Course Description and Objectives

What comes to mind when you think about sport(s)? This course will help students move beyond popular understandings of the body and sport. We will take a critical approach in our examination of the relationship between sport, the body, and society. Students will be introduced to a wide variety of issues and problems relating to sport and the body, such as:

- drugs
- violence
- cheating
- inequality/marginalization
- politics
- economics

We will employ sport as a lens through which to understand the body and society – and its inverse. Theory will be employed to highlight elements of sport that are often hidden from our conscious thought. We will confront the view that sport is inconsequential to life in Canada and will examine its increasing importance to economic, political and social existence.

Course Prerequisite

Every student enrolled in this course should have completed Sociology 100 or received the instructor’s consent.
Required Texts

The bookstore has been asked to stock sufficient quantities of the following book:


Note: From time to time additional readings will be assigned, which can be found through the University of Alberta library system.

The sociological literature on sport, the body and society is vast and students are encouraged to read broadly. I will be happy to recommend supplemental reading for any topics that are discussed in the course.

Course Requirements and Evaluation

Grading

Marks for exams are given in percentages, to which letter grades are also assigned, according to the table below. The percentage mark resulting from the entire term work and examination then produces the final letter grade for the course.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Point Value</th>
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</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>4.0</td>
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<tr>
<td>86-89</td>
<td>A</td>
<td>4.0</td>
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<tr>
<td>82-85</td>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>78-81</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>74-77</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>70-73</td>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>66-69</td>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>62-65</td>
<td>C</td>
<td>2.0</td>
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<tr>
<td>58-61</td>
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<td>1.7</td>
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<td>54-57</td>
<td>D+</td>
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<td>0-49</td>
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<td>0.0</td>
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</tbody>
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**Note:** Grades will be posted on eClass. In accordance with the *Freedom of Information and Privacy Act* grades will not be given out over the phone or via email.

The professor is willing to reconsider grades for all components of the course if there is a **sound basis for why the previous grading was in error**. Individuals who would like to have an assignment re-evaluated must outline in writing the reason(s) why he/she may believe their assignment deserves a better grade. Requests for a re-evaluation of a grade must be submitted to the professor no more than two weeks after the assignment was returned or grades were posted.

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**COURSE ORGANIZATION**

**Course Format**

The class will be structured much differently than 200 and 300 level classes that are based on a traditional formal lecture style. This class begins with an introduction to 400 level, informed discussion-based seminars, and becomes progressively less professor-led and more student-led as the class progresses. Early September will involve a combination of lectures, videos, and group discussions providing students with background knowledge of sport and the body. After this time, students will be called upon to share the responsibility for what happens during the seminars and be accountable for their informed participation.

Students are expected to attend class regularly, read the required readings, and come to class prepared and willing to actively participate in discussions. The core (and success) of this course relies on the informed, engaged participation of all members, not on the professor delivering “content.”

**Classroom Community**

Each and every member of this class is welcomed in an inclusive, learning. This is your our course. The classroom is intended as a safe space for thinking about, discussing, and critically examining complex issues and problems about sport, the body and society. “Athlete” tends to evoke passionate views and strong beliefs. I expect that all students come to each session prepared to be **active, engaged participants** in the learning process. It will be assumed that each student in the seminar has completed the required readings, will be listening attentively to the professor and other students, and be fully involved in all classroom activities (e.g. group discussion and individual learning exercises) during our time together.
For some of us, our life experiences (i.e. work, personal, or family history) will mirror or at times overlap with the material. For others, the issues and challenges will be new or different. I hope that you will integrate and critique the material rather than judge or criticize it. Please keep this sensitivity in mind when in class. I have one guiding expectation: Treat each other – and those we are studying – with respect, dignity, and compassion. Creating and sustaining an atmosphere of mutual respect and critical engagement is a responsibility we all share. If you feel something about the classroom atmosphere is interfering with your ability to participate in this class, please bring it to my attention outside of class. If I find something a student says or does is compromising our ability as a class to study together respectfully, then I will draw attention to the matter and provide the student an opportunity to address the concern.

COURSE REQUIREMENTS AND EVALUATION

Seminar Assignments

Students are required to complete all of the following:

1. **Class participation (15%)**: Every student is expected to attend and actively participate in all seminar sessions by demonstrating an understanding of that week’s readings. If, for some reason, students are unable to attend, they must inform the professor before the class that they will be away. Students are responsible for bringing at least one course related resource to class, which is to be shared on eClass.

2. **Discussion Leadership (20%)**: In groups, students will take primary responsibility for leading the class discussion for at least one section of the course. Ideally, each presentation should include: 1. An overview of the reading (very brief), 2. Identification of the key themes raised in each reading, 3. A discussion of how themes arising from your particular set of readings relate to other areas of the course, 4. A strategy for involving other class members in the discussion.

   This is not a traditional “stand at the front of the class and talk” sort of presentation. Instead, you should focus on encouraging, engaging, and guiding that class in a thoughtful and meaningful discussion about the readings and the issues that arise from them. As a seminar leader, you should think about how to generate a class conversation of specific concerns related to your seminar topic. This means that in advance of the seminar you should try to link the concepts, ideas, or problems in the readings to course themes and topics and/or practical social issues. You must expand beyond the course resources to prepare and you may include outside materials if you choose (videos, articles, current events, documentaries, news reports, handouts etc.).

   Students are strongly encouraged to meet with me at least one week prior to their seminar leadership.
3. Learning Festivals (a.k.a. exams) (40%): October 14, 2015 and a take home exam handed out on December 2, 2015, which will be due one week later.

Missed Examinations: A student with an unexcused absence for a mid-term exam will receive a mark of 0 on that exam. For an excused mid-term exam absence students must email or phone the professor's office within two working days of the exam (or as soon as possible given the circumstances) and leave a message on voicemail. Students must contact their home Faculty to apply for a deferred final examination.

Note: Make-up exams may follow a different format and have different questions from in-class exams.

4. Essay (25%): Each student is required to write a 4000 word paper that explores one of the substantive or theoretical issues covered by the course.

Late Assignments

Late assignments will be deducted 10% per business day. Papers submitted after two weeks will receive a mark of 0. The rule concerning late papers will be waived only for medical or compassionate reasons and it is necessary that documentation supporting the waiver be made available. You should be aware that the penalty cannot be waived because other assignments are due or because of what traffic analysts call “volume delays.” Rather than asking for an extension of a “couple of days,” it would be more sensible to start work on the project a couple of days earlier.

Note: Late papers must be handed in at the Sociology Office (5-21 Tory), not under my door.

Required Notes:

“Policy about course outlines can be found in Section 23.4(2) of the University Calendar.”

Academic Integrity

All students should consult the Office of Student Judicial Affairs (http://www.osja.ualberta.ca/en/Students.aspx ) regarding the definitions of plagiarism and its consequences when detected.

Students may also want to consult the following pages:

“Don't Do It” sheet at http://tinyurl.com/cheating-plagiarism

Learning and working environment
The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the student ombudservice: (http://www.ombuds.service.ualberta.ca/).

**Recording of Lectures:**

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

**Student Accessibility Services (SAS):**

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with SAS, contact their office immediately (2-800 SUB; Email ssdsrec@ualberta.ca; Email; phone 780-492-3381; WEB www.ssds.ualberta.ca).

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**Topics**

The course format will consist of weekly lectures, films and (possibly) guest speakers. It is the responsibility of the student to attend lectures, keep pace with assigned readings and submit assignments on time. Students are expected to read the required material in advance of the lecture. At times there will be overlap between the lectures and assigned readings, however lectures are intended to supplement rather than reproduce information contained in the textbook. You are responsible for all of the assigned readings, regardless of what topics are discussed in lectures.

Students are advised to consult the instructor immediately if they experience difficulty meeting course expectations.

**Week One**  
*Introduction*

Reading:

**Week Two**  
*What is the Sociology of Sport?*
Reading: Chapter 1 - The Sociology of Sport: What is it and why study it?

Week Three

*Theories of the Body and/in Sport*

Reading: Chapter 2 - Using Social Theories: How can they help us to study sports in society?
https://books.google.ca/books?id=AhY-CgAAQBAJ&pg=PT551&lpg=PT551&dq=Pirkko+markula+sport+and+the+body&source=bl&ots=Vn2LQoxxg5i&sig=GkGz6nqVC2vWF29sY98Kg4MopWA&hl=en&sa=X&ved=0CDkQ6AEwBWoVChMls_zB5 -

Week Four

Youth and/in Sport

Reading: Chapter 5 - Sports and Children: Are organized programmes worth the effort?

Week Five

Deviance/Deviant Sporting Bodies

Reading: Chapter 6 - Deviance in Sports: Is it out of control?

Week Six

*Violence and Sport*

Reading: Chapter 7 - Violence in Sports: How does it affect our lives?
http://www.tandfonline.com/doi/pdf/10.1080/00948705.2010.9714762

Week Seven

Learning Festival a.k.a. Exam

Week Eight

The Gendered Sporting Body

Reading: Chapter 8 - Gender and Sports: Does equity require ideological changes?

Week Nine

Drugs in Sport: The body on drugs

Week Ten

**Coaching the Athletic Body**


Week Eleven

**The Business of Sporting Bodies**

Reading: Chapter 11 - Sports and the Economy: What are the characteristics of commercial sports?

Week Twelve

**Sports Media and The Future of Sporting Bodies**

Reading: Chapter 12 - Sports and the Media: Could they survive without each other?
Reading: Chapter 15 - Sports in the Future: What can we expect?

Week Thirteen

**Handout Take Home Examination (Due December 9th, 2015)**