

SYLLABUS  
Sport, Culture, & Society

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism  
SPMT 304.001—Sport, Culture, and Society (3)  
Spring 2012  
DAY – Tuesday / TIME: 4:20 p.m. – 7:10 p.m.  
LOCATION: Bull Run Campus

Dr. Earl Smith  
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SPMT  
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Permanent:  
Rubin Distinguished Professor of  
American Ethnic Studies  
Director, American Ethnic Studies Program  
Professor of Sociology  
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WAKE FOREST UNIVERSITY

## Some Important Information

### ACADEMIC INTEGRITY

George Mason University is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

### GMU EMAIL ACCOUNTS

Students must use their Mason email accounts—either the existing “MEMO” system or a new “MASONLIVE” account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

### OFFICE OF DISABILITY SERVICES

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>

### OTHER USEFUL CAMPUS RESOURCES:

WRITING CENTER: A114 Robinson Hall; (703) 993-1200;  
<http://writingcenter.gmu.edu>

UNIVERSITY LIBRARIES “Ask a Librarian”  
<http://library.gmu.edu/mudge/IM/IMRef.html>

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380;  
<http://caps.gmu.edu>

**Class Decorum:** RESPECT for everyone in the room! Talking is permitted, but as a part of class discussion only. Proper clothing attire required. Hats can only be worn if for religious purposes. No reading of newspapers, magazines etc in class. No TEXTING. No surfing the web. No eating food in class. NONE. You can bring water, coffee or a soft drink.

Attendance will be taken at the start of each class.

For any written and / or oral assignments you cannot use:

- Wikipedia
- Ask Answers.com; Answers.com. Yahoo Answers etc.

\*\*\*\*\*

Poor attendance  
Cell phone use  
No participation  
Tardiness / leaving early

ALL OF THE ABOVE WILL COUNT NEGATIVELY AGAINST YOUR  
CLASS PARTICIPATION GRADE

### Précis

*Sport, Culture & Society* is a course taught from a sociological perspective that integrates the substantive areas of sport from this academic discipline. Combining both lecture and class discussion we seek to engage everyone in the room to be engaged in this class. By looking at selected topics of intellectual interest will approach these topics enthusiastically!

Applying a sociological lens to the study of sport focuses our attention on sports as an institution. In contrast to other disciplines such as psychology or history, a sociological perspective on sport considers the ways in which the institution itself operates—who controls sports, how resources and benefits are / are not equally divided---as well as how the institution of sport interacts with other major social institutions such as the family, the institution of higher education, the economy, the labor market, the system of racial inequality etc.

Some of the topics to be addressed are:

(1) What is a sport? (2) How does a specific nation's **culture** shape the sports that are played there? Which sports draw a paying audience (or are broadcast on national TV), and which sport is chosen as the national identity? (3) What fuels the Athletic Industrial Complex (sports as a business--\$\$)? (4) Gender and sports: are women better athletes than men? After all these years why are we still discussing /arguing over Title IX? (5) Race and sport: are White athletes better than Black athletes? Is the African American athletes still exploited as they were in the 1960's? (6) What is sports leadership? (7) Who qualifies as "sport heroes"? (8) Why is there so much violence in sports (both on and off the playing fields) and why is so much of this violence directed at women? (9) Why do "fine-tuned" athletes use performance-enhancing drugs? And so forth...

COURSE OBJECTIVES: At the completion of this course, students will know:

- First, and foremost: that sports are a reflection of the society in which they live!
- That SportsWorld is now global, reaching far beyond the continental United States
- That sports are an integral institution in the world, an institution similar in scope and objectives such the family, schools, religion, the economy etc
- That it is quite possible that sports and sport participation inform the way people think about their own bodies and about gender, social class, race and ethnicity and disability
- Inherent in SportsWorld is conflict, social stratification, violence and over time social change. Come to grips with ways to understand this especially structurally.

Required Books:

Jay Coakley, 2009. *Sports in Society*. McDraw Hill. (10th Edition)

Earl Smith. 2009. *Race, Sport and the American Dream*. Carolina Academic Press. (2nd Edition)

Other readings will be placed @ BLACKBOARD

SOME IMPORTANT DATES

Test 1	January 31
Test 2 (Mid Term Exam)	February 28
Test 3	April 24
Sport Biography	May 1

Class Format:

4:20 – Attendance; My Lecture or Test

5:05 – 10 minute break

5:15 – 6 – Student-Group topic presentation

6-7:20 – film/ DVD

This format can be changed without notice

**January**

WEEK 1

Tuesday 24 attendance, short sport video,

Topic: What is a sport?

Reading: (1) BLOG – Is NASCAR a sport?

(2) Coakley, Chapter 1, “Sociology of Sport: What is it, why study it”

PowerPoint: What is a sport?

DVD: **Bronx is Burning**

## WEEK 2

Tuesday 31

Topic: What role does CULTURE play in shaping sports, in the US and Globally?

## Readings:

1. Jay Coakley, Chapter 1: Sociology of Sport: What is it, why study it?  
Jay Coakley, Chapter 2: Producing Knowledge about sports in society
2. Robert Lipsyte, "Jocks & Pukes", (2011)
3. KATHERINE ZOEPF. 2010. "For Saudi Women, Biggest Challenge Is Getting to Play." New York Times, November 17th  
[http://www.nytimes.com/2010/11/18/sports/18SAUDISPORTS.html?\\_r=1&scp=2&sq=saudi%20arabia&st=cse](http://www.nytimes.com/2010/11/18/sports/18SAUDISPORTS.html?_r=1&scp=2&sq=saudi%20arabia&st=cse)
4. Steve Sailer. 2010. "White Man's Game: *Why Soccer is Segregated.*" New York Times, June 30th  
<http://www.alternativeright.com/main/the-magazine/white-man-s-game/>
5. **The Matthew Effect in Sports: Talent ID and sports science application**  
*A Look at Gladwell's "MATTHEW EFFECT" in sports.* Jan 5, 2009  
<http://www.sportsscientists.com/2009/01/matthew-effect.html>

**Test #1****February**

## WEEK 3

Tuesday 7

Topic: Sports, Politics & Culture

## Readings:

1. Jay Coakley, Chapter 13: "Sports and Politics"
2. E. Smith, *Race, Sport & American Dream*, Pp. xiii-23

DVD: *Not Just a Game* (GMU - #CV 706.35.N6820) on Prince William campus

## WEEK 4

Tuesday 14

Work on oral presentation & written Sport Biography

Thursday 16

Work on oral presentation & written Sport Biography

## WEEK 5

Tuesday 21

Topic:

Topic: Health &amp; Performance Enhancing Drugs

Student Presentation #1: Performance Enhancing Drugs

Readings:

Jay Coakley, Chapter 6, "Deviance in Sport"

Brian Denham, "Masculinities and the Sociology of Sport." (Pp. 143-152)  
(in Smith, HK, Chapter 11)DVD - *Doping for Gold* (own)

## WEEK 6

Tuesday 28

Topic:

Gender &amp; Title IX

Readings for today:

A. Hattery, "Feminist Theory and The Study of Sport: An Illustration from Title IX."  
(pp. 97-114)

Hattery, Smith et al. "They Play Like Girls." pdf

Coakley, "Gender &amp; Sports" – Chapter 8

DVD: Daisy

**Test #2****March**

## WEEK 7

Tuesday 6

Topic:

Sport & Sexuality: Perceptions of Male and Female Athletes and  
Sexuality (lecture)

Student Presentation #2: Sport &amp; Sexuality

Readings:

**ESPN, On Homophobia and Recruiting**

January 26, 2011

<http://sports.espn.go.com/ncw/news/story?id=6060641>

Joyce Wadler, 2007, "AT HOME WITH RENÉE RICHARDS: The Lady Regrets."

*New York Times*

<http://www.nytimes.com/2007/02/01/garden/01renee.html?adxnnl=1&pagewanted=all&adxnnlx=1312918905-WbBxyjAARmb7514eMCX72w>

DVD: *Renée* (Renee Richards, tennis player) (from ESPN 30 for 30 series)

WEEK 8

Tuesday 13

SPRING BREAK

Thursday 15

## *Integration of Major Sports via Popular Culture*

WEEK 9

Tuesday 20

Topic: Football

DVD Remember The Titans - USA: 120 min

WEEK 10

Tuesday 27

Topic: Basketball

DVD Glory Road - 118 min

### **April**

WEEK 11

Tuesday 3

Topic: Baseball

DVD Jackie Robinson Story - 76 min

## WEEK 12

Tuesday 10

Topic: Disabilities &amp; Athletics

Student Presentation #3: Athletes with Disabilities

Readings:

JULIET MACUR, 2011, "As Debate Goes On, Amputee Will Break Barrier." *New York Times*, <http://www.nytimes.com/2011/08/09/sports/amputee-oscar-pistorius-will-run-at-world-championships.html>

{Story about sprinter Oscar Pistorius}

Coakley, PP. 16-17, 50, 118, 160-161, 417

DVD: Murderball (1hr, 26min)

## WEEK 13

Tuesday 17

Topic: Violence in Sport

Student Presentation #4: Violence in Sports

Reading:

Jay Coakley, Chapter 7, "Violence in Sports"

Smith, *Sociology of Sport and Social Theory*, Chapt 10 – "Race, Class and Gender Theory: Violence Against Women in the institution of Sport." (pp. 129-141),

E. Smith, *Race, Sport and American Dream*, Chapt. 7 – "Athletes Misbehaving."

Jeff Benedict, "125 Cases."

DVD RAGING BULL

## WEEK 14

Tuesday 24

Topic: Athletic Industrial Complex (AIC)

Student Presentation #5 – The Athletic Industrial Complex

Reading for today: Smith, *Race, Sport and American Dream*, Chapter 6,  
Athletic Industrial Complex

E. Smith and A. Hattery, 2011, Athletic Industrial Complex

Coakley, "Sports & Economy" – Chapter 11

### TEST #3

## May

WEEK 15

Tuesday 1

Topic: African American Athletes

Student Presentation #5 The African American Athlete:  
Genetic Makeup, Natural Ability & Sport

DVD: Facing Ali

Readings for today:

E. Smith, *Race, Sport and American Dream*, Chapters 3 ("Race and Sports: The Genetic Argument.")

E. Smith (2009) *Race, Sport & the American Dream* (p. 131-151);

Coakley, "Race & Ethnicity" – Chapter 9

Turn in Sport Biography

## *The Student Group Presentations*

These are formal presentations. You are not required to use PowerPoint.

There are approximately 2 to 3 students to a group. Each participant is REQUIRED to carry his or her weight in terms of constructing and delivering the presentation. Each participant will formally rate the contributions of their partners and no grade will be assigned until this is completed. (Please use the evaluation form provided.)

The presentation is approximately 20 to 25 minutes in length.

At the beginning of the presentation the group will distribute a 2-page “fact sheet” on their topic. The data on the fact sheet must include: (a) key facts of the argument, (b) critical statistics, (c) theories used by scholars doing this research that you are citing. The second page is a one-page *annotated* bibliography that includes the group’s most important research articles, books, web pages used for the report.

Just like a research paper, you will need 2 to 3 scholarly sources. These are the foundation of the presentation

### **You cannot, under any circumstances, use Wikipedia**

If you use video clips (e.g., YouTube) the clip cannot be more than 2 ½  
3 minutes long

\*\*\*On your presentation day please arrange to arrive in class 5-10 minutes early so that you can prepare any technology you will need (PowerPoint, DVD, etc). If you use a PowerPoint please either (1) mail it to yourself or (2) save it on your flash drive. Also, have the presentation saved on at least 1 other group member’s virtual drive as well as a back-up copy on a flash drive.\*\*\*\*

## Schedule

**Tuesday, February 21**      Student Presentation #1: Performance Enhancing Drugs

**Tuesday, March 6**      Student Presentation #2: Sport & Sexuality

**Tuesday, April 10**      Student Presentation #3: Athlete Disabilities

**Tuesday, April 17**      Student Presentation #4: Violence in Sports World

**Tuesday, May 1**      Student Presentation #5: African American Athletes

## Sport Biography Assignment

NAME	SPORT	STUDENT	
88	Wayne Gretzky	Ice Hockey	Vincent Logan
9	Billy Martin	Baseball	Sampson Yosef
33	Mia Hamm	Soccer	Zachary Drass
10	Rocky Marciano	Boxing	Christopher Miller
44	Steffi Graf	Tennis	Tariq Ghafoori
11	Muhammad Ali	Boxing	Brianna Norwood
53	Billy Jean King	Tennis	Alexander Schneider
12	Mickey Mantle	Baseball	Richard Stevens
1	Babe Zaharias	Decathlete	Nicholas Johnston
14	Arnold Palmer	Golf	Melissa Mailley
4	Florence Flo-Jo Griffin	Track	Scott Hoffman

## Writing Assignment: The Sport Biography (45 points)

{see citation guide at end of syllabus}

NB: if you find that your athlete does not have a biography and / or autobiography or sufficient credible sources to complete this assignment, you must notify me no later than February 7, 2012

### Instructions for writing the Sport Biography

The report is due at class May 1, 2012. **No late reports will be accepted.** Reports must be typed and turned in hard copy, an electronic copy of the report will not accepted as a substitute.

1. You should use the athletes' autobiography and / or a biography as one resource for this report.
2. You need to access two additional news sources (major newspaper article; magazine articles) and at least one scholarly article that either focus on your athlete or provide a discussion of your athlete.
3. Your report is to be a minimum of ten (10) pages in length.
4. Your focus is in three parts: (1) Your athlete's early life, (2) the sport career of your athlete, (3) and life as an adult outside of sport (after sport).
5. Finally, you will need to create an APPENDIX to your report that must detail the accomplishments of your athlete (as a collegian, as a pro etc). {see example below}

Start this assignment on the first day of class!

Please note that a great biography is driven by great questions.  
 Boring questions produce boring answers.  
 Boring answers put readers to sleep.  
 Simple lists of facts are a bit like dry cereal.

#### Step One

Learn enough about the person to write an exciting sport biography. You will be spending a good deal of time on this person so really get to know him or her.

#### Step Two

Open a word processing file and type your person's name at the top of the page. Then save the file with an appropriate file name in your private folder.

#### Step Three

- Browse through the following questions of importance to see which ones seem worth pursuing for your project.
- Identify at least 4 or 5 questions you wish to research for your biography. Copy and paste your questions into your word processing file.

- List 4-5 questions of import to accompany each of your major questions.
- Which related subsidiary questions will you need to explore to answer the questions of import?

It is important to note here that no athlete lives outside of the society they participate in. A careful biography will pick up on the “life” of the athlete, situated in their time.

For example: Pistol Pete Maravich. White male. Son of a college basketball coach. Programmed to become a basketball player at an early age. His father orchestrated his life situation, similar to Todd Marinovich and his father.

The point being that all-great athletes have real lives away from the games they play and you need to capture this in your work.

### Biography Questions of Importance

In what ways was the life remarkable?  
 In what ways was the life despicable?  
 In what ways was the life admirable?

What human qualities were most influential in shaping the way this person lived and influenced his or her times?

Which quality or trait proved most troubling?  
 Which quality or trait proved most difficult?  
 Which quality or trait was most beneficial?

Did this person make any major mistakes or bad decisions? If so, what were they and how would you have chosen and acted differently if you were in their shoes? How did they recover (or not) from these bad decisions?

What are the two or three most important lessons you or any other young person might learn from the way this person lived?

An older person or mentor is often very important in shaping the lives of gifted people by providing guidance and encouragement. To what extent was this true of your person? Explain.

What do you think it means to be a hero? Was your person a "hero?" Why? Why not? How is a hero different from a celebrity?

# SAMPLE APPENDIX

## Sport Biography Appendix: “Pistol” Pete Maravich

**(Example only)**

### Awards and Records

#### [College]

- The Sporting News College Player of the Year (1970)
- Naismith Award Winner (1970)
- The Sporting News All-America First Team (1968, 1969, 1970)
- Three-time AP and UPI First-Team All-America (1968, 1969, 1970)
- Holds NCAA career record for most points (3,667, 44.2 ppg, three-year career) in 83 games
- Holds NCAA career record for highest points per game average (44.2 ppg)
- Holds NCAA record for most field goals made (1,387) and attempted (3,166)
- Holds NCAA record for most free throws made (893) and attempted (1,152)
- Holds NCAA record for most games scoring at least 50 points (28)
- Holds NCAA single-season record for most points (1,381) and highest per game average (44.5 ppg) in 1970
- Holds NCAA single-season record for most field goals made (522) and attempted (1,168) in 1970
- Holds NCAA single-season record for most games scoring at least 50 points (10) in 1970
- Holds NCAA single-game record for most free throws made (30 of 31) against Oregon State on Dec. 22, 1969
- Led the NCAA Division I in scoring with 43.8 ppg (1968); 44.2 (1969) and 44.5 ppg (1970)
- Averaged 43.6 ppg on the LSU freshman team (1967)
- Scored a career-high 69 points vs. Alabama (Feb. 7, 1970); 66 vs. Tulane (Feb. 10, 1969); 64 vs. Kentucky (Feb. 21, 1970); 61 vs. Vanderbilt (Dec. 11, 1969);
- Holds LSU records for most field goals in a game (26) against Vanderbilt on Jan. 29, 1969 and attempted (57) against Vanderbilt
- All-Southeastern Conference (1968, 1969, 1970)
- In 1988, Louisiana Governor Buddy Roemer signed legislation changing the official name of LSU's home court to the Maravich Assembly Center
- #23 Jersey retired by LSU

- In 1970, Maravich led LSU to a 20-8 record and a third place finish in the NIT

<b>Team</b>	<b>Year</b>	<b>Games</b>	<b>Points</b>	<b>PPG</b>
LSU	1966-67	17	741	43.6
LSU	1967-68	26	1138	43.8
LSU	1968-69	26	1148	44.2
LSU	1969-70	31	1381	44.5
<b>TOTALS</b>	<b>1967-70</b>	<b>83</b>	<b>3667</b>	<b>44.2</b>

# Awards and Records

## [Professional]

- NBA All-Rookie Team
- All-NBA First Team (1976, 1977)
- All-NBA Second Team (1973, 1978)
- Five-time NBA All-Star (1973, 1974, 1977, 1978, 1979)
- Scored 15,948 points (24.2 ppg) in 658 games
- Top 15 scoring average NBA History (24.2)
- Led the NBA in scoring (31.1 ppg) in 1977, his career best
- Scored a career-high 68 points against the New York Knicks on Feb. 25, 1977
- Shares NBA single-game record for most free throws made in one quarter (14) on Nov. 28, 1973 against Buffalo
- Shares NBA single-game record for most free throws attempted in one quarter (16) on Jan. 2, 1973 against Chicago
- #7 Jersey retired by the Utah Jazz (1985)
- #7 Jersey retired by the Superdome (1988)
- NBA 50th Anniversary All-Time Team (1996)
- #7 Jersey retired by the New Orleans Hornets (2003)
- #23 Jersey retired by the LSU Tigers (2007)

Test 1	January 31	10
Test 2 (Mid Term Exam)	February 28	15
Test 3	April 24	10
Sport Biography	May 1	45
Group Oral Presentation	Across Semester	10
Participation	All Semester	10
	<b>Total Points</b>	<b>100</b>

#### Grade Scale

A	94- 100
A-	90-93
B+	88 -89
B	84-87
B-	80-83
C+	78-79
C	74-77
C-	70-73
D	60-69
F	0-59

# How to Cite References Using the American Sociological Association's Style

This guide provides examples of the American Sociological Association (ASA) citation style, which is used primarily in sociology and related disciplines.

## BOOKS

- *Book titles are italicized.*
- *Include both the city and state for the place of publication, excepting New York City. Use the U. S. Postal Code abbreviation for states (e.g., WI; IL; Washington, DC)*

### One author

Henslin, James M. 2002. *Essentials of sociology: a down-to-earth approach*. Boston, MA: Allyn and Bacon.

### Two or more authors

Nelson, Margaret K. and Joan Smith. 1999. *Working hard and making do: surviving in small town America*. Berkeley, CA: University of California Press.

### Edited books

Finsterbusch, Kurt, ed. 1999. *Sources: notable selections in sociology*. Guilford, CT: Dushkin Publishing Group, Inc.

### Articles from collected works

Brewer, John D. 1998. "Sensitivity in Field Research: A Study of Policing in Northern Ireland." Pp. 29-37 in *Seeing Ourselves: Classic, Contemporary, and Cross-Cultural Readings in Sociology*, edited by John J. Macionis and Nijole V. Benokraitis. Upper Saddle River, NJ: Prentice Hall.

## PERIODICAL ARTICLES

- *Titles of periodicals are italicized. Titles of articles are in quotation marks.*
- *All important words in article title are capitalized.*
- *Use the issue number or exact date for journals that do not number pages consecutively within a volume.*

### One or more authors

Villani, Susan. 2001. "Impact of Media on Children and Adolescents: A 10-Year Review of the *Research*." *Journal of the American Academy of Child & Adolescent Psychiatry*. 40:392-402.

Dwivedi, Kedar and Arun Gupta. 2000. "'Keeping Cool': Anger Management through *Group Work*." *Support for Learning*. 15:76-82.

### **Articles from Magazines and Newspapers**

Lemonick, Michael D., Dan Cray, Deborah Fowler, Julie Grace, Alison Jones, Durham Thompson, and Dick Thompson. 2000. "Teens Before *Their Time*." *Time*. October 30, 156:66-73.

Breen, Michael. 1999. "Parents, Peers Big Reasons for Image *Obsession*." *Chicago Sun-Times*. December 19, p. L1 46.

### **WEB SITES AND E-JOURNALS**

- *Date of retrieval is included.*
- *Internet address is enclosed in parentheses. Periods are put outside of the parentheses.*
- *Follow the format and include the same information for books and articles.*

Gray, David. 2001. "Accommodation, Resistance and Transcendence: Three Narratives of *Autism*." *Social Science and Medicine*. 53:1247 (11 pages). Retrieved October 19, 2001. Available: Ebsco Academic Search Premier.

Mincer, Jilian. "Role Model Rose From Mix of *Work, Family*." *Kansas City Star*. October 9, D22 (404 words). Retrieved on October 19, 2001. Available: LEXIS-NEXIS Academic Universe, U.S. News.

### Articles from Electronic Journals

Rashotte, Lisa Slattery. "Some Effects of Demeanor on the Meaning of Behaviors in *Context*." 2001. *Current Research in Social Psychology*. 6:251-277. Retrieved October 19, 2001 (<http://www.uiowa.edu/~grpproc/crisp/crisp.html>)

Jabbour, Nicholas. 2000. "Syphilis from 1880 to 1920: A Public Health Nightmare and the First Challenge to *Medical Ethics*." *Essays in History* 42 (24 pages). Retrieved October 19, 2001 (<http://etext.lib.virginia.edu/journal/EH/J>)

### **Information Posted on Web Pages, etc.**

Markowitz, Robin. 1991. "Canonizing the *Popular*." *Cultural Studies Central*. Retrieved October 31, 2001 (<http://culturalstudies.net/canon.htm>).

## PARENTHETICAL CITATION STYLE

ASA style requires the use of citations in text. Citations in the text include the author's last name and year of publication. Page numbers are included when quotes are taken directly from a work or refer to specific pages. Endnotes and footnotes are to be used only if necessary. These citations refer within the text to sources listed on the References Cited page at the end of the paper.

here were taken. Author's name in text  
...as Jackson stated (1992).

Author's name in a reference  
... rather than serving the main purpose (Simpson 1995).

Joint authors... (Hurt and Wallace 1997). *Multiple authors*

· *Quotations taken directly from text must begin and end with quotation marks. The author, date and / or page numbers follow the end quote and precede the period.*

...The debate included "questions relating to the unemployment of ethnic minorities to be asked of contractors but only a small number of local authorities are using this limited provision" (Commission for Racial Equality, 1992: 30).

...Thrasher (1999) referred to the "spontaneous effort of boys to create a society for themselves" (p.147).

### ***Block quotations***

· *The author, date, and/or page number follow the period in a block quote. In a block quote, the "P" for "page is capitalized when the page number is cited alone without author and date information, as in the above example.*

· *Lengthy quotations are in smaller type and set off in a separate indented paragraph. Block quotations should not be enclosed in quotation marks.*

As stated by Thrasher (1999):

Gangs represent the spontaneous effort of boys to create a society for themselves where none adequate to their needs exists. What boys get out of such association that they do not get otherwise under the conditions that adult society imposes is the thrill and zest of participation in common interests, more especially in corporate action, in hunting, capture, conflict, flight and escape. (P. 147)