



**Course Outline**

**UNIVERSITY STUDIES**

**PERLS 104A  
Introduction to Sociocultural Aspects  
of Leisure and Sport  
Winter, 2014**

**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	3:00-3:50 PM
Tuesday	2:00 - 3:50 PM
Wednesday	3:00 – 3:50 PM
Thursday	3:00 – 3:50 PM

**HOURS OF INSTRUCTION:**

Monday 2:00 PM - 2:50 PM 224  
Wednesday 2:00 PM - 2:50 PM 233  
Thursday 2:00 PM - 2:50 PM S216

**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.

### **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:

### Reference Text in the Library:

Coakley, Jay & Donnelly, Peter. (2009) *Sports in Society: Issues and Controversies*. Toronto, Ont.: McGraw Hill – Ryerson (2<sup>nd</sup> Canadian Edition)

## EVALUATION:

<i>Assignment</i>	<b>Percentage</b>	<b>Due Date</b>
<b>Class Presentation</b>	<b>10%</b>	Throughout the course
<b>Quizzes, Response Papers &amp; Online Discussion</b>	<b>15%</b>	Throughout the course
<b>Midterm Examination</b>	<b>25%</b>	March 6 <sup>th</sup> , 2014
<b>Term Paper</b>	<b>15%</b>	February 20 <sup>th</sup> , 2014
<b>Final Examination</b>	<b>35%</b>	TBA

### 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%) – February 20th*

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%) – March 6<sup>th</sup>*

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.

### **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.

### **GRADING SYSTEM:**

<b>Letter Grade</b>	<b>Description</b>	<b>Grade Points</b>
<b>A+</b>		<b>4</b>
<b>A</b>	Excellent	<b>4</b>
<b>A-</b>		<b>3.7</b>
<b>B+</b>		<b>3.3</b>
<b>B</b>	Good	<b>3</b>
<b>B-</b>		<b>2.7</b>
<b>C+</b>		<b>2.3</b>
<b>C</b>	Satisfactory	<b>2</b>
<b>C-</b>		<b>1.7</b>
<b>D+</b>		<b>1.3</b>
<b>D</b>	Minimal Pass	<b>1</b>
<b>F</b>	Failure	<b>0</b>

**Students intending to transfer to other institutions require a ‘C-’ as a minimum grade. Transfer information on each course is available at the [Alberta Council on Admission and](#)**

**Transfers. Students who do not complete all the required work should not expect to pass the course.**

**IMPORTANT DATES:**

January 10, 2014	Last day to Add for Academic Programs
January 17,2014	Last Day to Drop Academic Programs
February 17, 2014	College Closed (Family Day)
February 24-1, 2014	Reading Week
March 7, 2014	Last Day to withdraw without Academic penalty
April 18, 2014	College Closed (Good Friday)
April 21, 2014	College Closed (Easter Monday)
April 17, 2014	Last day of classes
April 22-30, 2014	Final Exams

**MOODLE**

Go to <http://ilearn.keyano.ca>

This course is supported through Moodle. Assignments, readings, and powerpoint presentations will be posted on Moodle. Students will be expected to frequently check the course Moodle platform for updates, extra readings and assignments. The instructor will use Moodle as the main form of communication with the students in this course; therefore it is the student's responsibility to check Moodle on a regular basis.

**Access to Moodle**

Go to <http://ilearn.keyano.ca>. Login information will be provided by your instructor. For further instructions please see the Moodle handout. Go to Log In. Type in your student ID number with the dashes in the user name box (000-00-0000). Repeat the same ID number in the password box. For further instructions please see the Moodle handout. A course syllabus will be posted in the Moodle. Please check your Moodle frequently. Also, check the S-Drive for detailed course outlines.

**COLLEGE POLICIES**

**Equality, Equity and Respect**

The 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/StudentLife/StudentConduct/IndividualRightsPolicy>

### **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.

### **Student Rights & Responsibilities**

Students should consult the Keyano College Credit Calendar or online at:

<http://www.keyano.ca/Academics/CreditCalendar>

### **Specialized Supports and Duty to Accommodate**

*Disability Support Services: Learner Assistance Program*

If you have a documented disability or you think that you would benefit from some assistance from a Disabilities Counsellor, please call or visit the Disability Supports Office 780-792-5608 to book an appointment (across from the library). Services and accommodations are intended to assist you in your program of study, while maintaining the academic standards of Keyano College. We can be of assistance to you in disclosing your disability to your instructor, providing accommodations, and supporting your overall success at Keyano College.

*Specialized Supports and Duty to Accommodate*

Specialized Support and Duty to Accommodate are aligned with the office of Disability Support Services: Learner Assistance Program (LAP) guided by federal and provincial human rights legislation, and defined by a number of Keyano College policies. Keyano College is obligated by legislation to provide disability-related accommodations to students with identified disabilities to the point of undue hardship.

**TOPICS TO BE COVERED:**

<b>Week</b>	<b>Topic</b>	<b>Topics Discussed</b>
<b>Week 1</b>	<b>Introduction to Sociology of Sport</b>	<ul style="list-style-type: none"> <li>- Significance of sports in modern societies</li> <li>- Sociological perspectives on sports</li> <li>- Organization of sports in modern times</li> <li>- Is sports an emerging social institution</li> </ul>
<b>Week 2</b>	<b>Social Theories</b>	<ul style="list-style-type: none"> <li>- How to apply social theory to study sports in society?</li> <li>- Sociological perspectives on Sports</li> </ul>
<b>Week 3</b>	<b>Sports in History</b>	<ul style="list-style-type: none"> <li>- Evolution of sports from a historical perspective</li> <li>- History of Canadian sports</li> </ul>
<b>Week 4</b>	<b>Sports and Culture</b>	<ul style="list-style-type: none"> <li>- Initiation into sports</li> <li>- Socialization through sports</li> <li>- Role of youth sports</li> </ul>
<b>Week 5</b>	<b>Sports and Social Inequality</b>	<ul style="list-style-type: none"> <li>- Social class and unequal access to sports</li> <li>- Sports as a source of social mobility</li> <li>- Social class and participation in different sports</li> </ul>
<b>Week 6</b>	<b>Sports, Race, and Ethnicity</b>	<ul style="list-style-type: none"> <li>- Stereotypes</li> <li>- Barriers to participation</li> <li>- Discrimination</li> <li>- Differential expectations</li> </ul>
<b>Week 7</b>	<b>Sports, Gender and Sexual Orientation</b>	<ul style="list-style-type: none"> <li>- Attitudes towards participation of men and women</li> <li>- Differential rewards and status</li> <li>- Sports, sexual harassment, and sexual exploitation</li> <li>- Discrimination related to gender and sexual orientation</li> </ul>
<b>NOTE: Week 8</b>	<b>Reading Week February 24-1, 2014</b>	
<b>Week 9</b>	<b>Sports and Deviance</b>	<ul style="list-style-type: none"> <li>- Violence in sports</li> <li>- Substance abuse in sports</li> <li>- Gambling and sports</li> <li>- Winning at all costs</li> </ul>
<b>Week 10</b>	<b>Sports and Politics</b>	<ul style="list-style-type: none"> <li>- Olympics and global politics of sports</li> <li>- Sports as a source of national prestige</li> <li>- Sports as a gateway to politics</li> <li>- Influence of “stars” on the electoral process</li> </ul>
<b>Week 11</b>	<b>Sports and</b>	<ul style="list-style-type: none"> <li>- Sports as an integral part of the educational process</li> </ul>



	<b>Education</b>	<ul style="list-style-type: none"><li>- Benefits of sports in the educational context</li><li>- Gender inequality in sports in educational institutions</li><li>- Academic performance and athletes</li></ul>
<b>Week 12</b>	<b>Sports and the Economy</b>	<ul style="list-style-type: none"><li>- Professional sports as business</li><li>- Corporate sponsorship of sports</li><li>- Unstructured reward system in sports</li><li>- Unique monopoly practices in sports</li></ul>
<b>Week 13</b>	<b>Sports and Media</b>	<ul style="list-style-type: none"><li>- Media's role in promoting sports</li><li>- Influence of media on rules of sports</li><li>- Gender inequality in the sports media</li><li>- Media's attitude towards violence in sports</li></ul>
<b>Week 14</b>	<b>Sports and Collective Behaviour</b>	<ul style="list-style-type: none"><li>- Violence and hooliganism among spectators</li><li>- Disruptive behaviour in sporting behaviour</li><li>- Violence toward athletes</li><li>-</li></ul>

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





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Winter 2014**

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3 HOURS PER WEEK**

\_\_\_\_\_  
Laura Roberts, Instructor

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Date

**Reviewed and approved by:**

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Vincella Thompson, Chairperson

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Date

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Guy Harmer, Dean

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Date