

**San José State University**  
**KIN 164, Sociocultural Perspectives, Spring 2013**

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<b>Office Hours:</b>	T/R 8:00-8:45; TBA
<b>Class Days/Time:</b>	T/R: 1:30-2:45
<b>Classroom:</b>	SPX 77
<b>Prerequisites:</b>	KIN 70 or lower division social science GE distributive area. <b>NOTE:</b> Students must have D2L accounts to access course materials and have ability to turn in documents.

**Twitter:** <https://twitter.com/DrTedsportcult>

**Course Description:** Sociocultural processes of sport and play in contemporary society. The study of phenomena arising out of group relations within the realm of kinesiology.

**Kinesiology Undergraduate Major Program Learning Objectives** (*Key principles: critical understanding and application of research and scholarship in the field of kinesiology; communication skills; movement competence; sustainability; diversity and social justice*)

**At the end of a Bachelor of Science degree program in the Department of Kinesiology students should be able:**

1. To obtain a critical understanding and the ability to apply theoretical and scientific knowledge from the subdisciplines in kinesiology for personal fitness, healthy lifestyles, sport, and/or therapeutic rehabilitation.
2. To effectively communicate the essential theories, scientific applications, and ethical considerations related to kinesiology.
3. To apply scholarship and practice of different movement forms to enhance movement competence in kinesiology.
4. To recognize and apply sustainable approaches as they relate to kinesiology.
5. To identify social justice and equity issues related to kinesiology for various populations.

### **Course Goals and Student Learning Objectives:**

Upon successful completion of this course, students will be able to:

1. describe the complex and politicized relationship between sport, culture, and society.
2. apply different social theories to sport, and articulate how research helps us understand sporting phenomena.
3. understand how identity is shaped, in part, by the dominant values and norms of a particular society, and how the generally conservative institution of sport attempts to indoctrinate people into the dominant system.
4. understand how characteristics that are unique to sport can contribute to identity formation that sometimes runs *counter* to prevailing societal norms (e.g., proscribed violence in hockey, athletic identity, etc.)
5. develop an ability to articulate and apply critical interpretations of sport, exercise, and the body in an increasingly multicultural and globalized sporting environment.
6. describe how “social problems” such as drug use and violence in sport relate to larger society.
7. describe how race, ethnicity, class, gender, and sexual orientation are negotiated within sport.
8. describe how technology has influenced sport and contemporary notions of the body

### **Required Textbook**

Coakley, J. J. (2009). *Sport in society: Issues and controversies* (10th ed.). Boston: McGraw-Hill.

### **General Notes:**

1. Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their phones in class. They will not text in class, ever. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University. Multiple infractions will result in removal from class and referral to the JAO. Students who disrupt the class in any other way, including talking when the instructor is talking, will also result in referral of the student to the JAO. Disruptions, in short, will not be tolerated for the sake of the quality of the learning environment.
2. In the classroom, faculty allow students to use computers/I-Pads/smart phones only for class-related activities. Students who use their electronic devices for other activities will be asked to leave the class and will lose participation points, and be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.) Students are urged to report to their instructors any use of electronic devices that they regard as inappropriate (i.e., used for activities that are not class related).
3. Make note of all exams. Unless I see a death certificate, there are no “can I take it early” negotiations, so do NOT ask! The one exception to this policy involves students involved in a university-sanctioned event.
4. Only under extreme circumstances will an “incomplete” grade be assessed.

### *Class Structure*

Class will be a combination of lecture, seminar, and video. Since this class is part lecture format and part seminar/discussion format, students are expected to complete the reading assignments and make an effort to contribute to class whenever possible. In fact, it is safe to say that your success will depend in large part on your comprehension of the readings. Further, each member of the class has valuable knowledge and experiences, and the class will benefit from your diverse perspectives. In short, students must be prepared each class meeting to participate, and to actively engage with the course materials. While numerous topics are somewhat controversial, this class should be a safe place for students to respectfully voice their views. As will become evident early on, there are few absolute “Truths” in sport and society. Finally, the book chapters are very dense, and some of the major concepts are quite difficult, so I invite you to visit my office hours, or track me down in the hallway, if you need any explanation or clarification of anything we cover. I am always happy to try to help out. Finally, regarding attendance, keep this in mind: According to University policy F69-24, “*Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.*”

### **Dropping and Adding:**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops is available at <http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html>. Information about late drop is available at <http://www.sjsu.edu/sac/advising/latedrops/policy/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

### **Assignments and Grading Policy:**

Students will complete one major out-of-class writing assignment for this course, in addition to their daily comments/questions related to the Coakley readings.\*

1) **Critical Sport Analysis Paper:** This paper is designed to be an in-depth, *critical* treatment of a current issue in sport sociology. The topic is to be approved by the instructor. The paper should be broad enough to allow for a reasonable literature review so that the specific issue is contextualized, but narrow enough to allow for a succinct analysis of a particular issue. So, race in sport, women in sport, or youth sport would be far too broad. Perhaps the most important aspect of the paper is that, theoretically, it must be critical, which means that simplistic, “common sense” approaches that fail to question fundamental power relations are not acceptable, nor are they especially interesting. We will discuss sport critically throughout the semester, so you will be prepared for the task of interrogating your topic thoroughly. The **required** length of the paper is 8-10 double-spaced pages (*not including cover page or references*), using normal fonts, margins, etc. Page numbers must be used. Also, a **minimum** of five (5) scholarly references are required for credit (\*this does NOT mean internet news articles, webpages, etc.). In addition, these primary sources must be integrated into the paper in a substantive manner, not simply mentioned.

*A summary paragraph of the topic, and at least two references, will be turned in BY 4/4. Topics must be approved by the instructor before proceeding. Criteria for evaluation of the paper include: 1) content, 2) adherence to assignment guidelines, 3) integration of relevant class materials/references, 4) organization, writing clarity and grammar, and 5) originality. All papers MUST be submitted via D2L to Turnitin.com.*

#### *Evaluation*

Grading: traditional 90-80-70-60 scale with plus and minuses (88 is B+, 72 is C-)

Midterm #1 exam	20%
Midterm #2 exam	22%
Final exam	25%
Final term paper	25%
Class participation/e-responses	8% *

- Examples include: 1) contribute to discussions regularly, 2) develop critical questions and responses prior to and during class, 3) synthesize and make connections between academic and ‘real’ worlds, 4) exhibit professional behavior, and 5) show respect and interest in classmates’ comments.

### **University Policies:**

#### **Academic integrity**

Students should know that the University’s [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf).

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

#### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

**Learning Assistance Resource Center (Optional)**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

**SJSU Writing Center (Optional)**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

### Tentative Schedule

1/24	Introductions & class overview	
1/29	Sport as a cultural form & social institution	C 1
1/31	Sport Sociology, theory, and method	C 2
2/5	Continued...	
2/7	Sport and Socialization/values	C 4
2/12	College sport	C 14; additional reading on D2L
2/14	Continued...	
2/19	Youth sport	C 5
2/21	Religion and sport: "Tebow or not Tebow?"	C 15
2/26	<b>MIDTERM #1</b>	
2/28	Sport & the media: The symbiotic relationship	C 12
3/5	Sport & the media cont.	
3/7	Social class and sport involvement	C 10
3/12	Social class, sport involvement, and physical activity	
3/14	A sociology of violence (in sport)	C 6, 7
3/19	Continued...	C 7
3/21	Performance enhancing drugs in sport	C 6
3/26	<b>Spring Recess</b>	
3/28	<b>Spring Recess</b>	
4/2	Continued...	
4/4	Continued; Begin Cyborg sport	<b>Statement paragraph/refs for final paper; Reading on D2L</b>
4/9	<b>MIDTERM #2</b>	
4/11	Cyborg sport	Readings on D2L
4/16	Continued...	
4/18	Racial and ethnic identities and sport	C 9
4/23	Racial and ethnic identities and sport cont.	Additional readings on D2L
4/25	Racial and ethnic identities and sport cont. II	Additional readings on D2L
4/30	Gender in sport; Women's experiences/T-IX	C 8; additional readings on D2L
5/2	Gender in sport; Women's experiences/T-IX	
5/7	GLBT experiences in sport/ Masculinities in sport	
5/9	<i>Catch up day</i>	<b>Final Papers Due</b>

\* **Final Exam: Wednesday, May 15, 1215-1430**