

SYLLABUS: Sport & Society (PHED 192.2)

Fall 2015

Moravian College
Sport & Society
Tuesday/Thursday, Period 3b, 10:20am-11:30am
Johnston Hall, Classroom 102
Fall II: October 15-December 10

Instructor: Professor Sara Steinman
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Office: Johnston Hall, Room #109
Office Hours: Tuesdays & Thursdays, 11:30am-12:30pm, Wednesdays 1-3pm, by appointment

Course Description

The course will examine the contemporary issues of sport and its critical impact on modern society. Students will be challenged to develop a deeper understanding and a new perspective of sport. Topics being discussed include: youth sports, gender, race and ethnicity, deviance, media, and commercialization.

Course Objectives

Students will be able to

- 1) Critically analyze the role of sport on culture and society
- 2) Identify the positive and negative effects of sport participation on children
- 3) Understand how sports and sports participation influence the lives of individuals and groups in society
- 4) Demonstrate an understanding of the evolution of sport and its impact on various populations based on gender, race, ethnicity, and social class
- 5) Evaluate the influence of mass media on professional and amateur sports

Required Text

1. Eitzen, D. S. (2015). *Sport in Contemporary Society: An Anthology (10th ed.)* New York: Oxford University Press.

Course Requirements

- 1) **Class attendance is required** – attendance will be taken at the start of each class session. In the event of a missed class, students are responsible for all material covered in class as well as assigned readings.
- 2) **Preparation for each class and active participation are expectations** –
 - a. What is active participation? Participation means more than coming to class! It means being *fully present*. It means engaging in class discussions and asking questions when appropriate.
- 3) **Group work** – Group projects may be assigned throughout the semester. All group members are responsible for all activities and results.
- 4) **Plagiarism is unacceptable** – Under no circumstance, will plagiarism be accepted. If you are using a source to gather information for an assignment, make sure you properly cite.

You are to read the entire Academic Honesty Policy, found in the Student Handbook. In short, you need to know that cheating and plagiarism will not be tolerated. Plagiarism is the misrepresentation of someone else's work as your own. This includes such instances as quoting directly from a published work without giving the author credit (i.e. proper citation), inserting the author's words as your own, using or "borrowing" another student's work, buying a paper from a professional service, etc. It is your responsibility to be familiar with what constitutes plagiarism and, in the event of uncertainty, to ask in a constructive manner about an assignment in question before it is due in the final version. You are also required to keep all note cards and rough drafts on papers and assignments until given a final grade for that course. Evidence of plagiarism and cheating will be dealt with in accordance with the college policy on academic honesty found in the Student Handbook. In the event of a suspected infraction – in fairness to your peers and the standards of the college – it is my job to send the materials in question to the Academic Affairs Office. You may meet with Dean Carol Traupman-Carr to discuss the charge and the procedures for appealing, but she alone does not make a decision on whether or not to uphold the charge or penalty.

Course Notes

1. Complete all assigned reading prior to the assigned class and come prepared to discuss the particular topic(s) being addressed.
2. Turn off cell phones prior to class. If a cell phone is being used in class for personal use, you will be deducted 5 points for your class participation grade (for the day).
3. Unexcused absences will result in a grade reduction. If you have a justified reason for missing a class, please contact the professor with the appropriate documentation.
4. Respect your classmates and professor. During class discussion, every student is entitled to their own opinion. Do not discredit or put down a thought or an idea of a classmate. It is okay to disagree but be respectful about it!
5. Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.
6. If the College is closed due to inclement weather, class will be cancelled. You will receive notification via email and e2campus alerts regarding any closures by the college.

Evaluation

Your final course grade will be determined using the following criteria:

Weekly Assignments/Quizzes – 10%	50 pts
Gender Interview (due 10/29) – 15%	75 pts
Group Debate (11/19) – 15%	75 pts
Youth Sporting Event (due 12/3) – 15%	75 pts
Final Paper: Film Reaction (due 12/10) – 20%	100 pts
Participation – 25%	125 pts
<i>Total</i>	<i>500 pts</i>

Point Value Conversion

470+	=A
450-469	=A-
430-449	=B+
415-429	=B
400-414	=B-
385-399	=C+
365-384	=C
350-364	=C-
335-349	=D+
315-334	=D
300-314	=D-
Below 300	=F

ASSIGNMENTS

Gender Interview (15% of final grade)

Since 1972, the year the Title IX amendment was passed, both boys and girls and men and women have had an equal opportunity to play sports competitively at various levels. For females, that opportunity did not always exist.

- Interview someone who is old enough to remember what sport for men and women was like before 1970. You can talk with parents, grandparents, coaches, trainers, or athletic personnel at any level. **In 2-3 pages, discuss the highlights of your interview.** The paper should include the following:
 - Who you spoke with and your relationship with this individual (provide contact information for this person at the end of your paper)
 - Why did you choose this person
 - Discuss his/her experience with opportunity to play, funds, the media, expectations for men and women, what games were like, what he/she thinks of sports today
 - What stands out to you most from the interview and why
 - **DUE:** Thursday, October 29th (papers received after this date will be subject to a 10 point reduction for each day it is late)
 - Must be typed, double-spaced, 1” margins, Times New Roman font size 12

Youth Sporting Event (15% of your final grade)

More than 20 million youth participate in team sports in America today. Youth sport promotes a physically active lifestyle as well as social skills that are required in working as a team. Parents spend valuable money to enroll their children in sports leagues and provide them with the necessary equipment. Coaches volunteer countless hours to teach the kids how to play the game.

- Attend a youth or high school sporting event. Observe the event's social aspects and climate – interactions between coaches and players, coaches and officials, fan engagement, conversation in the stands, parent behavior, player attitudes on the bench/during timeouts, etc. **In 2-3 pages, discuss your observations from the event.** The paper should include the following:
 - The event you attended – sport, teams playing, location, date, final outcome
 - Game atmosphere – were the stands crowded, were the fans engaged in the game
 - Team interactions – between players, coaches and players, coaches and officials
 - Parent behavior – were parents cheering? Yelling? Complaining? Be specific
 - Any other observations
 - Did this event promote a positive or negative sporting experience?
- PLEASE NOTE: If you attend a high school sporting event, you may be required to pay an entrance fee. This will be your responsibility and you will not be reimbursed.
- **DUE:** Thursday, December 3rd (papers received after this date will be subject to a 10 point reduction for each day it is late)
- Must be typed, double-spaced, 1” margins, Times New Roman font size 12

Final Paper: Film Reaction (20% of your final grade)

You will watch a sports film from the list below and write a review. You must identify and critically evaluate the sociological concepts and issues presented in the film that have been discussed in class or emerged in readings throughout the semester. This film and reaction paper will allow you to critically think about sport and society. **In 4-5 pages, use the following questions to guide your paper:**

- Summary of the film (be brief – should not exceed 1 page)
- What are the sociological topics relevant to the film? (e.g. sport as a microcosm of society, sport and politics, media, social mobility, race and sport, gender and sport).
- Give specific examples of how the issues and/or characters demonstrate or violate social norms and/or sociological topics. Summarize which of the above topics stood out to you the most in the film. You should research the real-life events your film is based on to have a better understanding. Be sure to reference this in your paper (cite any references used in your reference page).
- Include your reactions of how well or poorly the film demonstrates the sociological topics we have discussed in class. If the film could have been more accurate, please provide suggestions.
- Compare/contrast societal values in the film with current societal values.
- **DUE:** Thursday, December 10th (papers received after this date will be subject to a 10 point reduction for each day it is late)
- Must be typed, double-spaced, 1” margins, Times New Roman, font size 12

Possible film options:

Invictus
42

A League of Their Own
Eight Men Out

Miracle
McFarland USA

Remember the Titans

Group Debates (15% of your final grade)

Students (in groups of four) will debate a controversial sport topic in an organized debate format. The debate should last approximately 10 minutes. Groups will select two students to support the affirmative/PRO side of the argument and two students to argue the opposition/CON side of the argument. Must choose sides! Debates must include:

- Definitions of key terms
- AFFIRMATIVE/PRO – present key arguments that support your position. Provide evidence that supports your position (this needs to be cited accordingly). Be prepared for counter arguments. (3-4 minutes)
- OPPOSITION/CON – present key arguments that support your position. Provide evidence and examples that support your position. Be prepared for counter arguments. (3-4 minutes)
- AFFIRMATIVE REBUTTAL – affirmative argues against key arguments of the negative and reestablishes key points. (1-2 minutes)
- NEGATIVE REBUTTAL – negative argues against key arguments of the affirmative and reestablishes key points. (1-2 minutes)
- Audience interaction – be prepared to answer questions from classmates. Students will have the opportunity to share their thoughts about the topic being discussed.
- APA reference page for all sources used. You must have supporting evidence for your arguments.

Debates will be graded based on knowledge of debate topic and supporting facts as well as overall presentation and organization of information.

Group Debate Topics

- Athletes should determine when they choose to return to play following athletic injury.
- College student-athletes should be paid.
- Alcohol should not be allowed at sporting event venues to help control sport spectator/fan behavior.
- Title IX should no longer be enforced in collegiate sports.
- Athletes should be allowed to take steroids or performance enhancing drugs if they choose.
- Sports teams should discontinue the use of Native American mascots.
- Athletes should specialize in their chosen sport before high school (vs. playing multiple sports).
- Sporting organizations are well-prepared to allow inclusive participation for transgender athletes.
- Athletes should not be seen as role models.

Date	Topic	Reading/Assignments
Thu 10/15	Introduction, Course Overview, Understanding Sport	Reading: Ch. 2 (pg. 12-14)
Tue 10/20	Sport and Politics/Government	<i>Assignment: Sportography (due 10/20)</i>
Thu 10/22	International Sport & Globalization of Sport	Reading: Ch. 33 (pg. 311-319), Article: Does Hosting the Olympics Actually Pay Off
Tue 10/27	Race, Ethnicity, and Social Class	Reading: Ch. 22 (pg. 188-198), Ch. 25 (225-232)
Thu 10/29	Gender	Reading: Ch. 27 (pg. 241-255) Gender Interview Due
Tue 11/3	Sport and the Media	Reading: Ch. 28 (pg. 256-262), Ch. 29 (pg. 263-269) <i>Assignment: Media analysis (due 11/3)</i>
Thu 11/5	Youth Sport	Reading: Ch. 4 (pg. 23-32), Ch. 5 (pg. 33-44), Ch. 13 (pg. 119-122)
Tue 11/10	Youth Sport (cont'd)/Interscholastic Sport	Reading: Ch. 6 (pg. 45-50) QUIZ #1
Thu 11/12	Collegiate Sport	Reading: Ch. 19 (163-165), Ch. 20 (pg. 166-172)
Tue 11/17	Work on group debates in class	<i>Assignment: Research for group debate</i>
Thu 11/19	Group debates Presentations	Group Presentations – in class
Tue 11/24	Symbolism	Reading: Article: Why using Native American Nicknames is an Obvious Affront <i>Assignment: Controversial Sport Mascot (due 11/24)</i>
Thu 11/26	Thanksgiving – NO CLASS	NONE
Tue 12/1	Sport as a Business	Reading: Ch. 35 (322-328), Article: Beautiful Game, Dirty Business
Thu 12/3	Fan Behavior	Youth Sporting Event Paper Due
Tue 12/8	Deviance in Sport	Reading: Ch. 16 (pg. 137-146) QUIZ #2
Thu 12/10	LAST CLASS!	Final Paper: Film Reaction Due