

Kinesiology & Physical Education (EDKP 405)

Sport in Society (Winter 2020)

(3 credits; Tuesday and Thursday from 2:35 to 3:55pm, Currie 305/6)

General Information:

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Office hours: By appointment only

Prerequisites for this upper-level undergraduate course: EDKP 261 Motor Development and EDKP 498 Sport Psychology.

Course Description: This course is designed to familiarize students with the role of sport in North American society and to increase their ability to think critically. Students will be expected to acquire expertise in recognizing and discussing the terminology, prominent theories, research designs, and pertinent literature of sport in the social context.

Instructional Method: Two lectures per week. Laura and Shannon will be teaching all of the material leading up to Test 1. After the completion of Test 1, Danielle will be teaching the material for Test 2. The lectures and topics covered by each instructor are indicated on the class schedule below. **After March 30th due to the extraordinary circumstances of COVID-19, the course will be delivered in an online format (via Zoom, pre-recorded lectures, and MyCourses).**

Learning Outcomes: At the completion of this course, the student should be able to define, analyze, and debate various sociocultural influences (listed below) and their relation to sport in society. Students are expected to have a good understanding of practical skills, including, but not limited to critical thinking, argument formation, debating, and perspective taking. Students should have a strong ability to critique and evaluate controversial events and their subsequent impact on society from a personal to global level.

1. Define, analyze, and debate sport as a microcosm of society.
2. Describe, analyze, and debate family influences in sport.
3. Describe, analyze, and debate forms of sport deviance.
4. Analyze and explain how spectators and the mass media affect violent sporting behaviours.
5. Describe, analyze, and debate racism in sport, including the history of discrimination and the different theories used to explain its prevalence.
6. Describe, analyze and debate gender equity issues in sport.
7. Describe, analyze and debate social expectations in high school and university sport.
8. Compare and contrast Canadian and U.S. interscholastic sports.
9. Analyze and debate economic and career opportunities in sport.
10. Identify current research topics of sport in society.

Course Content: This course is concerned with sociocultural and socio-psychological aspects associated with sport and physical activity research in North American society. The course will consider theory and evidence on *selected topics* within the sociocultural and socio-psychological aspects in sport and physical activity. EDKP 405 is on MyCourses and students are expected to regularly check MyCourses for updates and information pertaining to all aspects of the course.

Course Text:

Coakley, J. & Donnelly, P. (2009). *Sports in Society: Issues and Controversies*, Second Canadian Edition. Toronto: McGraw-Hill.

Assignments and Evaluation:

Term Paper Outline: 10%

Test 1: 35%

Term Paper: 20%

Test 2 (Alternative Format): 35%

Term Paper Outline and Rubric:

A separate assignment outline will be provided to students detailing the purpose, expectations, and grading of the term paper and associated guidelines. The term paper outline will be due on **Thursday, January 30th, 2020** and the final term paper will be due on **April 1st, 2020 at 2:30pm**. **One person from each group will submit their term paper online via MyCourses.**

Test 1:

The first test will take place during class time. Test 1 is worth 35% of the final grade, and will be a combination of multiple-choice and short answer questions. This test will include information from the assigned readings, class lectures, videos, and any guest speakers. Attendance at the in-class test is mandatory. The date of the midterm is indicated in the class schedule. Special accommodation may be granted by the instructors in exceptional circumstances. It is the student's responsibility to supply proper documentation and/or notification **prior** to the originally scheduled in-class test to support their circumstance. Personal travel plans and arrangements are **not** valid reasons for requesting a special accommodation for an in-class test. When Test 1 is missed for a legitimate reason, the student will complete a make-up test.

- Content of Test 1:

- o Ch. 1 – The Sociology of Sport: What is it and why study it?
- o Ch. 2 – Using Social Theories: How can they help us to study sports in society?
- o Ch. 6 – “Deviance” in Sports: Is it out of control?
- o Ch. 7 – Violence in Sports: How does it affect our lives?
- o Ch. 8 – Gender and Sports: Does equity require ideological changes?
- o Supplemental Readings - Sexuality in Sport: Does sport perpetuate heterosexism?
- o Ch. 9 – Race and Ethnicity: Are race and ethnicity significant across sports?
- o Colonization of Sport—Supplemental Readings: How does colonization influence sports today?

- Ch. 14 – Sport in High School and University: Do interscholastic sport programmes contribute to education?
- Supplemental Readings - Sport and Mental Health: What repercussions can athletes face from the public?

Test 2:

Test 2 will be non-cumulative and will be worth 35% of the final grade. **An alternative format is being explored so that it will not involve an in-person sit-down examination on campus. Details will be communicated to students as soon as clear information becomes available.**

The second test will occur during the final exam period (April 17-30) and will include information from the assigned readings, class lectures, videos, and guest speakers.

- Content of Test 2:

- Ch. 3 – Studying the Past: Does it help us to understand sports today?
- Ch. 5 – Sports and Children: Are organized programmes worth the effort?
- Ch. 10 – Social Class: Does money and power matter in sports?
- Ch. 11 – Sports and the Economy: What are the characteristics of commercial sports?
- Ch. 12 – Sports and the Media: Could they survive without each other?
- Ch. 13 – Sports and Politics – How do governments and global processes influence sports?
- Ch. 15 – Sports in the Future: What can we expect?
- Supplemental Readings **provided on MyCourses** - Disability and Sport – Is “disability” merely a socially constructed phenomenon?

University Grading Scale

<u>Letter Grades</u>	<u>Percentages</u>
A	85-100
A-	80-84
B+	75-79
B	70-74
B-	65-69
C+	60-64
C	55-59
D	50-54
F (fail)	0-49

McGill University Policy on Academic Conduct: 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 www.mcgill.ca/students/srr/honest/ 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 site www.mcgill.ca/students/srr/honest/).

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The course is on MyCourses. Students are expected to regularly check MyCourses for course updates and information, especially the calendar. As well, students are encouraged to read and print out a copy of each day's lecture prior to class.

Special Circumstances: As the instructor of this course, we endeavour to provide an inclusive learning environment. If you experience barriers to learning in this course, do not hesitate to discuss them with the relevant instructor and the *Office for Students with Disabilities*, 514-398-6009.

Contacting the Instructors: Appointments will be held virtually after March 30th. Please email danielle.alexander2@mail.mcgill.ca for more information.

Mobile Computing and Communication Devices: Any surfing of the internet during lectures that is not directly related to the class discussion is distracting to other students and is discouraged.

To protect your privacy, the Faculty of Education will only reply to you at your official e-mail address at McGill. Please be sure that you check your McGill e-mail on a regular basis.

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.

Class Schedule

Listed below is the order and list of topics for this course. Students are expected to have completed the assigned reading(s) prior to each lecture.

Week	Date	Topics for Test #1	Chapter Reading (instructor)
1	Jan 7	Instructor Introductions and Sociology	Ch. 1 (Shannon)
	Jan 9	Theories	Ch. 2 (Shannon)
2	Jan 14	Gender	Ch. 8 (Shannon)
	Jan 16	Gender and Sexuality	Ch. 8 (Shannon)
3	Jan 21	Violence	Ch. 6 (Laura)
	Jan 23	Violence and Deviance	Ch. 6 and 7 (Laura)
4	Jan 28	Deviance	Ch. 7 (Laura)
	Jan 30	Race	Ch. 9 (Shannon) Group Assignment Outline due
5	Feb 4	Race and Colonization	Ch. 9 (Shannon)
	Feb 6	High School and University Sports	Ch. 14 (Laura)
6	Feb 11	High School and University Sports	Ch. 14 (Laura)
	Feb 13	Sports and Mental Health	Supplemental Readings (Laura)
7	Feb 18	Midterm	
	Feb 20	Social Class	Ch. 10

Week	Date	Topics for Test #2	Chapter Reading Instructor: Danielle
8	Feb 25	Disability Sport	Supplemental Readings
	Feb 27	Disability Sport	Supplemental Readings
9	Mar 2-6	Reading Week	
10	Mar 10	Sports and Children	Ch. 5
	Mar 12	Sports and Children	Ch. 5
11	Mar 17	Sports and the Economy CANCELLED	Ch. 11
	Mar 19	Sports and the Economy CANCELLED	Ch. 11 Group Assignment Due
12	Mar 24	Sports and Politics CANCELLED	Ch. 13
	Mar 26	Class Cancelled	

13	Mar 31	Sports and the Economy ONLINE	Ch. 11
	Apr 1	Term Paper due at 2:30pm via MyCourses	
	Apr 2	Sports and Politics ONLINE	Ch. 13
14	Apr 7	Sports and the Media ONLINE	Ch. 12
	Apr 9	Sports in Past/Future ONLINE	Ch. 3+15