and Readings	Deadlines
1 – Course Foundations	<p><b>20 June - Course Introduction &amp; Syllabus Review</b>  <u>Required</u>            No reading required.</p>	
	<p><b>22 June – The Definition of “Sport”</b>  <u>Required</u>            Lagaert, Susan &amp; Henk Roose. 2016. “Exploring the Adequacy and Validity of ‘Sport’: Reflections on a Contested and Open Concept.” <i>International Review for the Sociology of Sport</i> 51(4):485-98.            Shilling, C. A., &amp; Mellor, P. 2014. “Re-conceptualizing sport as a sacred phenomenon.” <i>Sociology of Sport Journal</i> 31(3), 349-376.</p> <p><u>Recommended</u>            Bourdieu, P., John MacAloon, &amp; Alan Savage. 1988. “Program for a Sociology of Sport.” <i>Sociology of Sport Journal</i> 5(2):153-61.            Grindstaff, L., &amp; West, E. 2006. “Cheerleading and the Gendered Politics of Sport.” <i>Social Problems</i> 53(4):500-18.</p>	
2 – Organization and Regulation of Sports	<p><b>27 June – Regulating Sports</b>  <u>Required</u>            Chappelet, Jean-Loup. 2018. “Beyond Governance: The Need to Improve the Regulation of International Sport.” <i>Sport in Society</i> 21(5):724-34.            Sullivan, Claire F. 2011. “Gender Verification and Gender Policies in Elite Sports: Eligibility and ‘Fair Play’.” <i>Journal of Sport and Social Issues</i> 35(4):400-19.            Purdue, David E.J. &amp; P. David Howe. 2013. “Who’s In and Who is Out? Legitimate Bodies within the Paralympic Games.” <i>Sociology of Sport Journal</i> 30(1):24-40.</p> <p><u>Recommended</u>            Baxter, Vern, &amp; Others. (1996). Competition, Legitimation, and the Regulation of Intercollegiate Athletics. <i>Sociology of Sport Journal</i>, 13(1), 51-64.</p>	
	<p><b>29 June – Deviance and Social Control in Sports</b>  <u>Required</u>            Sefiha, Ophir &amp; Nancy Reichman. 2016. “When Every Test is a Winner: Clean Cycling, Surveillance, and the New Preemptive Governance.” <i>Journal of Sport and Social Issues</i> 40(3):197-217.            Crocket, Hamish. 2015. “Foucault, Flying Discs, and Calling Fouls: Ascetic Practices of the Self in Ultimate Frisbee.”</p>	

	<p><i>Sociology of Sport Journal</i> 32(1):89-105.                  Sanchez Garcia, Raul &amp; Dominic Malcolm. 2010. "Decivilizing, Civilizing, or Informalizing? The International Development of Mixed Martial Arts." <i>International Review for the Sociology of Sport</i> 45(1):39-58.</p> <p><u>Recommended</u>                  Adams, Stephen, Courtney W. Mason, Michael A. Robidoux. 2015. "If You Don't Want to Get Hurt, Don't Play Hockey': The Uneasy Efforts of Hockey Injury Prevention in Canada." <i>Sociology of Sport Journal</i> 32(3):248-65.                  Sluggett, Bryan. 2011. "Sport's Doping Game: Surveillance in the Biotech Age." <i>Sociology of Sport Journal</i> 28(4):387-403.</p>	
<p>3 – Mega-Events</p>	<p><b>04 July – CLASS CANCELLED</b>  <i>No readings required.</i></p> <hr/> <p><b>06 July – Mega-Events</b>  <u>Required</u>                  de Almedia, Barbara Schausteck, Chris Bolsmann, Wanderley Marchi Junior, &amp; Juliano de Souza. 2015. "Rationales, Rhetoric, and Realities: FIFA's World Cup in South Africa 2010 and Brazil 2014." <i>International Review for the Sociology of Sport</i> 50(3):265-82.                  Oettler, Anika. 2014. "The London 2012 Olympics Opening Ceremony and Its Polyphonous Aftermath." <i>Journal of Sport and Social Issues</i> 39(3):244-61.                  Manzenreiter, Wolfram. 2010. "The Beijing Games in the Western Imagination of China: The Weak Power of Soft Power." <i>Journal of Sport and Social Issues</i> 34(1):29-48.</p> <p><u>Recommended</u>                  Choi, C., &amp; Heo, C. 2013. "Economic Changes Resulting from Seoul 1988: Implications for London 2012 and Future Games." <i>The International Journal of the History of Sport</i> 30(15):1854-66.                  Traganou, Jilly. 2010. "National Narratives in the Opening and Closing Ceremonies of the Athens 2004 Olympic Games." <i>Journal of Sport and Social Issues</i> 34(2):236-51.</p>	<p>(B) Pitch Meetings this week!</p>
<p>4 – Sport\$, or Money in Sports</p>	<p><b>11 July – Writing Workshop</b>  <u>Required</u>  <i>No reading required.</i></p> <hr/> <p><b>13 July –Media and Consumption of Sports</b>  <u>Required</u>                  Brett, Gordon. 2017. "Reframing the Violence of Mixed Martial Arts: The 'Art' of the Fight." <i>Poetics</i> 62:15-28.                  Kassing, Jeffrey W. &amp; Jimmy Sanderson. 2012. "Playing in the New Media Game or Riding the Virtual Bench: Confirming</p>	<p>(B) Topic Description</p>



	<p>and Disconfirming Membership in the Community of Sport.” <i>Journal of Sport and Social Issues</i> 39(1):3-18.</p> <p>Keeler, Ben &amp; John Nauright. 2005. “Team Yao: Yao Ming, the NBA, Sporting Goods, and Selling Sport to China.” <i>American Journal of Chinese Studies</i> 12(2):203-18.</p> <p><u>Recommended</u></p> <p>Weedon, Gavin. 2012. “‘I Will. Protect this House’: Under Armour, Corporate Nationalism, and Post-9/11 Cultural Politics.” <i>Sociology of Sport Journal</i> 29(3):265-82.</p> <p>Bailey, Kyle, Robert Oliver, Christopher Gaffney, &amp; Korine Kolivras. 2016. “Negotiating ‘New’ Narratives: Rio de Janeiro and the ‘Media Geography’ of the 2014 FIFA World Cup.” <i>Journal of Sport and Social Issues</i> 41(1):70-93.</p>	
<p>5 – Sport\$, or Money in Sports (continued)</p>	<p><b>18 July – The Objectification of Athletes; Exam Review Required</b></p> <p>Mutz, Michael &amp; Henk Erik Meier. 2016. “Successful, Sexy, Popular: Athletic Performance and Physical Attractiveness as Determinants of Public Interest in Male and Female Soccer Players.” <i>International Review for the Sociology of Sport</i> 51(5):567-80.</p> <p>Van Rheenen, Derek. 2013. “Exploitation in College Sports: Race, Revenue, and Educational Reward.” <i>International Review for the Sociology of Sport</i> 48(5):550-71.</p> <p><u>In-Class Readings</u></p> <p>Lemons, Malcolm. 2017. “College Athletes Getting Paid? Here are some Pros and Cons.” <i>Huffington Post</i> March 29. Retrieved 18 June 2018 (<a href="https://www.huffingtonpost.com/entry/college-athletes-getting-paid-here-are-some-pros-cons_us_58cfcee0e4b07112b6472f9a">https://www.huffingtonpost.com/entry/college-athletes-getting-paid-here-are-some-pros-cons_us_58cfcee0e4b07112b6472f9a</a>)</p> <p>Chait, Jonathan. 2018. “How to Pay College Athletes Without Ruining NCAA Sports.” <i>New York Magazine</i> March 31. Retrieved 19 June 2018 (<a href="http://nymag.com/daily/intelligencer/2018/03/how-to-pay-college-athletes-without-ruining-ncaa-sports.html">http://nymag.com/daily/intelligencer/2018/03/how-to-pay-college-athletes-without-ruining-ncaa-sports.html</a>).</p> <p>Emmert, Mark. 2012. "Paying College Athletes Is a Terrible Idea." <i>The Wall Street Journal</i> January 11. Retrieved 19 June 2018 (<a href="https://www.wsj.com/articles/SB10001424052970204257504577151212467142838">https://www.wsj.com/articles/SB10001424052970204257504577151212467142838</a>)</p>	<p>(A) Paper #1</p> <p>(B) Thesis Statement</p>
	<p><b>20 July – Exam I</b>  <i>No readings required.</i></p>	<p><b>Exam I</b></p>

<p><b>6 – Sports as a Social Institution</b></p>	<p><b>25 July – Sports and Socialization</b></p> <p><u>Required</u>                  Foley, D. 1990. The Great American Football Ritual: Reproducing Race, Class, and Gender Inequality. <i>Sociology of Sport Journal</i> 7(2):111-135.                  Singer, John N. &amp; Reuben A. Buford May. 2011. “The Career Trajectory of a Black Male High School Basketball Player: A Social Reproduction Perspective.” <i>International Review for the Sociology of Sport</i> 46(3):299-314.</p> <p><u>Recommended</u>                  Shakib, Sohaila, Philip Veliz, Michele D. Dunbar, &amp; Don Sabo. 2011. “Athletics as a Source for Social Status among Youth: Examining Variation by Gender, Race/Ethnicity, and Socioeconomic Status.” <i>Sociology of Sport Journal</i> 28(3):303-28.</p>	<p><b>(A) Receive Feedback</b></p> <p><b>(B) Summary of Argument</b></p>
	<p><b>27 July – Race and Sports</b></p> <p><u>Required</u>                  Hartmann, D. 2000. “Rethinking the Relationships Between Sport and Race in American Culture: Golden Ghettos and Contested Terrain.” <i>Sociology of Sport Journal</i> 17(3):229-253.                  Bimper, Albert Y., Jr. 2014. “Lifting the Veil: Exploring Colorblind Racism in Black Student Athlete Experiences.” <i>Journal of Sport and Social Issues</i> 39(3):225-43.                  Dufur, M., &amp; Feinberg, J. 2009. “Race and the NFL Draft: Views from the Auction Block.” <i>Qualitative Sociology</i> 32(1): 53-73.</p> <p><u>Recommended</u>                  Agyemang, Kwame, John N. Singer, &amp; Joshua DeLorme. 2010. “An Exploratory Study of Black Male College Athletes’ Perception on Race and Athlete Activism.” <i>International Review for the Sociology of Sport</i> 45(4):419-35.                  Jacobs, Michelle R. 2014. “Race, Place, and Biography at Play: Contextualizing American Indian Viewpoints on Indian Mascots.” <i>Journal of Sport and Social Issues</i> 38(4):322-45.                  Kaufman, Peter &amp; Eli A. Wolff. 2010. “Playing and Protesting: Sport as a Vehicle for Social Change.” <i>Journal of Sport and Social Issues</i> 34(2):154-75                  Nakamura, Yuka. 2016. “Rethinking Identity Politics: The Multiple Attachments of an ‘Exclusive’ Sport Organization.” <i>Sociology of Sport Journal</i> 33(2):146-55.</p>	

<p>7 – Sport as a Social Institution (continued)</p>	<p><b>01 August – Gender &amp; Sports</b>  <u>Required</u>                  Mennesson, Christine. 2012. “Gender Regimes and Habitus: An Avenue for Analyzing Gender Building in Sports Contexts.” <i>Sociology of Sport Journal</i> 29(1):4-21.                  Ezzell, M. 2009. "Barbie Dolls" on the Pitch: Identity Work, Defensive Othering, and Inequality in Women's Rugby. <i>Social Problems</i>, 56(1), 111-131.                  Washington, Myra S. &amp; Megan Economides. 2015. “Strong is the New Sexy: Women, CrossFit, and the Postfeminist Ideal.” <i>Journal of Sport and Social Issues</i> 40(2):143-161.</p> <p><u>Recommended</u>                  Chimot, Caroline &amp; Catherine Louveau. 2010. “Becoming a Man While Playing a Female Sport: The Construction of Masculine Identity in Boys Doing Rhythmic Gymnastics.” <i>International Review for the Sociology of Sport</i> 45(4):436-56.                  Flake, Collin R., Mikaela J. Dufur, &amp; Erin L. Moore. 2013. “Advantage Men: The Sex Pay Gap in Professional Tennis.” <i>International Review for the Sociology of Sport</i> 48(3):366-76.                  Mierzwinski, Mark, Philippa Velija, &amp; Dominic Malcom. 2014. “Women’s Experiences in the Mixed Martial Arts: A Quest for Excitement.” <i>Sociology of Sport Journal</i> 31(1):66-84.</p>	<p>(A) Paper #1 Re-Write</p> <p>(B) Rough Draft</p>
	<p><b>03 August – Intersectionality &amp; Sports</b>  <u>Required</u>                  Withycombe, J. L. 2011. Intersecting selves: African American female athletes' experiences of sport. <i>Sociology of Sport Journal</i>, 28(4), 478-493.                  Douglas, Delia D. 2013. “Forget Me...Not: Marion Jones and the Politics of Punishment.” <i>Journal of Sport and Social Issues</i> 38(1):3-22.                  Johnson, C. M. 2015. "Just because i dance like a ho i'm not a ho": Cheerleading at the intersection of race, class, and gender. <i>Sociology of Sport Journal</i>, 32(4), 377-394.</p> <p><u>Recommended</u>                  Theune, Felecia. 2016. “The Shrinking Presence of Black Female Student-Athletes at Historically Black Colleges and Universities.” <i>Sociology of Sport Journal</i> 33(1):66-74.</p>	<p>Receive feedback on paper drafts.</p>
<p>8 – Identity Games</p>	<p><b>08 August –Athlete Identity</b>  <u>Required</u>                  Donnelly, P., &amp; Young, K. 1988. The Construction and Confirmation of Identity in Sport Subcultures. <i>Sociology of Sport Journal</i>, 5(3), 223-240.                  Cohen, Diana T. &amp; Maylon Turner Hanold. 2016. “Finish Lines, Not Finish Times: Making Meaning of the</p>	

	<p>‘Marathon Maniacs’.” <i>Sociology of Sport Journal</i> 33(4):347-56.</p> <p>Usher, Lindsay E. 2017. “‘Foreign’ Locals’: Transnationalism, Expatriates, and Surfer Identity in Costa Rica.” <i>Journal of Sport and Social Issues</i> 41(3):212-38.</p> <p><u>Recommended</u></p> <p>Chambliss, D. 1989. The Mundanity of Excellence: An Ethnographic Report on Stratification and Olympic Swimmers. <i>Sociological Theory</i>, 7(1), 70-86.</p> <p>Falcous, Mark. 2017. “Why We Ride: Road Cyclists, Meaning, and Lifestyles.” <i>Journal of Sport and Social Issues</i> 41(3):239-55.</p>	
	<p><b>10 August – CLASS CANCELLED</b>  <i>No readings required.</i></p>	
<p>9 – Identity Games (continued)</p> <p><b>Course Conclusion</b></p>	<p><b>15 August – Fan Identity; Final Review</b>  <u>Required</u></p> <p>Cottingham, Marci D. 2012. “Interaction Ritual Theory and Sports Fans: Emotion, Symbols, &amp; Solidarity.” <i>Sociology of Sport Journal</i> 29(2):168-85.</p> <p>Burns, Elizabeth Booksh. 2013. “When the Saints Went Marching In: Social Identity in the World Champion New Orleans Saints Football Team and Its Impact on their Host City.” <i>Journal of Sport and Social Issues</i> 38(2):148-63.</p> <p><u>Recommended</u></p> <p>Esmonde, Katelyn, Cheryl Cooky, &amp; David Andrews. 2015. “‘It’s Supposed to be About the Love of the Game, Not the Love of Aaron Rodgers’ Eyes’: Challenging the Exclusions of Women Sports Fans.” <i>Sociology of Sport Journal</i> 32(1):22-48.</p> <p>Pope, Stacey. 2012. “‘The Love of My Life’: The Meaning and Importance of Sport for Female Fans.” <i>Journal of Sport and Social Issues</i> 37(2):176-95.</p> <p>Renfrow, D. G., Wissick, T. L., &amp; Guard, C. M. 2016. (Re)defining the situation when football fans rush the field. <i>Sociology of Sport Journal</i>, 33(3), 250-261.</p>	<p><b>(A) Paper #2</b></p> <p><b>(B) Final Paper</b></p>
	<p><b>17 August – Exam II</b>  <i>No readings required.</i></p>	<p><b>Exam II</b></p>