

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2019</b>
SO 205	Sociology of Sport	<b>Prerequisite: SO 121</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Days:</b>	Tuesday/Thursday	<b>Instructor:</b>	Professor Joel Thiessen, PhD	<b>First day of classes:</b>	Thu, Jan 3
<b>Time:</b>	2:30-3:45pm	<b>Email:</b>	jathiessen@ambrose.edu	<b>Last day to add/drop, or change to audit:</b>	Sun, Jan 13
<b>Room:</b>	A1085-2	<b>Phone:</b>	403-410-2000 ext.2979	<b>Last day to request revised exam:</b>	Mon, Mar 11
<b>Lab/ Tutorial:</b>	N/A	<b>Office:</b>	L2105	<b>Last day to withdraw from course:</b>	Fri, Mar 22
	N/A	<b>Office Hours:</b>	Tuesdays: 12:30-2pm Thursdays: 9:30-11am	<b>Last day to apply for coursework extension:</b>	Fri, Mar 29
<b>Final Exam:</b>	Saturday, April 11: 9am-12pm			<b>Last day of classes:</b>	Fri, Apr 5

### Course Description

This course examines sport in modern societies, with special emphasis on sport in Canada. Emphasis will be given to how sport is socially constructed and the diverse meanings that different groups associate with sport. Attention will also be given to the relationship between sport and social problems and inequality.

### Expected Learning Outcomes

1. To understand and apply foundational sociological concepts and theories to the study of sport.
2. To assess how narratives, behaviours, and meanings are constructed, reconstructed, and attached to sport participation and the culture of sport.
3. To identify and critically analyze the ways that sport is both shaped by and contributes to various social inequalities (e.g. gender, sexual orientation, disabilities, race and ethnicity, social class).
4. To describe and explain the evolving and changing relationship between sport and other social institutions such as the economy, media, and politics.
5. To apply sociological thinking and analysis to historical and current sporting events and sport in everyday life.

## Textbooks

Coakley, Jay, and Peter Donnelly. 2009. *Sports in Society: Issues and Controversies*. 2<sup>nd</sup> Canadian Edition. Toronto, ON: McGraw-Hill Ryerson.

## Course Schedule

Date	Topic
January 3	Course Introduction
January 8	The Sociology of Sport (Ch.1)
January 10	Using Social Theories (Ch.2) & Studying the Past (Ch.3)
January 15	Documentary – “Lost Adventures of Childhood: The High Price of Hyper-Parenting” & Sports and Socialization: Children (Ch.4 & 5)
January 17	Ch.4 & 5 continued ... and Sports in High School and University (Ch.14)
January 22	Deviance in Sports (Ch.6)
January 24	*NO CLASS (Program Day)
January 29	Violence in Sports (Ch.7)
January 31	Ch.7 continued ... and Group Presentation #1
February 5	Gender and Sports (Ch.8)
February 7	Ch.8 continued ... and Group Presentation #2
February 12	*NO CLASS (Professor Away)
February 14	<b>Midterm Exam</b>
February 19 & 21	*NO CLASS (Reading Week) ☺
February 26	Sports and Religion (pdf article available on Moodle)
February 28	Race and Ethnicity (Ch.9)
March 5	Ch.9 continued ... and Group Presentation #3
March 7	Social Class (Ch.10)
March 12	Ch.10 continued ... and Group Presentation #4
March 14	Sports and the Economy (Ch.11)
March 19	Ch.11 continued ... and Group Presentation #5
March 21	Sports and the Media (Ch.12)
March 26	Ch.12 continued ... and Group Presentation #6
March 28	Sports and Politics (Ch.13)
April 2	Ch. 13 continued ... and Group Presentation #7
April 4	Documentary – “Not Just a Game: Power, Politics, and American Sports”
April 9	Sports in the Future (Ch.15)

## Requirements:

\*Failure to submit all assignments will result in an automatic failing final grade. Late assignments will receive a 10% per day deduction.

Midterm Examination ( <b>February 14</b> )	25%
Group Presentation & Class Discussion Facilitation ( <b>January 31 – April 2, sign-up</b> )	20%
Research Project ( <b>Due Monday, April 8 @ 12:00pm</b> )	30%
Final Examination ( <b>Thursday, April 11 @ 9:00am, A2133</b> )	<u>25%</u>
<i>Total</i>	<i>100%</i>

### 1) Midterm Examination (25%) – February 14

Answer 60 multiple choice questions or 3 of 6 essay questions (each question worth 20 marks) based on the readings, lectures, videos, and presentations in the course to date. Students must declare in advance which exam format they choose, on the sign-up sheet circulated in class on February 7. If nothing is selected beside your name, it is assumed that you will write the multiple choice exam.

### 2) Group Presentation & Class Discussion Facilitation (20%) – January 31 – April 2 (sign up)

In groups of 5 (depending on final class size), students will present and facilitate class discussion on three separate video clips from three different sports related to three distinct aspects of the class reading for that day (sign up for one of the topics between January 31 and April 2). At least one of the video clips must date before 1990 and another since 2010. All video clips and any other visual aids (e.g. powerpoint, prezi – if warranted) must be sent to the professor no later than 9am on the day of your presentation.

In this 40-minute presentation and class discussion facilitation, students will:

- Show each of the video clips (aim for no longer than 4 minutes in any single clip)
- Briefly present some of the contextual information for each clip
- Based on some of the following questions, provide sociological insights and analysis from the assigned reading to your video clips: What does sociology bring to the discussion of the topics raised in the video clip? How do some of the sociological theories discussed in chapter two help one to analyze this video clip? What social norms are being reinforced or challenged in the video clip – and in what way and by whom? If applicable, what is the broader/underlying problem at work in the video clip and how and why would you solve the problem in a particular way? What sociological questions are raised from the video clip and how might we begin to address those questions? Why should anyone care about this video clip, and importantly, the sociological perspective for addressing this subject?
- Facilitate class discussion and reflection on the themes to arise in your presentation (structure and format up to each group)

Students will be graded on the following: (a) breadth of videos selected (5 marks); (b) sufficient contextual information provided for each video (10 marks); (c) suitable selection and application of sociological concepts/theories relative to the videos presented, and appropriate breadth and depth of rigorous and critical sociological analysis (40 marks); (d) effectiveness to facilitate class discussion (15 marks); (e) logical and coherent organization and presentation of ideas (15 marks); (f) ability to clearly, confidently, and creatively communicate ideas throughout (15 marks).

### 3) Research Project (30%) – Monday, April 8 @ 12:00pm

Students can work on this project on their own or in groups of up to 5 (the same grade is given to all students). Students have two options regarding submission format, and four options regarding the research project topic itself.

Every student must exchange their completed project with one other person in the course, no later than March 29. In turn, students provide typed feedback no later than April 3. Feedback should center on areas in the grading rubric at the end of the syllabus. What did your peer do well? Where is more attention needed? What suggestions would you recommend to strengthen the paper? A “peer feedback” document is provided for you on Moodle, to fill out when offering feedback to your peers. Students are then encouraged to take this feedback into account in the revision process before a final submission to the professor. Assignment submissions should include the written feedback from your peer at the end, following the bibliography. Assignments without this feedback included will be considered incomplete.

#### Submission Format

- (1) Prepare a 6 page research paper (excluding title page and bibliography) – submitted on Moodle, Microsoft Word, double spaced, 1” (2.54cm) margins on all sides, 12 point font, and ASA formatting (see links provided on Moodle and Johnson book on reserve).
  - Please note that your paper will be submitted on Moodle via a plagiarism software – Turnitin – that compares your paper against other books, articles, online sources, and papers submitted to other universities and Ambrose for plagiarism. It is your responsibility to be aware of what constitutes plagiarism (see “Academic Integrity” section of the syllabus).
  - Evaluation of this assignment is based on the Grading Rubric later in the syllabus: (a) theory, method, and data (25 marks); (b) analysis and application (25 marks); (c) logical and coherent argument (20 marks); (d) grammar and spelling (20 marks); (e) formatting (10 marks).
- (2) Prepare a creative medium (e.g., video, poster/bulletin board, board/card game, photo collage) that is submitted via email or in-person.
  - If students choose a creative medium, they must first discuss the proposed idea and receive approval and specific parameters moving forward from the professor prior to Thursday, January 31. If you miss the deadline, it is assumed that you will write a research paper.
  - Evaluation of this assignment is based on the Grading Rubric later in the syllabus: (a) theory, method, and data (25 marks); (b) analysis and application (25 marks); (c) logical and coherent argument (20 marks); (d) oral presentation or whatever medium is used (20 marks); (e) formatting (10 marks).

#### Topic Options

##### OPTION A – AUTOBIOGRAPHICAL CASE STUDY

Anchoring your assignment in three of the following themes, provide a sociological description and analysis of a sports organization that you were or are involved in: (a) socialization, children, and/or high school and university (ch. 4, 5, and/or 14); (b) deviance and/or violence (ch.6 and/or 7); (c) gender (ch.8); (d) race and ethnicity (ch.9); and (e) social class (ch.10). Some questions to consider may include: What do you notice about who/what is present/absent in activities related to this organization? What rituals are associated with this organization and its activities and what function do they play for different people? How are in-group and out-group boundaries drawn and reinforced for different people in activities associated with this organization? What social norms are reinforced or challenged in and through this organization – and in what way and by whom? What stands out regarding power and authority? In your

project be sure to consistently provide specific examples and “data” regarding your chosen organization, to incorporate empirical studies on the themes that you focus on (minimum 6 academic sources, beyond the course textbook), and to ground your presentation and analysis in the sociological concepts and theories introduced in the course.

#### OPTION B – PROFESSIONAL SPORT ORGANIZATION CASE STUDY

Anchoring your assignment in three of the following themes, provide a sociological description and analysis of a well-known sports organization (e.g. NHL, NFL, NBA, FIFA, MLB, or IOC): (a) socialization, children, and/or high school and university (ch. 4, 5, and/or 14); (b) deviance and/or violence (ch.6 and/or 7); (c) gender (ch.8); (d) race and ethnicity (ch.9); (e) social class (ch.10); (f) economy (ch.11); (g) media (ch.12); and (h) politics (ch.13). Some questions to consider may include: What do you notice about who/what is present/absent in activities related to this organization? What rituals are associated with this organization and its activities and what function do they play for different people? How are in-group and out-group boundaries drawn and reinforced for different people in activities associated with this organization? What social norms are reinforced or challenged in and through this organization – and in what way and by whom? What stands out regarding power and authority? In your project be sure to consistently provide specific examples and “data” regarding your chosen organization, to incorporate empirical studies on the themes that you focus on (minimum 6 academic sources, beyond the course textbook), and to ground your presentation and analysis in the sociological concepts and theories introduced in the course.

#### OPTION C – WATCH A SPORT MOVIE

Anchoring your assignment in three of the following themes, provide a sociological description and analysis of a sport movie of your choice: (a) socialization, children, and/or high school and university (ch. 4, 5, and/or 14); (b) deviance and/or violence (ch.6 and/or 7); (c) gender (ch.8); (d) race and ethnicity (ch.9); (e) social class (ch.10); (f) economy (ch.11); (g) media (ch.12); and (h) politics (ch.13). Some questions to consider may include: What do you notice about who/what is present/absent in the main sport-related activities in this movie? What rituals are associated with the main sport-related activities in this movie and what function do they play for different people? How are in-group and out-group boundaries drawn and reinforced for different people? What social norms are reinforced or challenged – and in what way and by whom? What stands out regarding power and authority? In your project be sure to consistently provide specific examples and “data” from the movie that you select, to incorporate empirical studies on the themes that you focus on (minimum 6 academic sources, beyond the course textbook), and to ground your presentation and analysis in the sociological concepts and theories introduced in the course.

#### OPTION D – ATTEND A SPORTING EVENT

Attend a sporting event of your choice – e.g. this could be a professional event (e.g. Calgary Flames), a university game (e.g. Ambrose Lions volleyball), or a sibling’s league game – and, drawing on your five senses, document your field research observations and analysis. Pay careful attention to things such as the built environment; the advertising; the media; the athletes and game itself, the officials, the fans, and the interactions within and between these groups; attire among those participating in and observing the event. Then, anchoring your assignment in three of the following themes, provide a sociological description and analysis of the sporting event that you attended: (a) socialization, children, and/or high school and university (ch. 4, 5, and/or 14); (b) deviance and/or violence (ch.6 and/or 7); (c) gender (ch.8); (d) race and ethnicity (ch.9); (e) social class (ch.10); (f) economy (ch.11); (g) media (ch.12); and (h) politics (ch.13). Some questions to consider may include: What do you notice about who/what is present/absent? What rituals stand out and what function do they play for different people? How are in-group and out-group boundaries drawn and reinforced for different people? What social norms are reinforced or challenged – and in what way and by whom? What stands out regarding power and authority? In your project be sure to consistently provide specific examples and “data” from the event that you attended, to incorporate empirical studies on the themes that you focus on (minimum 6 academic

sources, beyond the course textbook), and to ground your presentation and analysis in the sociological concepts and theories introduced in the course.

#### 4) Final Examination (25%) – Thursday, April 11 @ 9:00am, A2133

Answer 60 multiple choice questions or 3 of 6 essay questions (each question worth 20 marks) based on the readings, lectures, videos, and presentations since the midterm exam. Students must declare in advance which exam format they choose, on the sign-up sheet circulated in class on April 9. If nothing is selected beside your name, it is assumed that you will write the multiple choice exam.

#### Attendance, Learning, and Classroom Etiquette

I have a high regard for our times together in class – this time is sacred. You are free to attend class or not, but should you decide to do so, I expect the following without exception:

- Read the assigned materials in advance of class
- Arrive on time
- Actively participate in class activities and do not disturb those around you

If you cannot uphold all three of these expectations, you are discouraged from attending class. Should honoring these class boundaries become a problem, the professor reserves the right to ask you to leave class or possibly withdraw from the course.

#### Ambrose Services to Aid Students

##### Ambrose Tutoring Services

To help you succeed in this course, Ambrose offers **FREE** tutoring! You can meet with an experienced peer tutor—someone who has already taken and excelled in this course—for help with understanding and applying concepts from this course. To book an appointment, visit <https://ambrose.edu/tutoring>, and click on “Our Team.” Scroll down to find tutors that are eligible to tutor for this course, and then click on “Book Now” to schedule an appointment. Please take advantage of this opportunity to do your very best.

##### Ambrose Writing Centre

Also, to demonstrate your knowledge of the course content, you will need to communicate clearly and persuasively. For help with your presentations and papers, I would encourage you to visit the Ambrose Writing Centre (<https://ambrose.edu/writingcentre>), where tutors can help you with everything from brainstorming ideas to polishing your grammar. You can book appointments in advance or drop in during regular hours. Also, watch for workshops on writing, reading, and research throughout the year. This service is **FREE** to Ambrose students, so I would encourage you to take advantage of it!

#### Grade Summary:

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150 Ambrose Circle SW, Calgary, AB T3H 0L5  
T 403-410-2000 TF 800-461-1222  
info@ambrose.edu  
**ambrose.edu**

The available letter grades and percentages for course grades are as follows. A detailed chart of what constitutes an 'A,' 'B,' or 'C,' etc. is also included below:

A	96% and above	(GPA – 4.0)	C	63 - 67%	(GPA – 2.0)
A	91 - 95%	(GPA – 4.0)	C-	60 - 62%	(GPA – 1.7)
A-	86 - 90%	(GPA – 3.7)	D+	56 - 59%	(GPA – 1.3)
B+	82 - 85%	(GPA – 3.3)	D	50 - 55%	(GPA – 1.0)
B	75 - 81%	(GPA – 3.0)	F	Below 50%	
B-	72 - 74%	(GPA – 2.7)			
C+	68 - 71%	(GPA – 2.3)			

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

### Grading Rubric

	<b>Theory, Method, Data:</b> Correctly employs paradigms, theories, concepts, and empirical research. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.	<b>Analysis and Application:</b> Student is able to extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)	<b>Logical and Coherent Argument:</b> Logical and coherent argument that flows from beginning to end.	<b>Grammar and Spelling:</b> Writing is clear and effective communicating central ideas	<b>Formatting:</b> Use of appropriate writing style (i.e., ASA) and other formatting particulars (i.e., page length, font size, margins)	<b>Oral Presentations:</b> Material is clearly, confidently, and creatively communicated. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.
<b>A</b> <b>86-100</b>	Consistently achieved – paradigms, theories, concepts, and empirical research are summarized and used accurately and in relevant ways	The majority of assignment demonstrates a balance in summarizing and describing theory/research and analysis and application	Clearly states central thesis and purpose of paper  Each sentence/paragraph logically leads to the next  Carefully selected details which support	Few to no spelling, grammar, or other writing errors.  Words, sentences, and paragraphs flow smoothly	Consistently achieved	Communicates effectively main theme, thesis, or primary focus of presentation.  Establishes order to ideas and points out

			general statements and central thesis			relationships between them.  Number and quality of main points are sufficient  Presentation of ideas develops to a logical conclusion and/or summary  Strong presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact.
<b>B</b> <b>72-85</b>	Mostly achieved - paradigms, theories, concepts, and empirical research are summarized and used fairly accurately.	Some idea of how chosen topic bears on the development of sociological/psychological thought (i.e., some analysis and application beyond merely summarizing existing theory/research)	Clear central thesis  Appropriate details/synthesis most of the time.  Sentences/paragraph generally flow logically together	Some spelling, grammar, and writing errors  Some awkward transitions between words, sentences, and paragraphs	Mostly achieved	Communicates to some degree the main theme, thesis, or primary focus of presentation.  Ideas follow a general logical flow with presenter providing some synthesis between points  Number and quality of main



						<p>points are sufficient</p> <p>Logical conclusion and/or summary provided that develops from the presenters points</p> <p>Moderate presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact</p>
<p><b>C</b></p> <p><b>60-71</b></p>	<p>Inconsistently achieved - paradigms, theories, concepts, and empirical research are often summarized or used inaccurately, or not at all.</p>	<p>Little to no connection made to the development of paradigmatic thought in terms of analyzing or applying the theory/research</p>	<p>Adequately limited central thesis</p> <p>Details/synthesis may be repetitious or absent altogether.</p> <p>Sentences/paragraphs rarely, if ever, flow logically together</p>	<p>Several spelling, grammar, and writing errors</p> <p>Several awkward transitions between words, sentences, and paragraphs</p>	<p>Inconsistently achieved</p>	<p>Unclear presentation of main theme, thesis or focus of presentation</p> <p>Little order to ideas and relationships between points not clarified clearly</p> <p>Number and quality of main points are lacking in sufficiency</p> <p>Weak conclusion and/or summary</p> <p>Presentation style lacking as</p>

					<i>And so on....</i>	demonstrated through non-verbal communication, body language, voice, and eye contact
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## Ambrose University Academic Policies:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

### Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

### Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

### Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

**Note:** Students are strongly advised to retain this syllabus for their records.