

San José State University
CASA/Kinesiology Department
KIN 164, Sociocultural Perspectives, Fall 2017

Instructor:	Dr. Vernon L. Andrews
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Office Hours:	Tues and Thurs, 4:15 – 5:15 pm
Class Days/Time:	Tues and Thurs, 10:30-11:45
Classroom:	SPX 151
Prerequisites:	KIN 70 or lower division social science GE distributive area.

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at <http://sjsu.instructure.com>

Course Description: This course broadly covers sociocultural processes of sport and play in contemporary society. To a lesser degree, we review sports phenomena arising out of group relations in 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 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 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/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 and identity norms.
7. Describe how race, ethnicity, class, gender, and sexual orientation are negotiated within sport and physical cultures.
8. Describe how technology has influenced sport and contemporary notions of the body

Textbook: Coakley, J. J. (2015). *Sport in society: Issues and controversies* (11th ed.). McGraw-Hill.

Course Assignments and Grading Policy: Students will complete one major out-of-class writing assignment for this course.

- 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.
- 2) 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.
- 3) The **required** length of the paper is 8-10 double-spaced pages – *photos (up to one page) and 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. *More info is on Canvas.*
- 4) Topics must be approved by the instructor before proceeding. *Students are strongly suggested to work out their topic early. Time has been set-aside early in the semester. After your outlines are complete, we will consult to insure your topics are framed within the confines of the course.* 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 Canvas.*

LETTER GRADE SCALE & PERCENTAGE RANGE

A+	> 97		
A	93-96		
A-	90-92		
B+	87-89	Midterm #1	25%
B	83-86	Midterm #2	25%
B-	80-82	Term Paper	25%
C+	77-79	Final Exam	25%
C	73-76		
C-	70-72		
D+	67-69		
D	63-66		
D-	60-62		
F	< 59		

Each day late for essays or test taking is -1 point. Tests will all be multiple-choice.

Classroom Protocol

- Past experience indicates that **class attendance is the single most crucial factor in earning a good grade.** Attend all classes. When you miss, you are responsible for getting all relevant notes.
- Other important criteria include taking part in discussions, asking questions, reading the assigned chapters, doing assignments on time, and *not texting in class.* **Ever.**

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus information web page at <http://www.sjsu.edu/gup/syllabusinfo/>”

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Course Schedule

The schedule is subject to change with fair notice.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 24	Introductions, Syllabus review & class overview
2 Tues	Aug 29	Chapter 1, Coakley : Why Study Sport? (All readings from Jay Coakley text)
2	Aug 31	Coakley Chap 1: Why Study Sport? What is our collective knowledge of sport?
3 Tues	Sep 5	Film: <i>Not Just a Game</i>
3	Sep 7	Chapter 3 Sport and Socialization: Who plays and what happens to them?
4 Tues	Sep 12	<i>Film: Playing to Extremes</i> (on kids, overbearing parents and sports)
4	Sep 14	Chapter 4, Sports for Children: Are organized programs worth the effort?
5 Tues	Sep 19	<i>Film: Dying to Win</i> (on drugs, cheating and sports)
5	Sep 21	Chapter 5, Deviance in Sport: Is it out of control?
6 Tues	Sep 26	Chapter 6 Violence in Sports: Does it affect our lives?
6	Sep 28	MIDTERM #1 Chapters 1, 3, 4, 5, 6 in Coakley + 3 films (Game, Extremes, Dying) (25 multi-choice questions)
7 Tues	Oct 3	Film. ESPN 30 for 30: Renee
7	Oct 5	Chapter 7 Gender in Sport: Is equity possible?
8 Tues	Oct 10	Film: Ali – The Greatest
8	Oct 12	Chapter 8 Race and Ethnicity: Are they important in sports?
9 Tues	Oct 17	Film. ESPN 30 for 30: Fernando Mania
9	Oct 19	Chapter 9 Social Class: Do money and power matter in sports?

Week	Date	Topics, Readings, Assignments, Deadlines
10	Oct 24	<i>Murderball:</i> Wheelchair rugby
10	Oct 26	Chapter 10 Age and Ability: Barriers to Participation and Inclusion?
11 Tu	Oct 31	MIDTERM #2 Chapters 7, 8, 9, 10 in Coakley + Renee, Ali, Fernando, Murderball films
11	Nov 2	Final Essay discussion Day – Bring Your Printed Essays to Class
12 Tu	Nov 7	Film: ESPN 30 for 30: <i>Broke</i>
12	Nov 9	Chapter 11 Sports & the Economy: The characteristics of commercial sports?
13 Tu	Nov 14	ESPN 30 for 30: <i>Run, Rickey, Run</i> (The Media and social claustrophobia) Essays Due on Canvas at 10:00 am (after that, -1 point per day)
13	Nov 16	Chapter 12 Sport and the Media: Could they survive without each other?
14 Tu	Nov 21	Film: To be determined
14	Nov 23	THANKSGIVING
15 Tu	Nov 28	Chapter 13 Sports and Politics: How do governments and global political processes influence sports?
15	Nov 30	Chapter 14 Sports in High School and College: Do competitive sports contribute to education?
16 Tu	Dec 6	Chapter 16, Sports in the Future: What do we want them to be?
	Dec 7	LAST DAY OF CLASS Summation and test review
Final Exam	Monday Dec 18	FINAL EXAM , Monday, December 18, 10:30 am to Noon <i>Coakley chaps 11, 12, 13, 14, 16 & Broke & Run Rickey Run</i>