

Course ID:	Course Title:	Winter 2023
KIN 205	Sociology of Sport	Prerequisite: SO 121
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Joel Thiessen, PhD	First Day of Class:	Jan. 10, 2023
Day(s):	Tuesdays/Thursdays	Email:	jathiessen@ambrose.edu	Last Day to Add/Drop:	Jan. 22, 2023
Time:	1:00-2:15pm	Phone:	403-410-2000 ext.2979	Last Day to Withdraw:	March 31, 2023
Room:	A2131	Office:	L2105	Last Day to Apply for Coursework Extension:	April 3, 2023
Lab/Tutorial:	N/A	Office Hours:	Tuesdays, 10:00-11:15am; Thursdays, 2:30-3:45pm	Last Day of Class:	April 13, 2023
Final Exam:	Tuesday, April 18 at 1-4pm (A2131)				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

This course examines sport in modern societies, with special emphasis on sport in Canada. Emphasis will be given to how sport is socially constructed and the diverse meanings that different groups associate with sport. Attention will also be given to the relationship between sport and social problems and inequality.

Expected Learning Outcomes

Through reading assigned texts, participating in class discussions, and completing reading assignments, writing exams, delivering a presentation, and carrying out a research project, students completing SO 205 will be equipped to:

- Understand and apply foundational sociological concepts and theories to the study of sport;
- Assess how narratives, behaviours, and meanings are constructed, reconstructed, and attached to sport participation and the culture of sport;
- Identify and critically analyze the ways that sport is both shaped by and contributes to various social inequalities (e.g. gender, sexual orientation, disabilities, race and ethnicity, social class);

- Describe and explain the evolving and changing relationship between sport and other social institutions such as the economy, media, and politics; and
- Apply sociological thinking and analysis to historical and current sporting events and sport in everyday life.

Textbooks

- Scherer, Jay, and Brian Wilson, eds. 2020. *Sport and Physical Culture in Canadian Society*. 2nd Edition. North York, ON: Pearson Education.

Course Schedule

Date	Topic & Readings
Jan.10	Course Introduction
Jan.12	Sport and Physical Culture in Canadian Society (Scherer and Wilson – Chapter 1)
Jan.17	Thinking Sociologically: Sport, Physical Culture, and Critical Theory (Scherer and Wilson – Chapter 2)
Jan.19	Sport and Physical Culture in Historical Perspective (Scherer and Wilson – Chapter 3)
Jan.24	Sport and Social Stratification (Scherer and Wilson – Chapter 4)
Jan.26	*NO CLASS (Program Day)
Jan.31	Physical Culture, Sport, Ethnicity, and Race in Canada (Scherer and Wilson – Chapter 5)
Feb.2	Sex, Gender, and Sexuality (Scherer and Wilson – Chapter 6)
Feb.7	Indigenous Communities and Sport Presentation & Abuse in Sport Presentation
Feb.9	Examination #1
Feb.14	Documentary – “Not Just a Game: Power, Politics, and American Sports”
Feb.16	What’s in a Name? (a. “Deconstructing the Mascot, Part 2: Visual Symbols,” p.101-134 of Andrew C. Billings and Jason Edward Black book, <i>Mascot Nation</i> ; b. “Honour or Insult?” (Angus Reid Institute) – articles available on Moodle)
Feb.21	*NO CLASS (Reading Week)
Feb.23	*NO CLASS (Reading Week)
Feb.28	Take a Knee? (a. “Overview of the NFL National Anthem Protests,” p.1-9 of Margaret Haerens book, <i>The NFL National Anthem Protests</i> ; b. “Landmark Events,” p.11-57 of Margaret Haerens book, <i>The NFL National Anthem Protests</i> ; c. “Religious Roots of the American Flag Flap,” John Longhurst; d. “The Religious Significance of Taking a Knee,” Kelsey Dallas – articles available on Moodle)
Mar.2	Youth Sport and Physical Culture (Scherer and Wilson – Chapter 7)
Mar.7	Documentary – “Lost Adventures of Childhood: The High Price of Hyper-Parenting”
Mar.9	Deviance, Sport, and Physical Culture (Scherer and Wilson – Chapter 8)
Mar.14	Violence and Sport (a. Scherer and Wilson – Chapter 9; b. “Offensive Play,” Malcolm Gladwell – article available on Moodle)
Mar.16	Violence and Sport Presentation
Mar.21	Examination #2
Mar.23	Sport and Health (Scherer and Wilson – Chapter 10)
Mar.28	Sport, Media, and Ideology (Scherer and Wilson – Chapter 11)
Mar.30	Sports, Politics, and Policy (Scherer and Wilson – Chapter 12) & Global Sporting Events Presentation
Apr.4	The Business of Sport (Scherer and Wilson – Chapter 13) & Sporting Venues Presentation
Apr.6	Globalization, Sport, and International Development (Scherer and Wilson – Chapter 14)
Apr.11	Sport and the Environment (Scherer and Wilson – Chapter 15) & Environment & Sport Presentation
Apr.13	Sports and the Future (Scherer and Wilson – Chapter 16) & Esports Presentation

Requirements

*It is students' responsibility to make note of and submit all assignments by the deadlines below. Failure to submit all assignments will result in an automatic failing final grade.

1) Reading Assignments (15%) – Ongoing

In advance of each class where there is an assigned reading from the main textbook (sixteen in total), students will prepare responses to the following questions, based on the assigned reading for that day. Students should bring a printed copy of their assignment to each class to form the basis of class discussion and submit the written assignment at the end of class. So long as students submit a minimum of fifteen responses, students will receive the full 15%. Late assignments will not be accepted.

- Identify the thesis/key argument (1-2 sentences)
- Summarize one new insight and why this insight stood out (2-4 sentences)
- Identify one way that this reading is “in conversation” with another reading or discussion in this course (2-4 sentences)
- Raise one question that emerged for you, including an initial hunch on a potential answer (2-3 sentences)

2) Exams (36%) – February 9, March 21, and April 18

There are three exams in this course, each worth 12% toward the final grade. Answer 45 multiple-choice questions or 3 of 6 essay questions (each question worth 15 marks) based on class readings and lectures. Exams are not cumulative. Students must declare in advance which exam format they choose, on the sign-up sheet circulated in class prior to the exam. If students do not select an option, the professor assumes that they will write the multiple-choice exam.

3) Presentation & Discussion (22%) – February 7 – April 13 (sign up)

In groups of 5 (depending on class size; students can form their own groups), students will lead a 35-minute presentation and class discussion on one of the topics below. Students should ground presentations in sociological theory, concepts, method, and data (minimum of 8 peer-reviewed sources, in addition to course readings), clearly demonstrating how the sociological perspective helps us to describe, analyze, and explain the topic. Groups must submit a detailed written outline of key presentation ideas 10 days prior to the presentation, as well as meet with the professor no later than 7 days prior to the presentation, to receive and discuss feedback. All visual aids (including detailed ASA formatted Reference list) must be sent to the professor no later than 9am on the presentation day.

- **February 7:** Describe and explain the history and experiences of Indigenous communities with sport in Canada, including recommended ways forward.
- **February 7:** Describe and explain the problem of abuse in sport, including recommended ways forward.
- **March 16:** Has violence gone too far in sport? Defend your response with specific examples, including recommended ways forward.
- **March 30:** Who should fund the construction of sporting venues (e.g., arenas, stadiums)? Defend your response with specific examples, including recommended ways forward.
- **April 4:** In response to a city-wide referendum, the city of Calgary ultimately decided not to submit a bid for the 2026 Winter Olympics (56% of Calgarians did not support an Olympic bid)? Did Calgary get it right with this decision? Defend your response, including potential implications and recommendations for global sporting events (e.g., Olympics, World Cup) moving forward.
- **April 11:** Describe and explain recent attitudes and behaviours (roughly the last 20 years) that professional sports leagues/teams are taking regarding the environment, how (in)effective such approaches are, and recommended ways forward.
- **April 13:** Describe and explain the rise of esports, including potential trajectories forward.

Evaluation is based on the following: (a) strength, plausibility, and defense of the argument (20 marks); (b) breadth, depth, and accuracy of sociological content, analysis, and formatting (30 marks); (c) logical and coherent organization and presentation of ideas (20 marks); (d) effectiveness to facilitate thoughtful class discussion (10 marks); (e) ability to clearly, confidently, and creatively communicate ideas throughout (15 marks); (f) written outline submitted 10 days prior, meeting with professor 7 days prior, and presentation materials submitted at 9am prior to presentation (5 marks).

4) Research Project (27%) – Friday, April 14 @ 9:00am

Students can work on this project alone or in groups of up to five (the same grade is given to all students). Students will select one of three options (see below) and submit projects as a 5-6 page paper or propose and submit an alternate creative medium (e.g., video, poster/bulletin board, board/card game, photo collage). If students choose an alternative creative medium, students must discuss the proposed idea and receive approval and specific parameters moving forward from the professor prior to Thursday, March 2. Late assignments will lose 10%/day up to a maximum of 50%.

OPTION A – AUTOBIOGRAPHICAL CASE STUDY

Anchoring your assignment in three distinct themes between chapter's 4-10 & 15 in the textbook (each chapter marks one distinct theme), provide a sociological description and analysis of a sports organization that you were or are involved in. Some questions to consider may include: What do you notice about who/what is present/absent in activities related to this organization? What rituals are associated with this organization and its activities and what function do they play for different people? How are in-group and out-group boundaries drawn and reinforced for different people in activities associated with this organization? What social norms are reinforced or challenged in and through this organization – and in what way and by whom? What stands out regarding power and authority? In your project be sure to consistently provide specific examples and “data” regarding your chosen organization, to ground your presentation and analysis in the sociological concepts and theories introduced in the course, and to incorporate empirical studies on the themes that you focus on (minimum 10 peer-reviewed sources, beyond the course textbook).

OPTION B – PROFESSIONAL SPORT ORGANIZATION CASE STUDY

Anchoring your assignment in three distinct themes between chapter's 4-15 in the textbook (each chapter marks one distinct theme), provide a sociological description and analysis of a well-known sports organization (e.g., NHL, NFL, NBA, FIFA, MLB, or IOC). Some questions to consider may include: What do you notice about who/what is present/absent in activities related to this organization? What rituals are associated with this organization and its activities and what function do they play for different people? How are in-group and out-group boundaries drawn and reinforced for different people in activities associated with this organization? What social norms are reinforced or challenged in and through this organization – and in what way and by whom? What stands out regarding power and authority? In your project be sure to consistently provide specific examples and “data” regarding your chosen organization, to ground your presentation and analysis in the sociological concepts and theories introduced in the course, and to incorporate empirical studies on the themes that you focus on (minimum 10 peer-reviewed sources, beyond the course textbook).

OPTION C – ATTEND A PROFESSIONAL SPORTING EVENT

In this assignment attend a sporting event of your choice (professional or amateur) and document your research observations and analysis. Pay careful attention to things such as the built environment; the advertising; the media and “production” side of the sporting event; the athletes and game itself, the officials, the absence of in-person fans, and the interactions within and between these groups; and attire among those participating in the event. Then, anchoring your assignment in three distinct themes between chapter's 4-15 in the textbook (each chapter marks one distinct theme), provide a sociological description and analysis of the sporting event that you watched. Some questions to consider may include: What do you notice about who/what is present/absent? What rituals stand out and what function do they play for different people? How are in-group and out-group boundaries drawn and reinforced for different people? What social norms are reinforced or challenged – and in what way and by whom? What stands out regarding power and authority? How is the sport atmosphere generated and experienced, from those involved in the game to those viewing

at home? In your project be sure to consistently provide specific examples and “data” from the event that you watched, to ground your presentation and analysis in the sociological concepts and theories introduced in the course, and to incorporate empirical studies on the themes that you focus on (minimum 10 peer-reviewed sources, beyond the course textbook).

Writing, Formatting, and Assessment Parameters

When writing, the first paragraph (approximately ¼ page) should clearly state what this paper is about in the context of the larger literature, the overall argument to the paper, and what makes this topic significant. Subsequent paragraphs should generally have the following structure, all the while building a consistent and clear argument from one paragraph to the next: *insight* (“key claim/idea I will develop is...” - 1st sentence of each paragraph), *evidence* (“data that supports my claim...” - middle sentences of each paragraph), and *interpretation* (“what this all means is...” - last sentence or two of each paragraph). The concluding paragraph (approximately ¼ page) should synthesize the interpretations throughout into a larger integrated statement, pointing back to the overall argument and the ways that this paper builds on and extends the literature accounted for in the paper. The final paragraph should also delineate the implications of your argument for our understanding of society.

A title page and Reference list (in addition to the 5-6 pages) are expected, correctly formatted to ASA guidelines (see link provided on Moodle). Papers should be double spaced, with 1” (2.54cm) margins on all sides, 12-point font, and submitted on Moodle as a Microsoft Word document. Evaluation of this assignment is based on the Grading Rubric later in the syllabus: (a) theory, method, and data (25 marks); (b) analysis and application (25 marks); (c) logical and coherent argument (20 marks); (d) grammar and spelling (20 marks); (e) formatting (10 marks). Although not required, students are strongly encouraged to exchange their projects with one other student to receive candid feedback based on the criteria above, and to then account for that feedback before submitting the project.

Note that a student’s paper submission may go through a plagiarism software – Turnitin – that compares a student’s paper against other books, articles, online sources, and papers submitted to other universities and Ambrose. It is a student’s responsibility to be aware of what constitutes plagiarism (see “Policies” section of the syllabus).

Communication and Attendance

My sole task in this course is to help create an environment for you to maximally learn and succeed. Toward this end, student-initiated communication with me is critical, especially if you have questions about course content and expectations, or if you are falling behind. Unless you reach out and communicate with me, I have no way to know what your needs are or how to best help you through this course. I want to encourage you to proactively communicate with me, and to not leave your communications until it is too late. When it comes to assignments, you will be held accountable for your communication (or lack thereof).

I have a high regard for our times together in class – this time is sacred. You are free to attend class or not, but should you decide to do so, I expect the following without exception:

- Read the assigned materials in advance of class
- Arrive on time
- Actively participate in class activities

If you cannot uphold all three of these expectations, you are discouraged from attending class. Should honoring these class boundaries become a problem, the professor reserves the right to ask you to leave class or possibly withdraw from the course.

Grade Summary

The available letter grades and percentages for course grades are as follows. A detailed chart of what constitutes an 'A,' 'B,' or 'C,' etc. is also included below:

A	96% and above	(GPA – 4.0)	C	63 - 67%	(GPA – 2.0)
A	91 - 95%	(GPA – 4.0)	C-	60 - 62%	(GPA – 1.7)
A-	86 - 90%	(GPA – 3.7)	D+	56 - 59%	(GPA – 1.3)
B+	82 - 85%	(GPA – 3.3)	D	50 - 55%	(GPA – 1.0)
B	75 - 81%	(GPA – 3.0)	F	Below 50%	
B-	72 - 74%	(GPA – 2.7)			
C+	68 - 71%	(GPA – 2.3)			

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Grading Rubric

	Theory, Method, Data: Correctly employs paradigms, theories, concepts, and empirical research. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.	Analysis and Application: Student is able to extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)	Logical and Coherent Argument: Logical and coherent argument that flows from beginning to end.	Grammar and Spelling: Writing is clear and effective communicating central ideas	Formatting: Use of appropriate writing style (i.e., ASA) and other formatting particulars (i.e., page length, font size, margins)	Oral Presentations: Material is clearly, confidently, and creatively communicated. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.
A 86-100	Consistently achieved – paradigms, theories, concepts, and empirical research are summarized and used accurately and in relevant ways	The majority of assignment demonstrates a balance in summarizing and describing theory/research and analysis and application	Clearly states central thesis and purpose of paper Each sentence/paragraph logically leads to the next Carefully selected details which support general statements and central thesis	Few to no spelling, grammar, or other writing errors. Words, sentences, and paragraphs flow smoothly	Consistently achieved	Communicates effectively main theme, thesis, or primary focus of presentation. Establishes order to ideas and points out

						<p>relationships between them.</p> <p>Number and quality of main points are sufficient</p> <p>Presentation of ideas develops to a logical conclusion and/or summary</p> <p>Strong presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact.</p>
B 72-85	Mostly achieved - paradigms, theories, concepts, and empirical research are summarized and used fairly accurately.	Some idea of how chosen topic bears on the development of sociological/psychological thought (i.e., some analysis and application beyond merely summarizing existing theory/research)	<p>Clear central thesis</p> <p>Appropriate details/synthesis most of the time.</p> <p>Sentences/paragraph generally flow logically together</p>	<p>Some spelling, grammar, and writing errors</p> <p>Some awkward transitions between words, sentences, and paragraphs</p>	Mostly achieved	<p>Communicates to some degree the main theme, thesis, or primary focus of presentation.</p> <p>Ideas follow a general logical flow with presenter providing some synthesis between points</p> <p>Number and quality of main</p>

						<p>points are sufficient</p> <p>Logical conclusion and/or summary provided that develops from the presenters points</p> <p>Moderate presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact</p>
C 60-71	Inconsistently achieved - paradigms, theories, concepts, and empirical research are often summarized or used inaccurately, or not at all.	Little to no connection made to the development of paradigmatic thought in terms of analyzing or applying the theory/research	<p>Adequately limited central thesis</p> <p>Details/synthesis may be repetitious or absent altogether.</p> <p>Sentences/paragraphs rarely, if ever, flow logically together</p>	<p>Several spelling, grammar, and writing errors</p> <p>Several awkward transitions between words, sentences, and paragraphs</p>	Inconsistently achieved	<p>Unclear presentation of main theme, thesis or focus of presentation</p> <p>Little order to ideas and relationships between points not clarified clearly</p> <p>Number and quality of main points are lacking in sufficiency</p> <p>Weak conclusion and/or summary</p> <p>Presentation style lacking as</p>

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.