

**COMM 3240: COMMUNICATION, SPORT AND SOCIETY**  
**Spring 2019**  
**Dr. Gregory A. Cranmer**  
**Clemson University**

**Textbook and Required Materials:**

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Hyman, M. (2009). *Until it hurts: America's obsession with youth sports and how it harms our kids*. Boston: Beacon Press.

Sage, G. H., & Eitzen, D. S. (2016). *Sociology of North American Sport (10<sup>th</sup> ed.)*. New York: Oxford.

Various OER, assigned weekly by the instructor.

**Course Description:** This course covers the cultural influence of communication about sports on society. It explores how communication enables cultural meaning and values to become associated and established within sports, and exposes students to the ways that factors such as race, gender and nationalism manifest and perpetuate via communication about sports.

**Course Objectives:** Upon completion of this course, students will be able to:

- a) Demonstrate understanding of and describe the history of sport in American society
- b) Demonstrate understanding of and describe the increasing influence of sport in American society
- c) Identify and demonstrate understanding of American cultural values that permeate sport
- d) Identify contemporary issues in youth sports regarding parent behavior/interaction and assess and evaluate these behaviors in field observation
- e) Demonstrate understanding of and identify societal problems present in sport (e.g., gambling, performance enhancing drug use) and evaluate how these issues affect the way we understand sport
- f) Evaluate the growing trend of athletes' private lives receiving more media attention and public discussion
- g) Identify health and safety issues in sport and evaluate the relevance of these issues in the sports world
- h) Identify the role race and gender play in the sports experience and demonstrate understanding of how these factors manifest in sports
- i) Identify problematic issues associated with coach/athlete interaction and how these behaviors reflect societal values
- j) Identify and assess ethical issues associated with intercollegiate athletics and demonstrate understanding of how these issues manifest.

**National Communication Association Learning Outcomes in Communication (LOCs):**

*LOC #2: Employ communication theories, perspectives, principles, and concepts*

- Explain Communication theories, perspectives, principles, and concepts
- Synthesize Communication theories, perspectives, principles, and concepts
- Apply Communication theories, perspectives, principles, and concepts
- Critique Communication theories, perspectives, principles, and concepts

## Course Requirements

**1. Group Project:** A main assignment in this class will be a group project. All groups must have 4-5 members (this may change depending on the number of students in the class).

We will work on this project throughout the semester. This project will be broken into several smaller components to make it easier to accomplish. You will pick a topic that interests your group and touches upon a sport issue that is relevant to larger society.

The first component of your project will be the abstract and citations assignment. Your group will be responsible for finding 20 empirical articles for your paper. The articles must be published in peer-reviewed journals. Your group will create a single reference page in APA format citing these 20 articles. The group will submit two abstract assignments for every member of the group (e.g., if your group has five members, you will submit ten abstract assignments). Each abstract assignment must refer to a distinct article (i.e., no two assignments may focus on the same article). This assignment is worth 100 points, and will be graded as a group effort (i.e., each group will hand in a single reference page and one copy of each of their abstract assignments). (100 pts)

The second component of your project will be a proposed outline for a literature review. This outline should be detailed and focus on the structure of the paper and integrating the sources found by your group members. This assignment is worth 25 points, and will be graded as a group effort (i.e., each group will hand in one paper). (25 pts)

The third component of your project is a peer review assignment. Your group will find/be assigned another group's literature review. As a group, you will read through and evaluate that group's paper. You will be provided with a digital form to provide structured feedback (i.e., you will need one computer per group). You will read the paper during class time and complete an evaluation form. At the end of the class, you will email the other group and myself your completed evaluation form. This assignment is worth 25 points and will be graded as a group assignment (i.e., each group will work together to evaluate one paper and will complete one evaluation form). (25 pts)

The fourth component of your group project will be a literature review. Each group must combine the research they conducted earlier with the addition of my feedback and additional sources into a 5-6 page paper (not including references). This paper will synthesize and summarize the selected topic or problem. This paper must be rich in detail, concise (no fluff), well written/reasoned/organized, and must be grammatically

and stylistically appropriate. This assignment is worth 100 points and will be graded as a group effort (i.e., each group will hand in one paper). (100 pts)

The fifth component of your group project is a second peer review assignment. Your group will be assigned another group's final paper (i.e., the same group from the first peer review assignment). As a group, you will read through and evaluate that group's paper. You will be provided with a digital form to provide structured feedback (i.e., you will need one computer per group). You will read the paper during class time and complete an evaluation form. At the end of the class, you will email the other group and myself your completed evaluation form. This assignment is worth 25 points and will be graded as a group assignment (i.e., each group will work together to evaluate one paper and will complete one evaluation form). (25 pts)

The sixth component of your group project will require you to hand in a final paper. This paper should be 10-12 pages long (not including references). The paper should include a revised version of your literature review, with additional insights regarding in response to my previous feedback. Additionally, this assignment will require you to select a problem within popular sporting news/culture (e.g., a related issue/story) that aligns with your paper topic. You will (a) briefly summarize the event/problem, (b) address how this event aligns with academic research from your literature review, (c) assess the consequences/implications for the involved stakeholders, and (d) identify a resolution to the situation. This assignment is worth 125 points and will be graded as a group effort (i.e., each group will complete one final paper). (125 pts)

Finally, at the end of the semester, you will complete peer evaluations on all your group members. These will count as 50 points and will be individually based (i.e., each group member's grade will be determined based on their group's feedback). (50 pts)

**2. Exams:** You will take a midterm and a final exam on the course readings and educational documentaries that will be watching. In general, the exams will consist of multiple choice, true/false, and matching questions that will assess your understanding of the readings and course discussions. These exams will also feature short essays that require application of course content to real world situations. (200 pts)

**3. Reading Quizzes:** There will be 20 brief quizzes (5-10 questions) on the course readings. These quizzes are meant to hold you accountable for preparing for each class session. (100 pts)

#### TENATIVE SCHEDULE:

##### WEEK 1

##### Reading/Assignment Due

|        |  |                  |
|--------|--|------------------|
| Jan. 9 | Course Introduction/Review<br>Syllabus/Major Assignments<br>(Introduce Group Assignment) | Buy the books!!! |
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|---------|---|--|
| Jan. 11 | Introduction – Sport, Communication, & Theoretical Approaches to Society<br><i>Quiz 1</i> | SE Chapter 1<br>Wrench & Turner (2015) |
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## WEEK 2

|         |  |   |
|---------|--|---|
| Jan. 14 | History & Rise of Sport in North America<br><i>(Group Assignment: Groups Finalized)</i><br><i>Quiz 2</i> | SE Chapter 2                            |
| Jan. 16 | Sport and North American Culture and Values<br><i>Quiz 3</i>   | SE Chapter 3                            |
| Jan. 18 | RESEARCHING & FINDING SOURCES<br><i>(Group Assignment: Topic Assignment)</i>                             | Finalize Topic<br>Bring laptop to class |

## WEEK 3

|         |                                  |  |
|---------|----------------------------------|--|
| Jan. 21 | <b>MLK – NO CLASS</b>            |  |
| Jan. 23 | <b>RESEARCH DAY</b>              | Find/Read Sources<br>Bring laptop to class   |
| Jan. 25 | APA & CITATIONS<br><i>Quiz 4</i> | Bring one article for your project to class. |

## WEEK 4

|         |   |                            |
|---------|---|----------------------------|
| Jan. 28 | Youth Sports: Socialization into sport<br><i>Quiz 5</i> | SE Chapter 8 (pp. 193-203) |
| Jan. 30 | Youth Sports: Socialization via sport<br><i>Quiz 6</i>  | SE Chapter 8 (pp. 203-226) |
| Feb. 1  | <b>Discussion Day: Friday Night Tykes</b>               | Read Hyman                 |

## WEEK 5

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|--------|---|---|
| Feb. 4 | <b>Discussion Day: Youth Sports: Until it hurts</b> | H – Chapters 1 - 9                      |
| Feb. 6 | Interscholastic Sports<br><i>Quiz 7</i>             | SE Chapter 9                            |
| Feb. 8 | <b>Discussion Day: At All Costs</b>                 | Work on Abstract & Citations Assignment |

## WEEK 6

|         |                                     |   |
|---------|-------------------------------------|---|
| Feb. 11 | <b>Discussion Day: At All Costs</b> | Work on Abstract & Citations Assignment |
|---------|-------------------------------------|---|

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|---------|---|---------------|
| Feb. 13 | Collegiate Athletics<br><i>Quiz 8</i><br><b>ABSTRACTS &amp; CITATIONS DUE</b> | SE Chapter 10 |
| Feb. 15 | <b>NO CLASS</b>   |               |

#### WEEK 7

|         |   |                     |
|---------|---|---------------------|
| Feb. 18 | <b>Discussion Day: The Business of Amateurs</b> |                     |
| Feb. 20 | <b>Discussion Day: The Business of Amateurs</b> |                     |
| Feb. 22 | Coaching: What is effective?<br><i>Quiz 9</i>   | Vella et al. (2011) |

#### WEEK 8

|         |  |  |
|---------|--|--|
| Feb. 25 | Coaching: What can coaches do?<br><i>Quiz 10</i> | Becker (2013)  |
| Feb. 27 | <b>MIDTERM EXAM</b>                              |  |
| Mar. 1  | Sport & Politics: Nationalism<br><i>Quiz 11</i>  | SE Chapter 13<br>(pp. 335-348)<br>Butterworth (2005) |

#### WEEK 9

|        |  |  |
|--------|--|--|
| Mar. 4 | <b>Peer Revision Day ~ Lit Review</b>  | Bring your completed Lit. Review to class (5 copies) and your laptops. |
| Mar. 6 | Sport & Politics: Olympics<br><i>(Group Assignment: Outline)</i><br><i>Quiz 12</i> | SE Chapter 13<br>(pp. 348-355)   |
| Mar. 8 | <b>LITERATURE REVIEW DUE - NO CLASS</b>  |  |

#### WEEK 10

|         |                                   |              |
|---------|-----------------------------------|--------------|
| Mar. 11 | Social Problems<br><i>Quiz 13</i> | SE Chapter 4 |
| Mar. 13 | <b>Discussion Day: 9.79*</b>      |              |
| Mar. 15 | <b>Discussion Day: 9.79*</b>      |              |

#### WEEK 11

|         |                     |
|---------|---------------------|
| Mar. 18 | <b>SPRING BREAK</b> |
| Mar. 20 |                     |
| Mar. 22 |                     |

**WEEK 12**

|         |  |                                      |
|---------|--|--------------------------------------|
| Mar. 25 | Race/Ethnicity in Sport: Stacking & Cultural Perceptions<br><i>Quiz 14</i> | SE Chapter 6                         |
| Mar. 27 | Race/Ethnicity in Sport: Coaching & Media<br><i>Quiz 15</i>                | Smith (2009)<br>Ash & Cranmer (2019) |
| Mar. 29 | <b>Discussion Day: Ghost of Ole Miss</b>                                   |                                      |

**WEEK 13**

|       |  |                                     |
|-------|--|-------------------------------------|
| Ap. 1 | <b>Discussion Day: Ghost of Ole Miss</b> |                                     |
| Ap. 3 | <b>Meetings Day – 1</b>                  | Bring your identified problem/event |
| Ap. 5 | <b>Meetings Day – 2</b>                  | Bring your identified problem/event |

**WEEK 14**

|        |  |                                     |
|--------|--|-------------------------------------|
| Ap. 8  | <b>Meetings Day - 3</b>                  | Bring your identified problem/event |
| Ap. 10 | Gender Issues in Sport<br><i>Quiz 16</i> | SE Chapter 7                        |
| Ap. 12 | Sport & Religion<br><i>Quiz 17</i>       | SE Chapter 14<br>Lewis (2013)       |

**WEEK 15**

|        |  |  |
|--------|--|--|
| Ap. 15 | Sport & Economics: Social Mobility<br><i>Quiz 18</i>     | SE Chapter 5   |
| Ap. 17 | Sport & Economics: Sport as a Business<br><i>Quiz 19</i> | SE Chapter 11  |
| Ap. 19 | <b>Peer Revision Day ~ Discussion</b>                    | Bring your completed final paper to class (5 copies) & your laptops. |

**WEEK 16**

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| Ap. 22 | <b>Discussion Day: Broke</b> |  |
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|--------|---|-----------------------------|
| Ap. 24 | <b>Discussion Day: Broke</b><br><i>Quiz 20</i>        | Bring your laptops to class |
| Ap. 26 | <b>FINAL PAPER DUE</b><br><b>PEER EVALUATIONS DUE</b> |                             |

**WEEK 17**

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|  | <b>FINAL EXAM</b> |
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