

SPORT AND SOCIETY

DePaul University
School For New Learning
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Jim Bloch is the athletic director at New Trier High School. Previous to that he was the athletic director at Glenbrook North High School. He is a past president of the Illinois Athletic Directors' Association and has served on many state and national committees for a variety of athletic purposes. He serves as one of the two representatives from Illinois on a nationwide athletic leadership consortium. Jim was honored by the Illinois Athletic Directors' Association in May 1999, when he was named as the 1998-99 Class 'AA' Athletic Director of the Year. He frequently conducts workshops and gives presentations on athletic, sportsmanship, and leadership related topics. Jim also serves as a member on the Board of Directors for the Illinois Special Olympics.

Prior to serving as athletic director at Glenbrook North High School, he was the associate dean of students, head baseball coach, and assistant football coach at Glenbrook South High School. He began his educational career at Glenbrook South High School as a special education teacher. He holds a Bachelor's Degree in special education and a Master's Degree in educational administration.

Location: O'Hare Campus

Day/hours: TBA

Competencies Offered: H-2-A, H-2-G, H-1-X, H-3-X

Course Description:

There is little question that the role of sport in today's society directly or indirectly impacts almost everyone. Few other issues affect all social stratifications to the degree of sports and competition. What is in question, however, is the value this impact has upon an individual, family, school, community, country or society.

In this course, we shall study many of the major issues and controversies surrounding the impact of sports upon society. We will examine the role of various sport programs, the emphasis on winning and the effects of losing, the concepts of ethics, integrity and role models (examples), risk and its relationship to growth and reward, the role of coaches, parents and the media. The student will enhance their understanding of the role of sport in society via the examination of these concepts, issues and controversies.

Topic Sequence:

(Topic sequence may vary from week to week based upon the flow of class discussion.)

- Session 1: Introduction of course, teacher and students. Overview and discussion of the impact of sport upon society. Introduction of the sociology of sport.
- Session 2: An in-depth look at competition, winning and losing and the effects of such on participants, coaches, parents and spectators. What are the costs and what determines the perceived and real value? Does competition prepare people or hurt people for their future?
- Session 3: Sports programs for children; what role should they play vs. what role they may be playing. Are youth sport programs an asset or liability? Do youth sport programs help to build confidence or do they inhibit the development of one's self-esteem?
- Session 4: Sports in our high schools and universities; are they really part of an educational process? Are they needed? What purpose(s)

do they serve? Whom do they serve? Who really benefits. What impact do they have on our society? Is change needed?

- Session 5: Examination of the role of the coach/mentor/leader. Clear definition of the characteristics of effective coaching.
PAPER 1 IS DUE.
- Session 6: Deviance and violence associated with sports and athletes. What are the differences? Where do these behaviors come from? What are the warning signs and causal factors? What behaviors are associated with deviance and/or violence? Success/winning at all costs; how costly is it and is it worth the price? Why do some athletes pay the price?
- Session 7: Gender issues related to sports and society. Let's examine the perceptions and realities associated with the role of women in sports both past and present. Title IX; what was the original intent? Has it met its goal? How have institutions managed it?
- Session 8: The role of the media; asset, liability or both? Sports as a business and the effects on our economy.
- Session 9: Current critical issues that face sport and our society; what are they? Who will be impacted? What can be done to avoid the potential pitfalls and ill effects for us as individuals, families, communities and society in general? Let's make a plan for improving sports and these potential effects.
PAPER 2 IS DUE. COURSE EVALUATION.
- Session 10: Sports the future; what does it look like? What do the 'experts' say youth, high school, collegiate and pro sports will look like in the coming decades and how will they impact our society? Will we have bionic athletes?

Learning Experience:

1. Informal class lectures and discussions.
2. Collaborative and experiential learning.
3. Videos, guest speakers and follow up discussions.
4. Research papers and creative outside class activities.

Competencies:

H-2-A: Can understand a social problem and can analyze the effectiveness of social institutions in addressing it.

- We will define and evaluate the effects of competition, winning and losing on the individual participants, their parents, and the coaches. Particular attention will be paid to the impact of these social issues on the development one's self-esteem.
- The students will participate in class discussions, learning activities, and read assigned class materials. As a result of these activities, students will be able to make value judgments and understand the role and impact of these issues on individuals and society.

H-2-G: Can evaluate the role and impact of mass media or information technology on society.

- We will define and evaluate the role of the media and how the receiver's perception may be formulated in one direction or another. Careful attention will be given to how the media can present, create on their own, or re-present information so that the receiver's thoughts/opinions may be altered or skewed.
- The students will participate in class discussions, learning activities, and read assigned class materials. As a result of these activities, students will be able to make value judgments and understand the role and impact of the media on individuals and society.

H-1-X: We will define and evaluate how sport effects society and conversely, how society effects sport.

- We will define and evaluate certain social factors such as urban, rural, and suburban settings, and socioeconomic status.
- The students will participate in class discussions, learning activities, and read assigned class materials. As a result of these activities,

students will be able to make value judgments and understand the role and impact of these issues on individuals and society.

H-3-X: We will explain and understand the development of critical human behaviors as they are impacted by the relationship between sport and society.

- We will define and evaluate specific sociological constructs such as: competition, success, adversity, motivation, risk, fear and the development of one's sense of self.
- The students will participate in class discussions, learning activities, and read assigned class materials. As a result of these activities, students will be able to make value judgments and understand the role and impact of these issues on individuals and society.

Criteria for Assessment:

1. Class participation in the manner of constructive discussion and the student's ability to express his/her opinions and demonstrate knowledge gained from the readings. 40%
2. The student will submit two research papers. These papers will be directly related to one of the stated competencies for this course. Through their research and writing, the students will demonstrate mastery and understanding of said competence. 20% for each paper.
3. Experiential field assignment worth 10%.
4. The student will prepare a written document defining the ideal objectives and goals of sports programs relative to youth and adolescents. 10%

Academic Integrity

DePaul University's guidelines on academic integrity, which can be found in the Student Handbook, will be upheld for this course.

Textbook

SPORT IN SOCIETY, ISSUES and CONTROVERSIES

Jay J. Coakley

Sixth Edition

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