



## Sport in Society (Winter 2024)

### Land Acknowledgement

McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.

### Professor

Lindsay Duncan, Ph.D.

E-mail: [lindsay.duncan@mcgill.ca](mailto:lindsay.duncan@mcgill.ca)

Office: Currie Gym Room 334, office hours by appointment

Communication plan: I will arrive early for class and be prepared to stay for a few minutes after class to address simple questions about course content. I will be available to respond to emails or meet with students in person or via Zoom during regular business hours. Please note that I receive a large volume of emails; therefore, I have a strong preference for answering questions before or after class time. I do my best to respond to student emails in good time.

### Teaching Assistants

Jade Bailey

E-mail: [jade.bailey@mail.mcgill.ca](mailto:jade.bailey@mail.mcgill.ca)

Office: Currie Gym Room 101

Emily Pike

E-mail: [emily.pike@mail.mcgill.ca](mailto:emily.pike@mail.mcgill.ca)

Office: Currie Gym Room 101

Communication plan: The teaching assistants will be available via email during regular business hours. They may also be available to meet with students in person or via Zoom during regular business hours. Please email the teaching assistants with your questions or requests to schedule a meeting. The teaching assistants' interactions with you will primarily center around the assessments. For questions about lecture content, contact me (Dr. Duncan).

### Grader

Natalie Schwarz

E-mail: [natalie.schwarz@mail.mcgill.ca](mailto:natalie.schwarz@mail.mcgill.ca)

Graders provide grading support to the course instructor and teaching assistants and are not responsible for meeting with students. If you have questions about the course content or assignments, please direct them to the course instructor or teaching assistants, as appropriate.

### Course Prerequisites and Corequisites

Prerequisite and corequisite courses for this course, listed in McGill's eCalendar are EDKP 261 Motor Development (prerequisite) and EDKP 498 Sport Psychology (corequisite).

## Course Description

An examination of the cultural, social, political, and economic factors that influence sport in society. Special attention to the effects of gender, financial constraints, and political policies on involvement in physical activity and sports programs.

**Course Credits:** 3 credits

## Learning Outcomes

At the completion of this course, the student should be able to:

1. Define, analyze, and evaluate sport as a microcosm of society.
2. Describe, analyze, and evaluate family influences in sport.
3. Describe, analyze, evaluate, discuss, and debate gender, sexuality, race, ethnicity, social class, and ability status with respect to access, participation, and equity in sport and physical activity.
4. Describe, analyze, and debate theories used to explain issues of gender, sexuality, race, ethnicity, social class, and ability status in sport and physical activity.
5. Describe, analyze, and evaluate forms of sport deviance and violence.
6. Describe, analyze, and debate social expectations for sport participants at all competitive levels and across a variety of contexts.
7. Identify current research topics of sport in society.

## Instructional Method

The course will be delivered primarily in person. Course content will often involve student engagement through group discussions, activities, and/or question-and-answer periods. Students are expected to attend all class sessions. Occasionally, asynchronous online content (e.g., recorded lectures) may replace in-person course delivery (e.g., if the course instructor or a guest speaker is ill). Students are expected to regularly check MyCourses for updates and information pertaining to all aspects of the course.

## Times and Locations

Lectures: Monday and Wednesday, 2:35am to 3:55pm

Location: Education, Room 624

## The Learning Environment

As the instructor of this course, I endeavour to provide a safe, welcoming, fair, and inclusive learning environment. I encourage active class participation and I insist that all students are courteous toward their classmates. *If you experience barriers to learning in this course, do not hesitate to discuss them with me and the Student Accessibility and Achievement Office, (<https://www.mcgill.ca/access-achieve/>), email: [access.achieve@mcgill.ca](mailto:access.achieve@mcgill.ca), telephone: 514-398-6009.*

## Recommended Course Textbook

Coakley, J. (2021). *Sports in Society: Issues and Controversies*, 13th Ed. Colorado Springs: McGraw-Hill.

## Supplemental Readings

Additional required and recommended readings and other course materials will be uploaded to MyCourses.

## Recommended Resources

For formatting of assignments, students should refer to the *Publication Manual of the American Psychological Association* (7th ed.) (2020). Washington, D.C.: American Psychological Association.

## Course content

This course is concerned with sociocultural and socio-psychological aspects associated with sport and physical activity, primarily in the North American context. The course will consider theory and evidence on *selected topics* such as:

- The sociology of sports: What it is and why study it?
- Producing knowledge about sports in society: How is knowledge produced in the sociology of sport?
- Sports and socialization: Who plays and what happens to them?
- Organized youth sports: Whose interests do they serve?
- Gender and sports: Is equity possible?
- Race and ethnicity: What role do they play in sports?
- Social class: Do money and power matter in sports?
- Age and ability: Barriers to participation and inclusion.
- Deviance in sports: Is it out of control?
- Violence in sports: Who suffers the consequences?
- Sports and the economy: What are the characteristics of commercial sports?
- Sports and the media: How do they interact and influence one another?
- Sports and politics: How do governments and global political processes influence sports?
- Sports and the environment: What are the environmental impacts of sports?
- Sports in high school and college: Do competitive sports contribute to education?
- Sports and religion: Is it a promising combination?
- Sports in the future: What do we want them to be?

Though the topics above are listed as distinct concepts, we will explore them in an intersectional fashion, examining some “hot button” issues in sports in society and the concepts at their core.

**Content warning:** Please be aware that some of the course content may be disturbing for some students. It has been included in the course because it directly relates to the learning outcomes. Please contact me, Dr. Duncan, if you have specific concerns about the course content.

## Assessments

Method	Description	Due Date	% of Final Grade
Paper #1	Discussing a controversial issue in sport	February 14 <sup>th</sup>	33%
Paper #2	Responding to a controversial issue in sport	March 25 <sup>th</sup>	33%
Creative project	Demonstrating knowledge or analysis of sport in society	April 11 <sup>th</sup>	8%
Final exam	Medium answer questions (cumulative)	TBD	26%

**Note.** In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change. Specific instructions related to the purpose, expectations, and grading of each assignment will be posted on MyCourses. Students are expected to regularly check MyCourses for course updates and information. Common questions and tips for each assignment will be communicated in class and/or by email, as needed.

The [University Student Assessment Policy](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations.

### Language of Submission

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

### Academic Integrity

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [McGill's guide to academic honesty](#) for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le [guide pour l'honnêteté académique de McGill](#)).

### Course Feedback

I make great efforts to design and deliver a course that is interesting, engaging, and appropriately challenging for students. The value of fairness across students is a primary concern for me. I

revise the course every year based on my own assessment of how successfully I have achieved my teaching objectives and based on student feedback. I have often found that the most valuable feedback comes from conversations I have with students throughout the semester. If you have feedback about the course or suggestions for how I can improve it for future iterations, please discuss them with me. I have taken student feedback from previous years into consideration in designing the content of the course and assignments for this semester.

[End-of-course evaluations](#) are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.