



Preface

The United Kingdom (UK) is a complex country, constituted of the three home countries which make up Great Britain – England, Scotland and Wales – together with Northern Ireland, the Isle of Man and several small islands. The history of the British Empire has left a legacy of former colonial and Commonwealth links with nations including Australia, Canada and New Zealand, together with islands in the Caribbean and elsewhere, and the British monarch remains the head of state of the Commonwealth realms (although this is not always an easy or uncontroversial relationship). The UK is also a member state of the European Union, although it has not adopted the common currency of the euro; it has a permanent seat in the United Nations and is a member of the G8 and NATO. The UK was the first industrialized nation and has one of the largest economies in the world.

Sports in the UK reflect this complex history in several ways. For example, the history of many modern global sports can be traced back to the UK; the spread of sports such as cricket largely reflects colonization patterns from the British Empire; and the relationship with the European Union means the free movement of athletes between member states, resulting in diversity of members in club teams.

This textbook is an adaptation of Jay Coakley's book *Sports in Society: Issues and Controversies* – which largely takes as its focus sports in the United States of America (USA) – with revisions to the content of the original text in order to be more relevant to the UK context. In many ways, sports in the UK are very different from sports in the USA. For example:

- the history of sports in the two countries is very different
- the ways that sports are organized in schools and universities are very different
- the history of 'race' relations, the ethnic structure of the two countries and the ways in which this is manifested in the sports arena are quite different
- the economy and media are distinctly different in the two countries
- the political systems are very different, and legal issues, for example those related to children in sports, gender relations and drug abuse, are quite different.

There are also many similarities between the USA and the UK, so many lecturers and students have been able to use US-based sociology of sports textbooks when there were no appropriate British alternatives. The most popular of these has been Jay Coakley's *Sports in Society: Issues and Controversies*, which lecturers have often supplemented with British readings and materials.

Purpose of the text

Sports in Society: Issues and Controversies developed from discussions between the authors and other British colleagues, who agreed that while the US text was very useful to many British students, the differences in sports and society between the two countries meant there was a

market for a UK-orientated edition of the text. This book has been written to meet this need, and the examples, images and some of the issues contained in this text are explicitly UK in focus.

There are three main aims of this first United Kingdom edition. First, it is designed to show British students the ways that sociology can be used to study sports in society. Second, it is written to evoke critical questions from students as they think about sports in their lives and the world around them. Third, it is organized to facilitate the use of research, theory and everyday experiences to learn about sports in society.

The chapters, organized around controversial and curiosity-arousing issues, present current research and theory in the sociology of sport so that readers may discuss and analyse those issues. Although popular sources are used in addition to sociological materials, the content of the book is grounded in sociological research and theoretical approaches. Therefore, the emphasis is clearly on sports and sports-related actions as they influence and are influenced by the social and cultural contexts in which they are created and played. Current issues and controversies are highlighted in 'Reflect on sports' boxes in each chapter, and these are designed to provoke student interest and stimulate critical thinking.

Throughout the book, we tend to use the term sports rather than sport. We do this to emphasize that the forms and meanings of sports vary from place to place and time to time. We want to avoid the inference that sport has an essential and timeless quality apart from the contexts in which people invent, develop, define, plan, package, promote and play sports.

For whom is it written?

Sports in Society is written for those taking their first look at the relationships between sports, culture and society. Each chapter is written to be accessible to college and university students who have not taken courses in sociology or sports science. Discussions of issues do not presume in-depth experiences in sports or a detailed knowledge of sports jargon and statistics. The primary goal is to assist students to identify and explore critical issues related to sports in their lives, families, schools, communities, societies and the world as a whole. To achieve this goal, we use concepts, theories and research as tools that enable us to visualize sports as activities that are inseparable from everyday life at the same time as they are more than mere reflections of the world in which we live.

The emphasis on issues and controversies makes the content of all chapters useful for people who are concerned with sports-related policies and administration of sports schemes. Our purpose is to assist those who wish to make sports more democratic and sports participation more accessible, especially to those who continue to be excluded or marginalized.

Given that there are limited books which focus explicitly on sports in the UK, we also believe that this United Kingdom edition will be useful for those from outside the UK who are interested in sports in British society, and for students and scholars who may be interested in taking a comparative approach to studying issues and controversies in sports in the UK and other societies.

What is new

This edition is a total adaptation of the tenth US edition; each chapter has been revised from start to finish so that it is easier for British readers to relate to and understand. We have preserved the

most significant and relevant features of the tenth US edition, while including British research and examples, and drawing international comparisons where appropriate.

For the most part, the essential organization of the text has been preserved. However, there are two significant changes from the US edition. First, we have excluded religion from the United Kingdom edition and, second, we have combined the chapters on 'Sports and children' and 'Sports in high school and colleges' into one chapter on 'Sports and young people'. The reason for omitting the chapter on religion is because the relationship between sports and religion in the UK is very different to that in the USA, and we felt the issues could be more meaningfully explored within the discussions of ethnicity and national identity, and so they are incorporated throughout the book but, in particular, in Chapter 9. The decision to amalgamate the chapters on children and schools into one chapter on young people is because the inter-scholastic and inter-collegiate sports systems are less well developed in the UK, and we felt the discussion of young people's experiences of sports could not be meaningfully separated from discussions of the education system in the British context and so these are discussed within the same chapter. The overall organization of the book remains the same as the US edition, as follows.

- Chapters 1–3 deal with introductory materials: definitions, theories (with an extended discussion of figurational sociology) and the historical development of sports (with a more explicit focus on UK history).
- Chapters 4–7 deal with socialization and the character of sports, focusing on the involvement and experiences of young people in sports, and issues of 'deviancy' and violence.
- Chapters 8–10 deal with issues of equity and diversity; gender, 'race'/ethnicity and national identity, and social class, and how these affect participation in sports.
- Chapters 11–13 deal with social institutions and their relationships with sports: the economy, media and politics.
- Chapter 14 provides some concluding materials and proposals about how sports might look, and how we might make them look, in the future.

Online Learning Centre

Visit www.mcgraw-hill.co.uk/textbooks/coakley today!

The screenshot shows a web browser window displaying the Online Learning Centre for the textbook 'Sports in Society: Issues and Controversies' by Jay Coakley and Elizabeth Pike. The page is titled 'Sports in Society COAKLEY and PIKE Issues and Controversies'. On the left, there is an 'Information Center' with a list of links: Overview, Feature Summary, Table of Contents, Book Preface, Sample Chapter, About the Authors, Request Lecturer Copy, Request Password, Buy the Book, Make the Grade!, Get Adobe Reader, Stay e-Lert! Offers an..., and Feedback. Below this is a section for 'Student Edition' and 'Instructor Edition'. The main content area includes a welcome message, the title 'THE FIRST UNITED KINGDOM EDITION', and a description of the new edition. It also lists resources for students and lecturers, including Learning Outcomes, Topic Outlines, Further Reading, Recommended Reading, MCQS, Essay Questions, Disability Weblinks, and Master Bibliography. A note at the bottom states that chapter-by-chapter resources can be viewed by clicking on the drop-down list.

Website resources and the Online Learning Centre

Each chapter is followed by updated references to websites that are useful sources of information about the topics raised in the chapters.

The Online Learning Centre (OLC) contains supplementary materials associated with each chapter, as well as materials from previous editions of the US text and resources from the Canadian and Australia/New Zealand editions of this book. The website for the OLC may be found at www.mcgraw-hill.co.uk/textbooks/coakley.

Materials contained in the OLC include:

- annotated suggested readings
- updated URLs for website resources
- materials from past editions that add depth and background to current chapter topics
- learning objectives for each chapter
- a cumulative 2260-item bibliography from this and the last four editions of *Sports in Society*
- additional readings and current news articles
- a link to PageOut to help you create your own website.

Sports in Society blog

Read new articles, timely essays, and other relevant posts written by the authors and other subject matter experts at <http://sportsinsociety.blogspot.com>. You are encouraged to contribute comments of your own about the book or any aspect of sports in society.

Instructor's manual and test bank

An instructor's manual and test bank is available to assist those using *Sports in Society* in college courses. It includes the following.

- *Chapter outlines.* These are full outlines that provide a section-by-section overview of each chapter. They are useful for test reviews and organizing lectures, and they may be reproduced and given to students as study guides.
- *Test questions (multiple-choice).* These questions are designed to test students' awareness of the central concepts and ideas in each chapter. For the instructor with large classes, these questions are useful for creating formative assessments as well as 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 to simply list points or give definitions.

Computerized test bank

A computerized version of the test bank for the instructor's manual is available in both IBM and Macintosh formats 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.

Acknowledgements

This book draws on ideas from many sources. Thanks go to students in our sociology of sport courses and others who have provided constructive criticisms. Students regularly open our eyes to new ways of viewing and analysing sports as social phenomena. Special thanks go to our families, friends and colleagues who influence our thinking, provide valuable source materials, and willingly discuss ideas and information. Peter Donnelly, Chris Hallinan and Steve Jackson deserve special thanks for exchanging ideas from the Canadian, Australian and New Zealand editions of this book.

Our appreciation goes to friends and colleagues in the sociology of sport community in the UK who reviewed individual chapters and whose suggestions were crucial in the planning and writing of this adaptation. They include:

Professor Dick Fisher, St Mary's University College
Professor Scott Fleming, University of Wales Institute Cardiff
Professor Ken Green, Chester University
Dr Udo Merkel, University of Brighton
Dr Alex Twitchen, University of Chichester
Dr Anita White

Thanks also to the staff at McGraw-Hill/Open University Press UK – in particular to Jack Fray and Melanie Havelock.

Finally, my personal thanks go to Jay Coakley for his selfless generosity, support and encouragement. Jay's textbooks have inspired and informed scholars in the sociology of sport throughout the world for more than three decades, and it has been a privilege to work with him on a United Kingdom edition of his work.

Elizabeth Pike
Chichester, UK

Every effort has been made to trace and acknowledge ownership of copyright and to clear permission for material reproduced in this book. The publishers will be pleased to make suitable arrangements to clear permission with any copyright holders whom it has not been possible to contact.