



**Seattle University**  
**Center for the Study of Sport and Exercise**  
**The Social Cultural Basis of Sport SADL 502**  
**Course Syllabus – Fall 2012**

<b><i>Course Time and Location</i></b> Time: Tuesdays, 6-9pm, Sept. 25-Dec. 4 Location: Admin 306	<b><i>Instructor:</i></b> Dr. Maylon Hanold <a href="mailto:hanoldm@seattleu.edu">hanoldm@seattleu.edu</a> Phone: 425.503.7754 Office Hours: By App. Office: Lynn 114
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**About the Course**

***Course Description and Overview***

After successful completion of this course, students will be able to analyze the structure of sport based on sociological theories and how sport functions in modern industrialized society, specifically its relationship to religious and economic systems. In addition, be able to analyze sport as a social construction in regard to its role, structure, formal organization, and professionalization; stratification, differentiation and norms along social class, age, race, ableism and gender. Through sociological concepts students will be able to articulate the complexity of many issues that are affecting contemporary sport by thinking critically about how issues came to exist and how they continue to exist.

This course focuses on the assumption that people involved with the world of sport are influenced by external factors such as (1) culture, which guides individuals in creating meaning in their lives, (2) the relationships people have with those around them, and (3) the patterns of organization that both constrains and opens up opportunities for individuals and groups. Students will learn to think sociologically about sport, recognizing that people make choices and control many aspects of their sport lives; however, individuals do not control the context or conditions under which those choices are made. Social reality affects our decisions, sense of self and what we think of as normal in all our interactions. Sports are entwined in our social reality in complex ways. As such through this course students will learn: (1) how to think critically about sport, (2) how to ask important questions that deepen their understanding of sport social reality, (3) how to design a qualitative social research project, collect and analyze data, and make sense of their research findings, and (4) how to help others understand the complex social world of sport and how it might be improved.

Class sessions will be a mix of discussion, instructor presentation/lecture, films, in-class work, and student presentations aimed at increasing your understanding of sport social issues through theoretical concepts and their practical applications.

## Learning Objectives

After successful completion of this course, students will be able to do the following:

Objective	Learning Outcome	Evaluative Tool
1. Demonstrate knowledge of social theories used in sport sociology		*denotes assignments with rubric
a. Articulate the three basic types of social inquiry: cultural, interactionist, and structural	Content Knowledge, Discovery and Critical Thinking, Communication	Final presentation, class activities & discussions, readings, assignments
b. Articulate the primary differences between functionalism and critical theory	Content Knowledge, Discovery and Critical Thinking, Communication	Final presentation, class activities & discussions, readings, assignments
c. Define "ideology" and explain the connection between sports and ideologies related to gender, race, and social class	Content Knowledge, Discovery and Critical Thinking, Communication	Final presentation, class activities & discussions, readings, assignments
d. demonstrate in-depth knowledge and application of one sociological theory in a real world context	Content Knowledge, Discovery and Critical Thinking, Communication	Sport Sociology Research Project*
2. Demonstrate competence of scientific inquiry into the social world of sports		
a. develop qualitative research skills	Content Knowledge, Discovery and Critical Thinking	Sport Sociology Research Project*
a. ask important questions that deepen an understanding of sport social reality	Content Knowledge, Discovery and Critical Thinking, Communication, Numeracy, Diversity And Social Justice	Sport Sociology Research Project*
b. design a social research project, collect and analyze data, and make sense of research findings	Content Knowledge, Discovery and Critical Thinking, Communication, Numeracy, Diversity And Social Justice	Sport Sociology Research Project*
3. Develop perspectives, language, and skills for being an effective change agent in the process of creating the future of sports		
a. develop language and perspectives that help others understand and take an interest in complex social issues in sport	Content Knowledge, Communication, Lifelong Learning, Discovery and Critical Thinking, Technology	Class participation, , assignments activities, class preparations*, Readings, Round table Discussions
b. view sports issues from various perspectives and know when to use a specific perspective for specific audiences	Content Knowledge, Communication, Lifelong Learning, Discovery and Critical Thinking	Class participation, assignments, activities, class preparations*, Round Table Discussions

## Course Materials

We meet ten class periods plus one exam period. Listed below are the required books for the course. These books can be purchased from many bookstores, including Seattle University Bookstore and online booksellers:

1. Coakley, J. (2009). *Sports in Society: Issues and Controversies*, 10th Edition  
McGraw-Hill. ISBN: 0390969397
2. Gratton, C. & Jones, I. (2010). *Research Methods for Sport Studies* (2<sup>nd</sup> ed.), New York: Routledge.
3. Publication Manual of the American Psychological Association (Sixth Edition), American Psychological Association, 2010

\* In addition, you will be required to look up required articles and search sociologically based sport studies on your own.

***Class Participation (come prepared to discuss/engage in activities, 100pts)***

This course covers a significant amount of content and much of the learning comes from in-class exercises, group work, and discussion. Therefore, students are expected to attend all class sessions and complete all assigned readings and preparations, enabling you to participate fully. **The value you receive from this course will be commensurate with the thought, effort and reflection that you put into the endeavor.** You can earn up to 10pts for each class. While this is subjective, there will be enough in-class discussion for me to assess your participation efforts and readiness based on a perceived level approximately corresponding with letter grades such as A, B, C, etc. A being excellent work, B being adequately prepared, C is not really prepared, but trying, and D and below are out of touch and no interest.

***Reading Comprehension and Critical Thinking Assignments (RCCTA): (300 pts total; each assignment is worth 75pts)***

Students will prepare short answer, written responses to questions provided for Units 1, 2 4 and 10. The questions for each of these classes are found under the lessons tab in 'course resources' on Angel. You are required to turn these in to Angel before 6pm on the Tuesdays they are due.

***Round Table Discussions: (150 pts total; 2 round tables worth 75pts each)***

In order for you to find (and practice) your voice with respect to sport sociological issues and solutions, you will engage in 2 Round Table Discussions. During Units 6 (race & ethnicity) & 7 (social class), you will spend 1-2 hours of each class engaging in discussions around 3 different scenarios, all of which focus on the overall topic for the evening. I will provide a list of possible scenarios for you to deal with during these discussions beforehand on Angel. At the end of these Round Table Discussions, you will fill out a self-assessment. See Angel under the lessons tab in 'course resources' for the possible scenarios and self-assessment in order to prepare.

***Chapter Presentations: (200pts total; due dates vary, either Nov. 13 or 20)***

You will be assigned a chapter from the Coakley text along with a group with whom you will work. Your task will be to teach the key concepts from the chapter you prepare. You will have 50 minutes to present the material and engage the class in learning. You are expected to provide a synthesis of the material. This means bringing the material together in a way that your audience can walk away with a few key points about your issue. Simply re-presenting the material in a PowerPoint in outline form will earn your group no higher than a C. You have much leeway in how you want to get us to learn and remember key points. Be creative and engaging! See rubric for more guidance.

***Sport Sociology Research Project (Due Wednesday November 28, 500 pts)***

You and a partner will conduct a mini-research project focused on the social aspects of sport. You will decide on an area of interest, articulate a research question, and engage in qualitative research to answer your question. You will then write a paper (only ONE paper per pair) in the format of what would be required should you choose the research option for your colloquium and wish to do qualitative research. More importantly, while you may never use these skills *formally* in your real job, what you learn in this project will be used *informally* all the time in your real world work. These thinking and inquiry skills will help you identify a potential issue in a specific sport setting, gain important insights, and redirect policies and procedures so that you might be a sport leader committed to making sport a more just and humane place for all people. All required formats, rubric, and helpful documents are provided under the lessons tab in 'course resources' on Angel. APA format (6<sup>th</sup> edition) is required. You will be guided through this process and have some class time to help you work through this. Remember, the rubric is a great guide!

***Final Presentation: (200 pts total, 6-8pm, Tuesday, Dec. 4)***

You will be divided into groups the first day of class. Collectively you will decide on a book to read that is approved by me. You and your group are responsible for summarizing key points in the book and offering a critical analysis of the social issues around sport that emerge in these stories. This project is a culmination of all you will have learned. More details about this project will be provided, including rubric.

## Course Outline and Schedule

### CLASS SCHEDULE\*

Tuesdays Dates	Topics	Readings	Important Class Details
<b>Unit 1</b> <b>Sept. 25</b>	What is Sociology of sport and what will we do to learn about it?  How does history help us learn about sports?	1. Coakley, Chp. 1 & 3 2. Coakley article “What is Sociology” on Angel	<b>Due:</b> 1. RCCTA 1 (by 6pm before class) <b>In class:</b> Introduction to sport sociology, review syllabus, sport history overview, assign chapter presentations for Nov. 13 and 20, and form book groups for final on Dec. 4.
<b>Unit 2</b> <b>Oct. 2</b>	What is sport sociological research?  How does theory guide us in our research?  What is the research process and how do we get started?	1. Coakley, Chp. 2 2. Gratton & Jones, Chp. 3 pp. 31-33 3. Hanold article (see course resources folder- ‘Articles and theories’ word doc)	<b>Due:</b> 1. RCCTA 2 (by 6pm before class) 2. CASP analysis of Hanold article- bring hard copy analysis to class 3. List of 3 possible books for final presentation <b>In class:</b> Review of sociological theory, review of the research process, refining research questions, conducting literature review, form pairs and brainstorm research interest, finalize book choices for final presentation
<b>Unit 3</b> <b>Oct. 9</b>	What kinds of questions have sport sociologists asked in the past?  How do sport sociologists find answers to those questions?	1. Coakley, Chp 4 pp. 102-121 2. Gratton & Jones, Chp 5- writing a literature review 3. Gratton & Jones, chp. 9 – Interviews	<b>Due:</b> 1. Refined research question 2. Have a total of 10 peer reviewed articles that will inform your research, make sure to include articles that will help frame your research in both content and theory- you may keep these in electronic form- just bring a laptop to access them <b>In class:</b> How to write a literature review, how to create semi-structured interview questions, how to conduct the interview
<b>Unit 4</b> <b>Oct. 16</b>	How is gender implicated in sport?	1. Coakley, chp 8 2. Articles- see ‘articles unit 4’ in course resources	<b>Due:</b> RCCTA 4 (by 6pm before class) <b>In class:</b> Cultural and interactionist views of gender, Femininity, masculinity, sexuality, Film: Training Rules, film debrief
<b>Unit 5</b> <b>Oct. 23</b>	How is gender implicated in sport? (cont.)	1. Articles- see ‘articles unit 5’ in course resources 2. Gratton and Jones, Chp 13- How to analyze qualitative data	<b>Due:</b> 1. Draft of a literature review (not to be turned in) 2. Interviews done and transcribed (bring with you to class either printed or in electronic form) <b>In class:</b> Structural, gender policies, transgender, analyzing qualitative data
<b>Unit 6</b> <b>Oct. 30</b>	How are race and ethnicity implicated in sport?	1. Coakley, chp 9 2. Articles- see ‘articles unit 6’ in course resources	<b>Due:</b> 1. Round Table Discussion preparations 2. Bring printed copy of RT Rubric for self-grading, on Angel in Round Table folder <b>In class:</b> Activities, discussion, lecture, Round Table Discussions

<b>Tuesdays Dates</b>	<b>Topics</b>	<b>Readings</b>	<b>Important Class Details</b>
<b>Unit 7 Nov. 6</b>	How is social class implicated in sport?  What are the key elements and considerations when writing the final research paper?	1. Coakley, chp 10 2. Gratton and Jones, Chp. 14- Writing the Research report 3. Re-read Hanold article	<b>Due:</b> 1. Round Table Discussion preparations 2. Bring printed copy of Rubric for self-grading RT 3. Create an outline of the Hanold article from which the paper could have been written- please bring to class in electronic form or hard copy  <b>In class:</b> Discussions, writing the research paper guidelines, specific guidelines for your papers
<b>Unit 8 Nov. 13</b>	Children, deviance, and violence in sport	Individualized Pre-selected chapters from Coakley chps 5, 6, & 7	<b>Due:</b> 1. Chapter Presentations (see rubric)  <b>In class:</b> 50 minute Chapter Presentations
<b>Unit 9 Nov. 20</b>	Commercialization, media, and educational impact of sport	Individualized Pre-selected chapters from Coakley chps 11, 12, & 14	<b>Due:</b> Chapter Presentations (see rubric)  <b>In class:</b> 50 minute Chapter Presentations
<b>Unit 10 Nov. 27</b>	Politics and sport  Being Change Agents in Sport	1. Coakley chp 13 & 16	<b>Due:</b> RCCTA 10 (by 6pm before class)  <b>In class:</b> Activities, Film: <i>Not Just a Game</i> , film debrief
<b>Nov. 28 (Wed)</b>	<b>Paper Due</b>	<b>SSRP</b>	<b>2. Sport Sociology Research Project Due to Angel Drop Box by midnight</b>
<b>Dec. 4 Exam Period</b>	Final 'exam'	Book Presentations	6-8PM, Admin 306

\* I reserve the right to modify this syllabus at any time.

**Angel Resources and Turning in Research Project:**

Everything you need to access or drop boxes to turn in assignments is located under the ‘Lessons’ tab in Angel. Under this tab are several folders. The names of the folders are self-explanatory, but we will go over them during the first class. **Note:** if you have MAC with an operating system older than 10.6.3 (Snow Leopard), then please email your assignments directly to me (Dr. Maylon Hanold). Should you not have access to a computer or the internet, please see Dr. Hanold to discuss alternatives.

**Grading**

Letter grades will be assigned according to the distribution table below: Final Grades will be posted on SU Online by 6pm December 12.

93.33+% = A	76.67+% = C+
90.00+% = A-	73.33+% = C
86.67+% = B+	70.00+% = C-
83.33+% = B	60.00+% = D
80.00+% = B-	00.00+% = F

This graduate-level course requires active participation in class discussions and activities. In addition, high-quality written work is expected. Written work should be clear, logical, grammatically correct, and spell-checked. It should also adhere to APA formatting for citations and references. It should represent the student’s best effort.

SU Mission and Professional Accountability

**Mission Statement:**

Seattle University is dedicated to educating the whole person, to professional formation, and to empowering leaders for a just and humane world.

**Vision**

We will be the premier independent university of the Northwest in academic quality, Jesuit Catholic inspiration, and service to society.

**Values**

- **Care**  
We put the good of students first.
- **Academic Excellence**  
We value excellence in learning with great teachers who are active scholars.
- **Diversity**  
We celebrate educational excellence achieved through diversity.
- **Faith**  
We treasure our Jesuit Catholic ethos and the enrichment from many faiths of our university community.
- **Justice**  
We foster a concern for justice and the competence to promote it.
- **Leadership**  
We seek to develop responsible leaders committed to the common good.

### ***Attendance***

Students are expected to attend all 10 days of class and be in the classroom from 6:00-9:00pm. In addition, there is an exam period that you are required to attend. Please notify Dr. Hanold (via phone or email) prior to the class if you will not be in attendance due to unforeseen circumstances. Make-up work for missing a class will be determined on a case-by-case basis. This may involve an additional written assignment. Being proactive and a high degree of personal responsibility are expected.

### ***Accommodations & Student Services***

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in the class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100 (206-296-5740). Disability-based adjustments to course expectations can be arranged only through this process. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the Seattle University's Counseling and Psychological Services (CAPS) [(206)-296-6090; <http://www.seattleu.edu/student/counsel/index.asp>] for assistance, support and advocacy. This service is free and confidential.

### ***Academic Integrity***

Just as ethics and integrity are important in management practice, academic integrity is important in this course. Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty will be addressed according to the Academic Honesty Policy. Without regard to motive, student conduct that is academically dishonest, evidences lack of academic integrity or trustworthiness, or unfairly impinges upon the rights and privileges of others is prohibited. See the following web page for additional information; <http://www.seattleu.edu/registrar/page.aspx?ID=87>

### ***Questions and Out-of-Class Communication***

Please direct questions to Dr. Maylon Hanold via email. I will communicate with the class through your SU email and update Angel with PowerPoints etc. on a weekly basis. Be sure to check both regularly. I check email regularly and you can expect a response within 24 hours.

### ***Professional Conduct***

Students are expected to arrive to class on time and stay for the duration of the class session. Assignments; however there is a penalty of 20% the first day and then an additional 10% off each calendar day after that. True medical or family emergencies will be dealt with on a case-by-case basis. Professional behavior is expected throughout the class. This means respectful communication both inside and outside of class and comments should be aimed at moving the discussion forward. This does not mean that students must always agree with others since reasoned, respectful dissent may be part of the discovery process and lead to previously unconsidered options. In addition, **please silence and put away all cell phones and PDAs** prior to class and **refrain from texting, emailing or web surfing during class**. If you are awaiting an urgent call and need to leave your phone on during class, let the instructor know prior to class.

### ***Anti-Discrimination Statement***

Seattle University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, gender identity, political ideology or status as a Vietnam-era or special disabled veteran in the administration of any of its education policies, admission policies, scholarship and loan programs, athletics, and other school-administered policies and programs, or in its employment related policies and practices. All University policies, practices and procedures are administered in a manner consistent with Seattle University's Catholic and Jesuit identity and character. Inquiries relating to these policies may be referred to the University's Assistant Vice President for Human Resources and Equal Opportunity Officer at (206) 296-5870.