

The Social Cultural Basis of Sport SADL 5020
Course Syllabus – Fall 2018

<p><i>Course Time and Location</i></p> <p>Time: Tuesdays, 6-9pm, Oct 2 – Dec. 4 Final paper due Dec. 8</p> <p>Location: Pigott 306</p>	<p><i>Instructor:</i></p> <p>Dr. Maylon Hanold hanoldm@seattleu.edu Mobile: 425.503.7754 Office: 206.296.2231 Office Hours: By App. Office: PIGT 404</p>
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About the Course

Course Description and Overview

After successful completion of this course, students will be able to articulate how sport functions in modern industrialized society, gaining a deep understanding of sport as a powerful cultural institution. Specifically, students will 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 are unconsciously reproduced in order to assess the ways in which and to what extent sport entities and organizations are culturally inclusive.

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 constrain and open 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 through social theory, (2) how to help others understand the complex social world of sport and how it might be improved, (3) how the culture of sport influences the organization, structures, and culture of sport organizations.

231

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.

MSBL Learning Outcomes

Content Knowledge

Apply sport management specific content knowledge to find solutions to complex organizational issues.

Leadership

Demonstrate socially responsible leadership grounded in the principles of diversity and inclusion, ethical decision making, and sustainable business practices.

Analysis

Exhibit the ability to gather relevant information and critically examine the information through multiple analytical approaches.

Synthesis

Display an ability to synthesize information and devise viable solutions in complex organizational contexts.

Growth

Develop self-awareness and adaptability, flexibility, and curiosity in pursuit of personal and professional growth.

Communication

Demonstrate exemplary communication both individually and in groups across written, oral and presentation platforms.

Learning Objectives for SADL 5020

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

Objective	Learning Outcome	Evaluative Tool All assignments have an associated rubric
1. Demonstrate knowledge of social theories used in sport sociology		
a. demonstrate knowledge of social constructionism and what sociology helps us 'see'	content knowledge, analysis, communication, growth, leadership	Round Table Discussions, RT Reflections
b. Demonstrate the primary differences between functionalism and conflict/critical theory	content knowledge, analysis, communication, growth, leadership	Round Table Discussions, RT Reflections
c. Define "ideology" and explain the connection between sports and ideologies related to gender, race, and social class	content knowledge, analysis, communication, growth, leadership	Round Table Discussions, RT Reflections
d. demonstrate application of classical, modern, and post-modern sociological theories	content knowledge, analysis, communication, growth, leadership	Round Table Discussions, RT Reflections
e. demonstrate in-depth knowledge and application of one sociological theory based on real world conversations	Content Knowledge, Analysis, synthesis, communication	Sport Social Issue Commentary

2. Demonstrate competence of scientific inquiry into the social world of sports		
a. develop qualitative inquiry skills	Content Knowledge, Analysis, synthesis, communication	Sport Social Issue Commentary
a. ask important questions that deepen an understanding of sport social reality	Content Knowledge, Analysis, synthesis, communication	Sport Social Issue Commentary
b. use prior knowledge and social theory to provide deep consideration of others' thoughts about a specific social issue in sport	Content Knowledge, Analysis, synthesis, communication	Sport Social Issue Commentary
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 how to articulate various perspectives that help others understand complex social issues in sport in order to support socially informed values-driven leadership	Content knowledge, leadership, communication	Values- Driven Sport Leadership Workshop

Course Materials

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. Anderson, E. and White, A. (2017). *Sport, theory and social problems: A critical introduction*. Routledge. ISBN-13: 978-1138699922, ISBN-10: 1138699926
2. (Optional) Jones, I. (2014). *Research Methods for Sport Studies* (3rd ed.), New York: Routledge. Available as an ebook from the SU library.
2. (Optional) *Publication Manual of the American Psychological Association* (Sixth Edition), American Psychological Association, 2010
You may use OwlPurdue for APA help.

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

Round Table Discussions: (350 pts total; 7 round tables worth 50pts each)

This course covers a significant amount of content and much of the learning comes from in-class exercises, group work, and discussion. The Round Table Discussions are grounded in the readings, and are meant to help you deepen your understanding of the readings so that we may begin each class from common ground-vocabulary, concepts that help us understand bias and discrimination and the ways it manifests in sport organizations. In addition, Round Table discussions are aimed at helping you practice and develop your voice with respect to diversity and sport sociological issues. One of the best ways to eliminate bias and discrimination in the workplace is to be able to understand how to frame why injustice persists and openly talk about it. In this way, it is easy to see these issues not as individual problems, but as larger social patterns that need reshaping by the individuals within the system. At the end of these Round Table Discussions, you will fill out a self-assessment, which is available on Canvas.

Learning outcomes: content knowledge, analysis, growth, communication

Round Table Discussion Reflections: (280 pts total; 7 round tables worth 40pts each)

At the end of each class time, you will write a reflection for 20-30 minutes due at the end of each class. The reflection will address your own learning of the content, growth along the lines of self-awareness, adaptability, flexibility and curiosity, and implications for you as a leader in sport.

Learning outcomes: content knowledge, growth, leadership

Values-Driven Sport Leadership Workshop: (VSLW; 200 pts total, 6-9pm, Tuesday, Dec 4)

This project will be a group project in which you will design and deliver a mini-workshop on one area of social issues in sport. See Canvas for guiding documents.

Learning outcomes: content knowledge, leadership, communication

Sport Social Issue Commentary (SSIC; 300 pts, Final Commentary Due Saturday, Dec. 8)

This assignment is completed in groups of 2-3 people. You will identify a social issue in sport around which you have a compelling question. You will investigate what we already know, engage in conversation, frame what you hear within the context of what we already know, identify a concept or theoretical framework, and interpret current discourse through the concept or theory, identifying how this informs leadership. Ungraded drafts are due prior to the final commentary. See Canvas for details.

Learning outcomes: content knowledge, analysis, synthesis, communication

Total Points for Course is 1130 pts

Course Details

Canvas and Turning in Assignments:

You will use Canvas to access all course materials. Each class session has a module associated with it, in which your readings will be directed along with specific questions. Before beginning any readings, please go to the module for the unit on which you are working to get details about how to proceed through the readings and what tasks you will need to do for the readings. See all instructions in canvas about how to 'turn in' assignments. **Note:** if you ever have trouble accessing Canvas, email me and I can send you the instructions and any materials you may need. In addition, please email assignments directly to me (Dr. Maylon Hanold) at hanoldm@seattleu.edu. Should you not have access to a computer or the internet, please see Dr. Hanold to discuss alternatives.

Grading

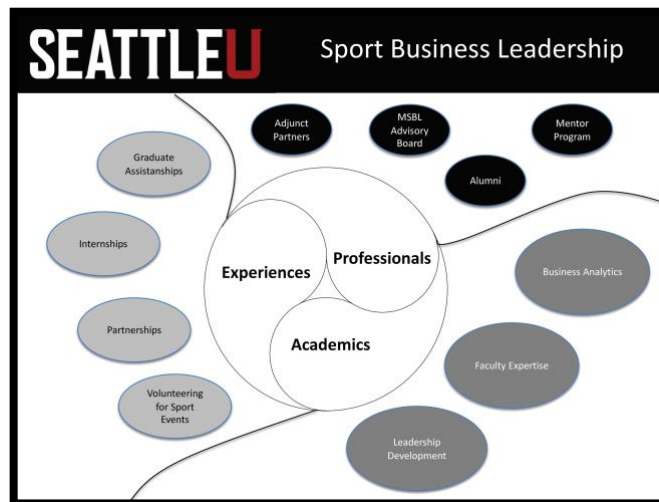
Letter grades will be assigned according to the distribution table below: Final Grades will be posted on SU Online by 6pm December 12.

Letter Grade	What it means
93.33%+ = A 90.00+% = A-	You have mastered or even exceeded objectives
86.67+% = B+ 83.33+% = B 80.00+% = B-	You have mastered most but not necessarily all objectives or are close to mastering objectives
76.67+% = C+ 73.33+% = C 70.00+% = C-	You need to work toward mastering objectives but are making good progress
60.00+% = D 00.00+% = F	You need more support and practice before you can master objectives

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.

MSBL Vision

The MSBL Program is an ecosystem of academics, real world experiences, and sport industry professionals that synergistically prepares MSBL students to thrive as leaders in the sport industry.



SU Mission and Professional Accountability

Mission

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 required class sessions and be in the classroom from 6:00-9:00pm. In addition. For this course there is no exam. In lieu of an exam, a final research paper is due. 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 pro-active and a high degree of personal responsibility are expected.

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 Canvas. 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 are due by the due date and time. 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 dissention may be part of the discovery process and lead to previously unconsidered options. In addition, **please silence and put away all cell phones** prior to class and **refrain from texting, emailing, web surfing or watching sports during class**. If you are awaiting an urgent call and need to access your phone 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.

Academic Resources

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>)
(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)

Academic Policies on Registrar website (<https://www.seattleu.edu/redhawk-axis/academic-policies/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy (only for those professional programs to which it applies)

Academic Integrity

Academic Integrity Tutorial (found on Canvas and SU Online)

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>

Notice for students concerning Disabilities

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 this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in **Loyola 100, (206) 296-5740**. Disability-based adjustments to course expectations can be arranged only through this process.

Office of Institutional Equity

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct.

Seattle U requires all faculty and staff to notify the University’s Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit <https://www.seattleu.edu/equity/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (**email: oe@seattleu.edu; phone: 206.296.2824**) University Resources and Policies

CLASS SCHEDULE*

Tuesdays Dates	Key Topics	Readings & Activities	In-Class
<p>Module 1 Oct 2</p>	<p>Challenges of Diversity & Discrimination in Sport</p> <p>Sociology of Sport Sport as a Cultural Institution</p> <ul style="list-style-type: none"> • Sociological imagination • Sociological sensibilities • Cognitive dissonance • Social constructionism <p>What about sports causes us to value it as a social institution (as opposed to valuing it on a personal level)?</p> <p>Sport Social Issue Commentary (SSIC)</p>	<p>Module 1</p> <p>Anderson & White: <i>Introduction (following sections only)</i> ‘What this book examines’ ‘Culturally, but uncritically valuing organized, competitive sport’ ‘Your personal relationship with sport’ ‘Functionalist orthodoxy and the age of critical enlightenment’ ‘Cognitive dissonance theory’</p> <p><i>Chapter 1 - "Why we overly value organized, competitive team sport" (all)</i></p>	<p>Due: 1. Round Table M1: Answers to questions on Canvas. You will not turn these in. Bring them with you in any format that works (electronic, hard copy, etc.)</p> <p>In class:</p> <ul style="list-style-type: none"> • Round Table M1 • Introduction to sport sociology, what we will study, how we will study it, review syllabus and expectations, overview of key projects and assignments • Film: <i>Not Just a Game</i> • Reflection M1 • Identifying/Exploring social issues in sport • Establish group for the SSIC assignment
<p>Unit 2 Oct. 9</p>	<p>Macro Sociological Perspectives: Structure, Culture and Power</p> <ul style="list-style-type: none"> • Role conformity • Obedience to authority • Social conformity • Bourdieu: Habitus, Field & Capital • Redux: Functionalism & Critical theory 	<p>Canvas: Module 2</p> <p>Anderson & White: <i>Chapter 2</i></p> <p>Articles 1. Beames and Telford – Bourdieu rock climbing – social class reproduction</p>	<p>Due: 1. Answers to questions in Module 2 on Canvas-bring to class 2. Look up articles for SSIC question your group wants to pursue</p> <p>In class:</p> <ul style="list-style-type: none"> • Round Table M2 • Culture, the Mind and Binary Thinking • Writing an Introduction and Background for SSIC • Introduction to VSLW • SSIC & VSLW time to work

	<p>Confirm SSIC question</p> <p>Decide on Topic for Values-driven Sport Leadership Workshop (VSLW)</p>		
<p>Module 3 Oct. 16</p>	<p>The Sport Ethic: Pain, Injury & Risk</p> <p>Theory</p> <ul style="list-style-type: none"> • Social Identity theory • Hegemony • Hegemonic masculinity • Total institution (Goffman) <p>Sport Social Issues The Sport Ethic</p> <ul style="list-style-type: none"> • Deviance (underconformity) • Positive Deviance (overconformity) • Pain & injury • Risk <p>SSIC Conversation using interviewing skills</p>	<p>Textbook Anderson & White: Chapter 3 read the following sections: “Stefan’s Story” Erving Goffman and sport as a near ‘total institution’ “The role of the coach in reproducing sport as a near-total institution” “Violence as part of the game” “Violence outside of sports parameters”</p> <p>Articles 1. The Sport Ethic (PDF, Coakley) 2. Positive Deviance in Sport (PDF, Coakley) 4. Hanold (2010)- Foucault-pain & injury risk</p> <p>You Tube a. Tough Guise: Men and Masculinity” b. Aggression & Violence in Sport “Punch out: The Rise and Fall of Derek Boogaard”</p>	<p>Due: 1. answer questions for Round Table discussion on readings and videos As you read through these sections be prepared to describe in your own words sport as a 'near total institution' and <i>how</i> sport supports 'violence' in ways that other social contexts do not. Finally, in what ways is 'drug use' a form of positive deviance?</p> <p>In class:</p> <ul style="list-style-type: none"> • Round Table M3 • Guest speaker- drug use • Conversation using interviewing skills • SSIC / VSLW time to work
<p>Module 4 Oct. 23</p>	<p>No Class</p>	<p>Module 4 Work on Introduction and Background sections for the SSIC.</p>	<p>These sections are similar to the introduction and literature review sections for a full research paper. Guidelines for those have been provided. The only difference is the scope and word count. See the SSIC Rubric for guidance.</p>
<p>Oct. 26 Friday</p>	<p>SSIC: Draft of Introduction and Background sections Due by 11:59 pm Please email the Word document to Dr. Hanold directly Code: IBdraft File name: last names + code</p>		

<p>Module 5 Oct. 30</p>	<p>Gender Issues in Sport</p> <ul style="list-style-type: none"> • Breaking down the gender binary: Masculinities & Femininities • Hegemony & Hegemonic masculinity • Inclusive masculinity • Gender Ideology 101 <p>SSIC How do we write the theory paragraph in the discussion?</p>	<p>Module 5</p> <p>Cunningham: Chapter 5</p> <p>Anderson & White <i>Chapter 7: Sport's use in stratifying men</i> Read only the following sections: "Antonio Gramsci and hegemony theory" "Constantly shifting masculinities" "Raewyn Connell and hegemonic masculinity" "Eric Anderson and inclusive masculinity theory" "The centrality of homophobia to masculinity" "Hegemonic masculinity in jockocratic school cultures" "Applying inclusive masculinity theory"</p> <p><i>Chapter 8: Sport's use in marginalizing women"</i> Read only the following "Women's status in sport"</p> <p>You Tube a. "Gender Equality is a man's issue" b. Hegemony</p>	<p>Due: 1. Answers to questions on Canvas</p> <p>In class:</p> <ul style="list-style-type: none"> • Round Table M5 • SSIC writing theory paragraph
<p>Module 6 Nov 6</p>	<p>Sexuality and Sport</p> <p>Lesbian, gay, bisexual, transgender (LGBT) athletes and issues in sport)</p> <ul style="list-style-type: none"> ○ Homophobia ○ Heteronormativity <p>Theory Queer Theory</p> <p>SSIC Coding and analysis in qualitative research</p>	<p>Module 6</p> <p>Anderson & White <i>Chapter 7: Sport's use in stratifying men</i> Read only the following sections: "The centrality of homophobia to masculinity" "Hegemonic masculinity in jockocratic school cultures" "Applying inclusive masculinity theory"</p> <p><i>Chapter 8: Sport's use in marginalizing women"</i> Read only the following "Further marginalizing women through homophobia and sexual harassment"</p>	<p>Due: 1. Answers to questions in Module 6 on Canvas-bringing to class</p> <p>In class:</p> <ul style="list-style-type: none"> • Round Table M6: Canvas questions • Complex understandings of gender & sexuality • Implications for Sport • SSIC: coding and analysis overview

		<p>“Modern experiences of lesbian athletes”</p> <p>Krane On Queer theory</p> <p>You Tube Surfer Adidas All in Adidas Women #my girls</p> <p>SSIC Work on writing Theory</p>	
<p>Module 7 Nov 13</p>	<p>Race & Ethnicity in Sport</p> <ul style="list-style-type: none"> • race & ethnicity • white privilege • intersectionality <p>SSIC How to write your findings & discussion</p>	<p>Canvas: Module 7</p> <p>Cunningham Chapter 4</p> <p>Anderson & White: Chapter 9</p> <ul style="list-style-type: none"> • “Racism in Anglo American sport • “Gordon Allport contact theory” <p>Articles 1. White ‘knapsack’ 2. Kusz 2007</p>	<p>Due: 1. Answers to questions in Module 7 on Canvas- for Round Table M7</p> <p>In class:</p> <ul style="list-style-type: none"> • Round Table M7 • small group large groups discussion of readings • intersectionality overview • SSIC writing findings and Discussion
<p>Module 8 Nov. 20</p>	<p>Mental & Physical Abilities</p> <ul style="list-style-type: none"> • (dis)abled bodies • Mental abilities <p>Appearances & Bodies that Matter</p> <ul style="list-style-type: none"> • health • obesity <p>VSLW – Getting started</p>	<p>Module 8</p> <p>Cunningham Chapter 7 & 8</p> <p>Articles 1. Bridel excerpt (2013) Constructions of Health 2 Anderson & White Chapter 3, “Body image disorders” 3. Carless & Sparkes mental illness in sport</p>	<p>Due: 1. Answers to questions in Module 8 on Canvas- bring to class</p> <p>In class:</p> <ul style="list-style-type: none"> • Round Table M8: Applying Theory to Analysis of videos • Sport and Physicality issues • Sport and mental issues stigma • VSLW- Format overview and what to prepare
<p>Module 9 Nov 27</p>	<p>Values-driven Sport Leadership Workshop Preparation</p>	<p>Working session and Guidelines for Putting together the workshop</p>	<p>Due: Do background reading on concepts See canvas for details</p>

Module 10 Dec 4	Putting it all Together: Sociological Voices Strategies for Inclusive Sport Organizations	No new readings Prepare workshop	In class: Values-Driven Sport Leadership Workshop
Dec. 8 Saturday	Sport Social Issue Commentary Final Draft Due by 11:59 pm (300pts) Please email the Word document to Dr. Hanold directly		
No Exam			