

San José State University
KIN 164, Sociocultural Perspectives, Spring 2021

Instructor:	Dr. Ted M. Butryn
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Telephone:	N/A
Email:	Theodore.Butryn@sjsu.edu
Virtual Office Hours:	M/W: 9:00-10:00AM
Class Days/Time:	M/W: 10:30-11:45 (For midterm and optional live zooms)
Classroom:	E-Space
Prerequisites:	KIN 70 or lower division social science GE distributive area. NOTE: Students must have Canvas accounts to access course materials and have ability to turn in documents.

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

Office Hours Zoom Link:

<https://sjsu.zoom.us/j/81420570133?pwd=M2c2ZnpRbmNUQmhTZXpWS1VFeHdudz09>

Password: 394419

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

Undergraduate Degree Program Learning Objectives (PLOs)

Upon completion of a Bachelor of Science degree program in the Department of Kinesiology students will be able to:

- Explain, identify, and/or demonstrate the theoretical and/or scientific principles that can be used to address issues or problems in the sub-disciplines in kinesiology.
- Effectively communicate in writing (clear, concise and coherent) on topics in kinesiology.
- Effectively communicate through an oral presentation (clear, concise and coherent) on topics in kinesiology.
- Utilize their experiences across a variety of health related and skill-based activities to inform their scholarship and practice in the sub disciplines in kinesiology.
- Identify and analyze social justice and equity issues related to kinesiology for diverse populations.

Course Goals and Student Learning Outcomes

Upon completion of Kinesiology 164, through well-prepared assignments and presentations, a high level of class participation, and satisfactory completion of examinations, the student will be able to:

1. describe the complex and politicized relationship between sport, culture, and society. (PLO: 1, 4, 5)

2. apply different social theories to sport, and articulate how research helps us understand sporting phenomena. (PLO: 1, 2, 4)
3. understand how identity is shaped, in part, by the dominant values and norms of a particular society. (PLO: 1, 4, 5)
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.) (PLO: 1, 4, 5)
5. develop an ability to articulate and apply critical interpretations of sport, exercise, and the body in an increasingly multicultural and globalized sporting environment through papers and presentations. (PLO: 1, 2, 3, 4, 5)
6. describe how race, ethnicity, class, gender, and sexual orientation are negotiated within sport and physical cultures. (PLO: 1, 4)
7. describe how technology has influenced sport and contemporary notions of sport. (PLO: 1, 4, 5)

Required Textbook

Coakley, J. J. (2020). *Sport in society: Issues and controversies* (13th ed.). Boston: McGraw-Hill.

Class Structure

Class will be almost exclusively asynchronous, with a few selected optional live zoom sessions which will be indicated on Canvas. Students are expected to complete the reading assignments prior to the class time assigned, and recorded lectures will be uploaded to canvas by class time. *In other words, read the assigned readings, and then watch and engage with the recorded lectures.*

Each lecture will have comments enabled on Canvas, so you can ask any questions you have as you watch them! I used this method in my graduate courses last fall, and it was really fun to go back and respond to you all. After 1.5 semesters taking these courses both asynchronously and synchronously, I expect that you have settled in, and understand what it takes to succeed in this type of course. Just be diligent, show passion and interest, check Canvas regularly, and that will be half the battle. Finally, the book chapters are very dense, and some of the major concepts are quite difficult, so I invite you to visit my virtual office hours if you need any explanation or clarification of anything we cover. I am always happy to try to help out. As will become evident early on, there are few absolute “Truths” in sport and society.

Library Liaison

Adriana Poo is our library liaison. You can contact her for assistance at adriana.poo@sjsu.edu or (408) 808-2019. She can help you search for articles, for example, although your beginning point for any search should be Google Scholar.

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 assignment for this course, in addition to exams and smaller assignments.

1) Critical Public Sport Sociology Project

Students may work in groups of up to five. A summary paragraph of the topic, and at least two references, will be turned in BY 4/14 at the LATEST via Canvas. *Students are strongly suggested to work out their topic earlier than this, via review of databases, THEN consultation with instructor.*

Topics must be approved by the instructor before proceeding, and due to the online nature of this course, I will be more flexible than normal in terms of what your final project looks like. *Can you do a podcast show? Yes! Can you do a group video presentation on a topic? Yes! Can you work solo on a multimedia presentation? Yes!* I want you to be as creative as you want. So how do you get in touch with people? I will post a list of @25 possible general topics, and you all can respond right in the post on Canvas if you are interested in a topic, OR (and better yet) connect with each other on the Slack workspace.

Criteria for evaluation of the project will include:

1) content, 2) adherence to assignment guidelines, 3) *integration* of relevant class materials/references, 4) organization, writing clarity and grammar, 5) originality, and 6) Overall quality. *More details on the different options for doing this assignment will follow soon!*

2) Article critique

Students will review, briefly summarize, and critique one article on a topic in the sociology of sport. Articles may be identified through searches conducted in online databases such as SportDiscus or Google Scholar. The article **must** be original research published **between 2010 and 2021**. Potential sources of include journals such as *Sport in Society, Sociology of Sport Journal, Journal of Sport & Social Issues, International Review for the Sociology of Sport, Journal of Sport Behavior, Communication and Sport, Journal of Sport Media, and many others*. Articles **MUST** deal explicitly with the sociology of sport and exercise, **AND** be primary research, including a methods section. Find an actual study. Critiques should include a brief, concise summary of the article, and an overview and engaged critique of the following sections: 1) Literature Review, 2) Methodology, 3) Results, and 4) Discussion/Conclusion. Critiques should be no more than 3 double-spaced pages (not including cover page). Attach a cover page, and include the article citation (APA format) on the top of the first page of the abstract itself. *Assignment is due on 4/7. * More details to follow on Canvas!*

Evaluation

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

Midterm exam (Lockdown Browser)	25%
Final exam (Lockdown Browser)	25%
Critical Public SS Project	25%
Canvas lecture engagement/homework	10% *
Article summary and critique	15%

- Examples include: 1) substantive comments on Canvas lectures, 2) Completion of brief homework assignments

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>98 to 100%</i>
<i>A</i>	<i>93 to 97</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>88 to 89 %</i>
<i>B</i>	<i>83 to 75%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>78 to 79%</i>
<i>C</i>	<i>73 to 77%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>68 to 69%</i>
<i>D</i>	<i>63 to 67%</i>
<i>D minus</i>	<i>60 to 62%</i>

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

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

SJSU Writing Center (Note that they have virtual appointments for SP 2021)

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/)

Spring 2021 ONLINE PROTOCOLS AND INFORMATION

Exam protocols

Exams will be proctored in this course through Respondus Monitor and LockDown Browser. Please note it is the instructor's discretion to determine the method of proctoring. If cheating is suspected the proctored videos may be used for further inspection and may become part of the student's disciplinary record. Note that the proctoring software does not determine whether academic misconduct occurred, but does determine whether something irregular occurred that may require further investigation. Students are encouraged to contact the instructor if unexpected interruptions (from a parent or roommate, for example) occur during an exam.

Recording Zoom Classes

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

Students are not allowed to record without instructor permission. Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12--7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Technology Requirements (example) Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students. Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible

or at the latest one week before the test date to determine an alternative. See Learn Anywhere website for current Wi-Fi options on campus.

Zoom Classroom Etiquette

- Mute Your Microphone: To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
 - Be Mindful of Background Noise and Distractions: Find a quiet place to “attend” class, to the greatest extent possible.
 - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
 - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
 - Position Your Camera Properly: Be sure your webcam is in a stable position and focused at eye level.
 - Limit Your Distractions/Avoid Multitasking: You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
 - Use Appropriate Virtual Backgrounds: If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.
- Online Exams Testing Environment: Setup(example)**
- No earbuds, headphones, or headsets visible.
 - The environment is free of other people besides the student taking the test.
 - If students need scratch paper for the test, they should present the front and back of a blank scratch paper to the camera before the test.
 - No other browser or windows besides Canvas opened.
 - A workplace that is clear of clutter (i.e., reference materials, notes, textbooks, cellphone, tablets, smart watches, monitors, keyboards, gaming consoles, etc.)
 - Well-lit environment. Can see the students’ eyes and their whole face. Avoid having backlight from a window or other light source opposite the camera.
 - Personal calculators -- indicate if permitted.

Testing Environment: Scan (example) Before students can access the test questions, they are expected to conduct a scan around their testing environment to verify that there are no materials that would give the student an unfair advantage during the test. The scan will include:

- the desk/work--space
- a complete view of the computer including USB ports and power cord connections
- a 360--degree view of the complete room

Students must:

- Remain in the testing environment throughout the duration of the test.
- Keep full face, hands, workspace including desk, keyboard, monitor, and scratch paper, in full view of the webcam

Technical difficulties

Internet connection issues: Canvas autosaves responses a few times per minute as long as there is an internet connection. If your internet connection is lost, Canvas will warn you but allow you to continue working on your exam. A brief loss of internet connection is unlikely to cause you to lose your work. However, a longer loss of connectivity or weak/unstable connection may jeopardize your exam. Other technical difficulties: Immediately email the instructor a current copy of the state of your exam and explain the problem you are facing. Your instructor may not be able to respond immediately or provide technical support. However, the copy of your exam and email will provide a record of the situation.

Contact the SJSU technical support for Canvas: Technical Support for Canvas Email: ecampus@sjsu.edu
Phone: (408) 924--2337 <https://www.sjsu.edu/ecampus/support/> If possible, complete your exam in the

remaining allotted time, offline if necessary. Email your exam to your instructor within the allotted time or soon after.

Academic Dishonesty

Students who are suspected of cheating during an exam will be referred to the Student Conduct and Ethical Development office and depending on the severity of the conduct, will receive a zero on the assignment or a grade of F in the course.

Tentative Class Schedule: <i>Note that dates are approximate days when class lectures will be uploaded to Canvas by class time</i>		
1/27	Introduction & class/syllabus overview	
2/1	Sport as a cultural form & social institution	Coakley CH 1
2/3	Building Tools: Sport Sociology, theory, and method	Coakley CH 2
2/8	Sport and Socialization/values	Coakley CH 3
2/10	Sport & the media	Coakley CH 12; Additional reading on Canvas
2/15	Sport & the media continued	
2/17	<i>Catch up day</i>	
2/22	Technology and cyborg sport	Readings on Canvas
2/24	Technology and cyborg sport continued	
3/1	Racial & ethnic identities and sport	Coakley CH 8; Additional readings on Canvas
3/3	Racial & ethnic identities continued	
3/8	Racial & ethnic identities continued	
3/10	Intro to gender and sport	Coakley CH 7; Additional reading on Canvas
3/15	Review for the midterm	<i>(Optional Live zoom)</i>
3/17	Midterm	
3/22	Gender & sport continued	
3/24	Gender & sport continued	
3/29	Spring Break	
3/31	Spring Break	
4/5	Deviance & violence in sport	Coakley CH 5
4/7	Deviance & violence in sport continued	Article critique due
4/12	Doping in sport	Additional reading on Canvas
4/14	<i>Watch Youtube Video on Lance Armstrong (link on Canvas)</i>	<i>*May do optional live group zoom to watch together</i>
4/19	<i>Time to work on your final group projects!</i>	
4/21	Social class & sport	Coakley CH 9
4/26	Social class continued	
4/28	Sport & politics	Coakley CH 13
5/3	High school & college sport continued	Coakley CH 14
5/5	High school & college sport	
5/10	<i>Catch up day</i>	
5/12	Public Sport Sociology Projects Due	
5/17	Review for Final	<i>(Optional Live zoom)</i>
Final Exam: Tuesday, May 25th, 9:45-Noon		

