Course Outline

UNIVERSITY STUDIES

PERLS 104A
Introduction to Sociocultural Aspects of Leisure and Sport
Winter, 2013

3 CREDITS
3 HOURS PER WEEK

INSTRUCTOR: Laura Roberts
INSTRUCTOR: Laura Roberts

PHONE NUMBER: (780) 791-4827

E-MAIL: laura.roberts@keyano.ca

OFFICE NUMBER: S211A

OFFICE HOURS:
Monday 11:00-11:50PM
Tuesday 2:00 – 2:50 PM
Thursday 2:00 – 3:50PM
Friday 11:00 – 11:50 AM

HOURS OF INSTRUCTION:
Monday 2:00PM – 2:50PM Sports and Wellness Centre
Tuesday 3:00 PM - 3:50 PM Clearwater Building, 237
Wednesday 3:00 PM - 3:50 PM Clearwater Building, 233

PRE-REQUISITE(S):
None

COURSE DESCRIPTION:
This course is an introduction to the study of the increasing influence of sports in social life. While the primary emphasis is on the influence of social instruction and social processes on sports and leisure activities (and vice versa) in North America, the global aspects of sports will also be analyzed in sufficient detail.

COURSE OBJECTIVES:
Gaining a clear understanding of the ever increasing importance of sports in Canadian society is the primary objective of this course. Improvement in research and writing skills is another.
PERLS 104 Introduction to Sociocultural Aspects of Leisure and Sport  Course Outline

COURSE OUTCOMES:
At the completion of the course, students will be able to:

1. Identify, evaluate and critically assess the main theoretical debates within the field of Sport Sociology.

2. Demonstrate the ability to write an academic sociological essay in regards to the social world of sports through scholarly academic research and which adopts proper APA referencing.

3. Apply sociological research skills in the preparation of an in-class presentation related to the field of Sport Sociology.

4. Identify, evaluate and critically analyze solutions to selected social problems within the social world of sports in society.

TEACHING METHODOLOGY

This course will be largely taught by applying participatory learning tools and techniques, incorporating activities geared towards different learning styles and adhering to the main principles of Adult Education. Therefore, the class will incorporate a variety of learning activities, such as large and small discussion groups, reflection papers, review of documentary films, in-class examinations, and online quizzes. The variety of learning tools applied in this course will enrich student learning and also appeal to a wide variety of different learning styles.

You will be expected to critically engage yourself in the course materials, lectures, and discussions (both online and in-class). You might ask yourself, what does “critical engagement” mean? Well, this means that you will be actively processing what you are learning from week to week, by actively comparing the various perspectives and concepts you will be introduced to, by challenging what you think you know, and expanding on previous ideas.

In addition, to your “critical engagement” in the class, the following practices will make for a better classroom environment and go a long way towards building and deepening your understanding of the course materials:

✓ Read the assigned chapter(s) before class. When you do your readings, focus on understanding the key concepts, try to link examples to ideas, to understand differences and debates in approaches to sociology, to think about knowledge in context, and to ask probing questions about social life. Take notes. Read each chapter twice.

✓ Be present, listen, and think. Turn off your cell phone (or put it on ‘vibrate’ if necessary) and turn off the wireless connection on your laptop. Also be sure to take notes on main and supporting points during class.

✓ Make sure you attend all classes and contribute positively to the class environment. Engage with lecture material, ask questions, listen to what others have to say, respectfully add to discussion.
TEXT(S)/MATERIALS REQUIRED:


EVALUATION:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Presentation</td>
<td>10%</td>
<td>Throughout the course</td>
</tr>
<tr>
<td>Quizzes, Response Papers &amp; Online Discussion</td>
<td>15%</td>
<td>Throughout the course</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>25%</td>
<td>March 5th, 2013</td>
</tr>
<tr>
<td>Term Paper</td>
<td>15%</td>
<td>March 26th, 2013</td>
</tr>
<tr>
<td>Final Examination</td>
<td>35%</td>
<td>TBA</td>
</tr>
</tbody>
</table>

1) **IN-CLASS PRESENTATION (10 %) - to be facilitated throughout the term**  
Each student will be expected to complete a 5 to 10 minute presentation on a specific topic in relation to the course outline. A list of presentation topics will be distributed in class whereby students will select their topics and presentation dates. A detailed handout regarding presentation guidelines will be distributed in class and posted to Moodle.

2) **SEMINAR PARTICIPATION (15%) - throughout the term**  
This includes occasional in-class quizzes, response papers, and occasional online discussion forums. **Note: missed quizzes cannot be made up.**

3) **TERM PAPER (15%) – Tuesday, March 26th**  
A detailed handout regarding the term paper, with potential paper topics and options, will be distributed in class and posted to Moodle.

4) **IN-CLASS MID-TERM EXAMINATION (25%) – Tuesday, March 5th**  
The mid-term examination will consist of multiple choice questions, fill in the blank questions, true/false questions and short answer questions. The exam will be administered in class for the full period, and will cover materials from the chapters covered in the first half of the semester.

5) **FINAL EXAMINATION (35%) – Date TBA**  
The final exam will consist of multiple choice questions, fill in the blank questions, true/false questions, short answer questions, and short essay questions. The exam will be administered in class for the full period, and will cover ALL course materials with an emphasis on the later topics covered in class.
GRADING SYSTEM:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>4</td>
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<tr>
<td>A-</td>
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<td>B</td>
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<td>B-</td>
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<td>C+</td>
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<td>C-</td>
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<tr>
<td>D+</td>
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<tr>
<td>D</td>
<td>Minimal Pass 1</td>
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<tr>
<td>F</td>
<td>Failure 0</td>
<td></td>
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Students intending to transfer to other institutions must receive a minimum grade of ‘C-’ in order to have their courses transferred for credit. Transfer information on each course is available at the Alberta Council on Admission and Transfers.

MISSED CLASSES
Regular attendance is recorded for all classes and is essential for optimal performance in this course. In cases of potentially excusable absences due to illness or other legitimate reasons, notify your instructor by e-mail. If you miss a class, it is your responsibility to get notes from another student. The instructor will not provide notes.

LATE ASSIGNMENTS
Assignments will be docked 0.3 points for each day (including weekends) that they are late. In cases of potentially excusable late assignment submissions due to illness or personal situation, notify your instructor by e-mail.

IMPORTANT DATES:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 18th, 2013</td>
<td>Courses dropped after this date will be designated “W”. (A withdrawal (W) is not reflected in your GPA)</td>
</tr>
<tr>
<td>March 5th, 2013</td>
<td>In-Class Midterm Examination</td>
</tr>
<tr>
<td>March 8th, 2013</td>
<td>Courses dropped after this date will be designated “WF”. (A withdrawal failure (WF) counts as a 0 in your GPA)</td>
</tr>
<tr>
<td>March 26th, 2013</td>
<td>Term Paper is Due in Class</td>
</tr>
<tr>
<td>April 19th, 2013</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>April 22-30th, 2013</td>
<td>Final Exams</td>
</tr>
</tbody>
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Equality, Equity and Respect

Keyano College is committed to providing an environment of equality, equity and respect for all people within the College community. All members of this community are considered partners in developing teaching and learning contexts that are welcoming to all. Faculty, staff, and students are encouraged to use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and valued in relation to their gender, ethnic and cultural background, and sexual orientation.

Students should consult:

http://www.keyano.ca/Committees/IRA/Individual_Rights_Policy.asp

Plagiarism and Cheating

Every student expects to be treated and evaluated fairly in a course. Plagiarism and cheating robs everyone of this right.

No student may submit words, ideas or data of another student or person as his or her own in any writing, project, assignment, quiz, electronic presentation, exam etc. Any work used that is not the student's own must be clearly cited as belonging to someone else. There are penalties for using other's work and not citing it. The Student's Rights & Responsibilities document clearly outlines these penalties and the appeal process.

- No learner can obtain information from another student during an exam.
- No learner can bring unauthorized information (paper or electronic) into an exam or quiz.
- No student can submit work done in another course for grading in this course without the written prior approval of the course instructor.
- No student can submit copyright protected or commercially produced materials as part or all of an assignment without proper citation & permission.

TOPICS TO BE COVERED:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Topics Discussed</th>
<th>Required Reading</th>
</tr>
</thead>
</table>
| Week 1 | Introduction to Sociology of Sport | - Significance of sports in modern societies  
- Sociological perspectives on sports  
- Organization of sports in modern times  
- Is sports an emerging social institution | Coakley & Donnelly Chapter 1 |
| Week 2 | Social Theories                      | - How to apply social theory to study sports in society?  
- Sociological perspectives on Sports | Coakley & Donnelly Chapter 2 |
| Week 3 | Sports in History | - Evolution of sports from a historical perspective  
- History of Canadian sports | Coakley & Donnelly  
Chapter 3 |
|-------|------------------|-------------------------------------------------|-----------------|
| Week 4 | Sports and Culture | - Initiation into sports  
- Socialization through sports (sports as a socializing agent?)  
- Role of youth sports | Coakley & Donnelly  
Chapter 4, 5 |
| Week 5 | Sports and Social Inequality | - Social class and unequal access to sports  
- Sports as a source of social mobility  
- Social class and participation in different sports | Coakley & Donnelly  
Chapter 10 |
| Week 6 | Sports, Race, and Ethnicity | - Stereotypes  
- Barriers to participation  
- Discrimination  
- Differential expectations | Coakley & Donnelly  
Chapter 9 |
| Week 7 | Sports, Gender and Sexual Orientation | - Attitudes towards participation of men and women  
- Differential rewards and status  
- Sports, sexual harassment, and sexual exploitation  
- Discrimination related to gender and sexual orientation | Coakley & Donnelly  
Chapter 8 |
| Week 8 | No Class | READING WEEK |
| Week 9 | Sports and Deviance | - Violence in sports  
- Substance abuse in sports  
- Gambling and sports  
- Winning at all costs | Coakley & Donnelly  
Chapter 6 |
| Week 10 | Sports and Politics | - Olympics and global politics of sports  
- Sports as a source of national prestige  
- Sports as a gateway to politics  
- Influence of “stars” on the electoral process | Coakley & Donnelly  
Chapter 13 |
| Week 11 | Sports and Education | - Sports as an integral part of the educational process  
- Benefits of sports in the educational context  
- Gender inequality in sports in educational institutions | Coakley & Donnelly  
Chapter 5, 14 |
**Week 12**  
**Sports and the Economy**  
- Academic performance and athletes  
  - Professional sports as business  
  - Corporate sponsorship of sports  
  - Unstructured reward system in sports  
  - Unique monopoly practices in sports  
  
  Coakley & Donnelly  
  Chapter 10, 11

**Week 13**  
**Sports and Media**  
- Media’s role in promoting sports  
  - Influence of media on rules of sports  
  - Gender inequality in the sports media  
  - Media’s attitude towards violence in sports  
  
  Coakley & Donnelly  
  Chapter 12

**Week 14**  
**Sports and Collective Behaviour**  
- Violence and hooliganism among spectators  
  - Disruptive behaviour in sporting behaviour  
  - Violence toward athletes  
  
  Coakley & Donnelly  
  Chapter 7

**Week 15**  
**Sports and Current and Emerging Trends**  
- Sports in the context of globalization  
  - Possible future directions  
  
  Coakley & Donnelly  
  Chapter 15

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*Please Note: This course outline may be modified to facilitate unforeseen time constraints.*
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Winter 2013

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3 HOURS PER WEEK

Laura Roberts, Instructor
Date

Reviewed and approved by:

Vincella Thompson, Chairperson
Date

Guy Harmer, Dean
Date