

# SPORTS IN SOCIETY

ISSUES & CONTROVERSIES EIGHTH EDITION



Jay Coakley

ERNIE BARNES

# SPORTS IN SOCIETY

## *Issues & Controversies*

EIGHTH EDITION

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# Higher Education

## SPORTS IN SOCIETY: ISSUES AND CONTROVERSIES, EIGHTH EDITION

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The cover image, *Excellence*, is the work of Ernie Barnes, an internationally known artist who played professional football with the Denver Broncos and San Diego Chargers from 1960 to 1965. After his appointment as the Official Artist for the 1984 Los Angeles Olympic Games, Mr. Barnes' talent was recognized around the world. His commissions include a painting that hangs permanently in the Carolina Panthers football stadium and a painting to commemorate the 50th Anniversary of the National Basketball Association that is displayed at the Naismith Memorial Basketball

Hall of Fame. His images frequently capture people expressing spirit and determination in the face of scarce resources. *Excellence* is one of six paintings in a motivational sports poster series. All six images may be seen at [www.erniebarnesart.com](http://www.erniebarnesart.com). Mr. Barnes' work is represented by The Company of Art, 8613 Sherwood, West Hollywood, CA 90069 (phone 800-858-2941).

# Preface

## PURPOSE OF THE TEXT

The eighth edition of *Sports in Society: Issues and Controversies* has a threefold purpose. First, it is designed to show students how sociology can be used to study sports in society. Second, it is written to encourage students to ask questions and think critically about sports as parts of social life. Third, it is organized to facilitate the use of published literature combined with the Internet and the World Wide Web to learn about sports in society.

I organize chapters around curiosity-arousing issues and questions and then discuss them in terms of recent research and theory in the sociology of sport. Although the concepts and source materials are not taken exclusively from sociology, discussions throughout the book are grounded in a sociological approach. Therefore, the emphasis is clearly on sports and sport-related actions as they occur in social and cultural contexts.

## FOR WHOM IS IT WRITTEN?

*Sports in Society* is written for those taking their first look at sports as parts of culture and society. The content of each chapter is presented so it can be understood by beginning college students who have not taken other courses in sociology or sport science. Discussions of issues do not presume in-depth experiences in sports or a detailed knowledge of sport jargon and statistics. My goal is to push students to think more critically about sports and how sports are related to their social

lives. I use concepts, theories, and research as tools that enable us to “dig into” sports and see them as more than activities that simply reflect the world in which we live.

Since the book is organized in terms of an issues approach, the content of many chapters is useful for those concerned with sport-related policies and program administration. My emphasis through the book is on making sports more democratic and making sport participation more accessible to all people.

## CHANGES IN THE EIGHTH EDITION

This edition updates and adds important material to the previous edition. My goal for this revision is to clarify points and increase the ease of reading. Integrating this edition with the website ([www.mhhe.com/coakley8e](http://www.mhhe.com/coakley8e)) enabled me to cut material from the text and transfer it to the website.

All chapters are updated in connection with new research and theoretical developments in the field. There are more than 270 *new* references cited in this edition. Most of them identify materials published since the seventh edition went to press.

A major challenge in doing this revision was determining what references and topics I would not include. The field has expanded to such an extent that this edition of *Sports in Society* is more of an introduction to the field than an overview of it. To view additional materials, readers may want to use the website ([www.mhhe.com/coakley8e](http://www.mhhe.com/coakley8e)) to search chapter-by-chapter links on the site.



## Revision Themes and New Materials

This edition continues to emphasize socialization themes as well as the increasing organization, commercialization, and globalization of sports. The connection between sports and ideology is also highlighted in this edition.

Chapter 1 provides a new explanation of ideology and how it has been used by sociologists and in the sociology of sport. Chapter 2 contains a new presentation of critical feminist theories—one that corresponds with the presentations of other theories.

The chapter on history (chapter 3) was extensively revised with new sections contrasting differences between contemporary power and performance sports and physical activities and games in different historical time periods. There is new material on “who tells us about the past” and expanded coverage of recent sports history in the United States. A *Social History Time Line, 1920–1990* helps students grasp the tenor of recent social changes in sports.

The chapters on socialization and youth sports (chapters 4 and 5) have many minor revisions and clarifications, and there is a new section on the actions of youth sport parents. Chapter 6, on deviance in sports, contains new information on the use of nutritional supplements. There is also a new section on the World Anti-Doping Agency (WADA), the United States Anti-Doping Agency (USADA), and the pros and cons of drug testing in sports.

The chapter on violence (chapter 7) has new material on violence among youth sport parents, including a discussion of the “hockey dad” killing in Massachusetts. There also is new material on violence and gender ideology and a new section, “Terrorism: Planned Political Violence at Sport Events,” in which the sport-event-related implications of 9/11/01 are discussed.

The chapter on gender and gender relations (chapter 8) has an expanded and updated discussion of Title IX. There also are discussions of the all-male membership policy at Augusta National

Golf Club, site of The Masters golf tournament; gender equity in alternative sports; and the connection between football and gender equity in college sports.

The chapter on race and ethnicity (chapter 9) contains a clarification of the concept of racial ideology and a discussion of why there are not more black coaches in college and professional football. There is also new material on Asian American athletes.

The chapter on social class and class relations in sports (chapter 10) has a new section on how public money is used to promote private profits, a discussion of class dynamics and health issues, and expanded discussions of opportunities for women and minorities in sports.

The chapter on economics (chapter 11) contains an expanded discussion of corporate influence in sports in the post-Enron era and updated materials on professional wrestling and the dynamics of spectacle in culture. All data on salaries in professional sports have been updated.

In the media chapter (chapter 12), there is new material on the interdependence of sports and the media. There also are new sections on sport video games and the challenges faced by women athletes when they deal with the media.

The chapter on government, globalization, and politics in sports (chapter 13) contains major revisions, including expanded discussions of sport participation and health, Olympism, and global labor issues and the production of sporting goods, as well as a new discussion of the figure skating judging scandal during the 2002 Winter Olympics.

The chapter on education and sports (chapter 14) pulls together new research on college sports and the achievement of educational goals, along with an expanded discussion of African American women in college sports and how Title IX has not benefited them as much as it has white women.

There are new discussions of world religions in the chapter on religions and sports (chapter 15). A new box on Islamic women athletes raises ques-

tions about religion, gender, and sports. Finally, in the discussion of the future (chapter 16), there is new material on technology and genetic manipulation for the purpose of performance enhancement in power and performance sports. There also are new comments on how sports may be used to foster social transformations in the world at large.

### Suggested Readings and New Website Resources

Each chapter is followed by updated references to relevant and interesting books, as well as websites that are useful sources of information about the topics raised in the chapters.

### New Photographs

There are 136 photos in this edition, including 55 new photos. The use of photos, cartoons, figures, and tables has been carefully planned to visually break up the text and make reading more interesting. A new feature of this edition is that all cartoons are referred to in the text. This enhances the reader's ability to identify the particular points illustrated by visual materials and connect them to the issues discussed in the text.

### Online Learning Center

The website [www.mhhe.com/coakley8e](http://www.mhhe.com/coakley8e) is an important feature associated with the eighth edition of *Sports in Society*. The site contains general information about this edition, along with links to supplemental materials associated with each chapter. Those materials include

- A downloadable PowerPoint® presentation
- Updated URLs for website resources
- Discussion issues and questions
- Group projects
- Materials from past editions that add depth and background to current chapter topics
- True-false self-tests for each chapter

- Learning objective for each chapter
- Additional readings and current news articles
- A link to PageOut to help you create your own website

## ANCILLARIES

### Instructor's Manual and Test Bank

An instructor's manual and test bank has been developed to assist those using *Sports in Society* in college courses. It includes the following:

- *Chapter outlines.* These provide a quick, overall view of the topics covered in each chapter. They are useful for organizing lectures, and they can be reproduced and given to students as study guides.
- *Test questions (multiple choice).* These questions have been designed to test students' awareness of the central points made in each chapter. They focus on ideas rather than single, isolated facts. For the instructor with large classes, these questions are useful for chapter quizzes, midterm tests, or final examinations.
- *Discussion/essay questions.* These questions can be used for tests or to generate classroom discussions. They are designed to encourage students to synthesize and apply materials in one or more of the sections in each chapter. None of the questions asks the students simply to list points or give definitions.

### Computerized Test Bank

A computerized version of the test bank for the instructor's manual is available for both IBM and Macintosh to qualified adopters. This software provides a unique combination of user-friendly aids and enables the instructor to select, edit, delete, or add questions and to construct and print tests and answer keys.

## Web Resources: McGraw-Hill's Human Performance Website

The human performance website provides a wide variety of information for instructors and students, from text information to the latest technology. It includes professional organization, convention, and career information. Link to the online catalog to find the perfect text or ancillary for your course. Additionally, web links are also provided here for all our course offerings. Visit the website at [www.mhhe.com/hhp](http://www.mhhe.com/hhp)

Additional features of the website include:

- *This Just In.* This link provides featured articles, related publications, web resources and more.
- *Faculty Support.* This links to PageOut, on-line supplements, Online Learning Centers, PowerWeb, and much more.
- *Student Success Center.* This helps students locate new study skills, job-hunting tips, and web links to assist in preparing for the job search and career development.
- *Author Arena.* Contact McGraw-Hill authors, visit their websites, and see the featured *Author of the Month* here.

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Fort Collins, CO



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(Steve Nesius; AP/Wide World Photos)

# The Sociology of Sport

## What Is It and Why Study It?

SPORT HAS BECOME . . . a major social institution in American society, and indeed, the modern world. Yet our understanding of this major social phenomenon remains limited.

—Center for Research on Sport in Society,  
University of Miami (1999)



### Online Learning Center Resources

Visit *Sports in Society's* Online Learning Center at [www.mhhe.com/coakley8e](http://www.mhhe.com/coakley8e) for additional information and study material for this chapter, including

- Self-grading quizzes
- Learning objectives
- Related websites
- Additional readings



# chapter outline

## About This Book

Culture

Society

## About This Chapter

### What Is the Sociology of Sport?

Differences Between the Sociology of Sport and  
the Psychology of Sport

Using the Sociology of Sport

Controversies Created by the Sociology of Sport

### Why Study Sports in Society?

Sports Are Part of People's Lives

Sports Are Connected with Important Ideas and  
Meanings in Social Life

**REFLECT ON SPORTS:** The Body and the  
Sociology of Sport

Sports Are Connected to Major Spheres of Social  
Life

### What Is the Current Status of the Sociology of Sport?

Professional Associations and Journals

Disagreements in the Sociology of Sport

### What Are Sports

A Traditional Definition of *Sports*

An Alternative Approach to Defining *Sports*

**REFLECT ON SPORTS:** Sports as Contested  
Activities

### Summary: Why Study the Sociology of Sport?

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A complete outline is available online at  
[www.mhhe.com/coakley8e](http://www.mhhe.com/coakley8e).

I LOVE WATCHING. I come here every game. If I had a television I would do nothing but watch soccer all the time. Now I have lived the worst. Soccer takes my mind off it.

—Abdullah Gutak, a former soccer player watching a game in partially bombed out Kabul Stadium (his wife and son were killed by a Soviet bomb and his leg had been amputated after he stepped on a land mine) (December, 2001)



## ABOUT THIS BOOK

Most of you reading this book have experienced sports personally, as athletes or spectators or both. You probably are familiar with the physical and emotional experiences of playing sports, and you may have extensive knowledge of the rules and regulations of certain sports. You probably know about the lives, on and off the field, of high-profile athletes in your school, community, or country. Many of you have followed certain sports by watching them in person and on television, reading about them in the print media or on web pages, or even listening to discussions of them on talk radio.

This book is written to take you beyond the scores, statistics, and personalities in sports. The goal is to focus on the “deeper game” associated with sports, the game through which sports become an integral part of the social and cultural worlds in which we live.

Fortunately, we can draw on our personal emotions and experiences as we consider this deeper game. Let’s use our experiences with high school sports in North America as an example. When students play varsity basketball in high school, we know that team membership may affect their status in the school and the way teachers and fellow students treat them. We know it may have implications for their prestige in the surrounding community, for their self-images and their self-esteem. We know that it may affect even their future relationships, their opportunities in education and the workforce, and their overall enjoyment of life.

Building on this knowledge enables us to move further into this deeper game associated with sports. For example, we might ask why North Americans place such importance on varsity sports and top athletes. What does that say about our schools, communities, and values? We might study how varsity programs are organized and connected with widespread ideas about masculinity and femininity, achievement and competition, pleasure and pain, winning and fair play, and

other important aspects of our culture. We might ask how varsity sports influence the status structure that exists among students and how student-athletes fit into that structure. We also might ask if the organization of high school sports is influenced by corporate sponsorships and examine student ideas about the corporations whose names and logos are on their uniforms, gym walls, and score boards.

The assumption underlying these questions is that, sports are more than just games, meets, and matches. They are also important parts of our social lives that have meanings and influence that go far beyond scores and performance statistics. Sports have become integral parts of the social and cultural contexts in which we live. They provide the stories and images that many of us use to explain and evaluate these contexts, the events in our lives, and our connections to the world around us.

People who study sports in society are concerned with the deeper meanings and stories associated with sports in particular cultures. They use their research to develop an understanding of (1) the cultures and societies in which sports exist, (2) the social worlds that are created around sports, and (3) the experiences of individuals and groups associated with sports.

Sociology is very helpful when it comes to studying sports as social phenomena. This is because **sociology**<sup>1</sup> is the study of social life, including all forms of social interaction and relationships. The concepts, theories, and research methods that have been developed by sociologists enable us to study and understand sports as they exist in our everyday lives and as they are connected with history and other aspects of culture and society. Sociology helps us examine social life *in context* and to “see” the connections

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<sup>1</sup>Important concepts used in each chapter are identified in **boldface**. Unless they are accompanied by a footnote that contains a definition, the definition will be given in the text itself. This puts the definition in context rather than separating it in a glossary.

between our lives and the larger social world. In this book, we will use sociology to see sports as a part of social and cultural life and to describe and understand social issues related to sports. As we do this, it is important that we know what the terms *culture* and *society* mean.

## Culture

**Culture** consists of the ways of life people create in a particular group or society. These ways of life are complex. They come into existence and are changed as people struggle over what is important in their lives, how to do things, and how to make sense of their experiences. Culture is not something that is imposed by some people on others; rather, it is a creation of people interacting with one another. It encompasses all the socially invented ways of thinking, feeling, and acting that emerge in particular groups as people try to survive, meet their needs, and achieve a sense of significance in the process. Of course, some people have more power and resources than others have to use in the “culture creation” process, and sociologists study how people use power in the social world.

As parts of cultures, sports have forms and meanings, which vary from one group and society to the next and vary over time as groups and societies change. For example, traditional martial arts and Sumo wrestling in Asia have different meanings, organizations, and purposes than individual sports such as boxing and wrestling in North America. Basketball’s meaning, organization, and purpose have changed considerably since 1891, when it was developed at a YMCA in Massachusetts as an indoor exercise activity for men who did not want to play football outside during the winter. Canadian James Naismith, who invented basketball as part of an assignment in a physical education course, would not recognize his game if he were to see Shaquille O’Neal slam dunk during the Olympics while a billion people watch on television and thousands of others pay hundreds of dollars to see the game

in person. It is important to know about these cultural and historical differences when we study sports as parts of social life.

## Society

In this book, the term **society** refers to a collection of people living in a defined geographical territory and united through a political system and a shared sense of self-identification that distinguishes them from other people. The United States, China, and the Netherlands are different societies. Each has a different form of social, political, and economic organization. When people study sports in society, they deal with sports as **social constructions**—that is, as aspects of the social world that are created by people as they interact with each other and live their lives in connection with social, political, and economic processes in particular societies.

Studying sports as social constructions leads to research questions such as these: Why are some sports popular in one society but not another? Why are sports organized in different ways from one society to the next? How are sports connected with other parts of society, such as the family, religion, education, government, the economy, and the media? Who sponsors sports and for what reasons? Who plays certain sports and what kinds of rewards are associated with their participation? Who benefits from and who is disadvantaged by the ways that sports are organized in a society? These and other questions will be addressed throughout this book, and they will be answered to the extent that research enables us to do so. Figure 1.1 illustrates that some people may not be comfortable with the implications of studying sports as social constructions.

*In summary*, sports are important parts of culture, which differ from place to place and time to time. How they are defined, organized, and integrated into social life varies from one society to another. This means that to understand sports we must view them as social constructions



**FIGURE 1.1** If sports are social constructions, it means that we create them and that we can change them. The sociology of sport helps people identify things about sports that should be changed; other people, including those associated with sports, may resist this notion because they benefit from sports as they are currently organized.

created in particular cultural and social contexts. Sociology provides us with tools that help us do this as we discuss major issues related to sports in society in this book.

Finally, you will notice that, throughout this book, I generally use the term *sports* rather than *sport*. I do this to emphasize that the forms and meanings of sports vary from place to place and time to time. I want to avoid the inference that “sport” has an essential and timeless quality apart from the contexts in which people invent, define, and play sports in society.

## ABOUT THIS CHAPTER

This chapter focuses on four questions:

1. What is the sociology of sport?
2. Why study sports in society?

3. What is the current status of the sociology of sport?
4. What are sports and how are they distinguished from other activities?

The answers to these questions will be guides for understanding the material in chapters 2 through 16.

## WHAT IS THE SOCIOLOGY OF SPORT?

This question is best answered at the end of the book instead of the beginning. However, you should have a clear preview of what you will be reading for the next fifteen chapters.

Most people who do the sociology of sport agree that the field is the subdiscipline of sociology that studies sports as parts of social and cultural life. The focus of much research and