**San José State University**

# College of Social Sciences/Sociology and Interdisciplinary Social Sciences SOCI 157: Sociology of Youth Sport, Fall 2022

## Course and Contact Information

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| --- | --- |
| Instructor: | Amy August |
| Office Location: | [Join Zoom Meeting](https://www.google.com/url?q=https://sjsu.zoom.us/j/89852991205?pwd%3DNWlQcVYzN3ZKSFNKSElCUTh5bGJZQT09&sa=D&source=calendar&ust=1660489740668963&usg=AOvVaw29szXi91t6JgkfFNpotluC)  ID: 89852991205 Passcode: 440938 |
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| Office Hours: | Tuesdays 9:00 to 11:00 a.m. and by appointment |
| Class Days/Time: | Mondays 9:00 to 10:15 a.m. |
| Classroom: | [Join Zoom Meeting](https://www.google.com/url?q=https://sjsu.zoom.us/j/82461892584?pwd%3DTXhYYmRmeXZNZTFPeGRIdUNHeU1YUT09&sa=D&source=calendar&ust=1660490530250786&usg=AOvVaw2BKNCy2Pz9Dl-LRjf-K6at)  ID: 82461892584 Passcode: 142322 |
| Prerequisites: | SOCI 1 |

## Catalog Description

Introductory examination of the contemporary social, cultural, and economic significance of youth sport through the lens of various sociological theories. Situates U.S. youth sports within a global context, and examines variations in sporting experiences for youth who differ by race, class, gender, sexuality, religion, and ability. Unpacks how youth sports programs have been used to achieve political ends, and how young athletes have advocated for social justice.

## Course Description

Today, leisure activity options for young people are more numerous and varied than ever before, and sport continues to become more socially, culturally, and economically significant. In this course, we will examine why and how youth sport has acquired this significance in contemporary society through the lens of various sociological theories. Given that youth is a transitional stage in the life-course during which young people are still partially dependent on family members, schools, and peers, and friends, we will also examine how youth sport works differently than sport in childhood and adulthood. Further, we will situate youth sports in the United States within a broader global context and take a closer look at how sporting experiences in the U.S. vary for youth who differ by race, class, gender, sexuality, religion, and ability. Finally, we will unpack the political potential of youth sport by exploring how youth sports programs have been used to achieve political ends as well as how young athletes have used their sporting platforms to advocate for social justice.

## Course Format: Online Synchronous and Asynchronous

This course has an online format consisting of synchronous meetings held one time per week over Zoom and various asynchronous components provided through the Canvas course management system. Students must have access to a computer and reliable internet connectivity in order to participate in classroom activities and submit assignments. This class uses a flipped classroom model. This means that students are expected to complete assigned readings and watch lecture videos outside of class to prepare for in-class discussions, activities, and games.

## Faculty Web Page and MYSJSU Messaging

Course materials such as the syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/amy.august> and on the [Canvas Learning Management System website](https://sjsu.instructure.com/courses/1377077). You are responsible for regularly checking with the messaging system through MySJSU on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> to learn of any updates. For help with using Canvas, please see the [Canvas Student Resources page](https://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources/index.html).

## Course Learning Outcomes (CLO)

Students who successfully complete this course will be able to:

1. Define and give examples of sport, including competitive games and contests as well as less competitive, less organized recreational play and recreationally oriented physical activities and exercise.
2. Understand youth as a transitional stage in the life-course during which young people are interdependent with a wide variety of people including their parents and family, schools, peers, and friends, and explain how youth sport differs from sport in childhood and adulthood.
3. Examine the social significance of youth sport through the lens of various sociological theories.
4. Contrast the U.S. system of youth sport delivery with the systems for youth sport delivery in other parts of the world.
5. Explain how youth sport operates as a site of socialization by peers, coaches, and the broader sporting culture from a sociological perspective.
6. Analyze the differences and similarities in access to, treatment within, and experiences of youth sport among young people who differ by race, class, gender, sexuality, religion, and ability.
7. Understand the relationships between youth sport participation and physical and mental health and deviance from a sociological perspective.
8. Identify ways that youth sports have been used politically, and ways that youth sports have provided a platform for young athletes to engage in political activism.

## Required Texts/Readings

### Textbook

Green, Ken, and Andy Smith, eds. *Routledge handbook of youth sport*. Routledge, 2016.

**Readings**

Adler, Patricia A., and Peter Adler. "Social reproduction and the corporate other: The institutionalization of afterschool activities." *Sociological Quarterly* 35, no. 2 (1994): 309-328.

Fine, Gary Alan. "Small groups and culture creation: The idioculture of little league baseball teams." *American sociological review* (1979): 733-745.

Hartmann, Douglas. “The Midnight Innovation.” Chapter 2 in *Midnight basketball: Race, sports, and neoliberal social policy*. University of Chicago Press, 2016.

Pugh, Allison J. “Consuming Contexts, Buying Hope: Shaping the Pathways of Children.” Chapter 7 in *Longing and belonging: Parents, children, and consumer culture*. Univ of California Press, 2009.

As well as a variety of other materials in multimedia formats, including texts, podcasts, videos, songs, commercials, spoken word poetry, memes, and social media posts. With the exception of the textbooks, all materials will be provided to students via Canvas. Some examples include the following:

**Documentaries**

[Changing the game in youth sports: John O'Sullivan at TEDxBend](https://www.youtube.com/watch?v=VXw0XGOVQvw). 2014.

[*Fists of Freedom*](https://www.hbo.com/documentaries/fists-of-freedom)*. 1999. HBO*

[*Hoop Dreams*](https://www.imdb.com/title/tt0110057/)*. 2021[1994].*

[*ISSSSC Conference 2021 Call to Action Keynote*](https://spark.adobe.com/page/HVga50KTFpEoS/)

[*Level Playing Field* (S1, E1) Midnight Basketball](https://www.hbo.com/level-playing-field/season-1)*. 2021. HBO*

[*Pelé: Birth of a Legend*](https://www.imdb.com/title/tt0995868/)*. 2016.*

[State of Play: Trophy Kids](https://www.hbo.com/documentaries/state-of-play-trophy-kids). 2013. HBO.

[*The Mask You Live In*](https://therepproject.org/films/the-mask-you-live-in/)*. 2015.* The Representation Project.

[*The Price of Youth Sports*](https://isport360.com/in-lock-step-with-bryant-gumbel-from-hbo-real-sports/). Dec. 4, 2018. HBO Real Sports.

**Podcasts**

*Burn It All Down*. 2021. [Episode 201: Evolution and Politics of Sports Uniforms](https://www.burnitalldownpod.com/episodes/201?rq=hijab%20girls). April 13.

*Burn It All Down*. 2020. [Episode 150: Coronavirus cancels sports, Interview re: Skateistan, U.S. Soccer's sexism persists](https://www.burnitalldownpod.com/episodes/150?rq=hijab%20girls). March 18.

*Changing the Game Project*. 2019. [#138 Is Sport Essentially Good, or is That Wishful Thinking? A Conversation with Sports Sociologist Jay Coakley](https://changingthegameproject.com/138-jay-coakley/). October 27.

**Websites**

[Aspen Project Play](https://www.aspenprojectplay.org/) (website)

**Invited Research Talks**

## Course Requirements and Assignments

***Three Short Written Assignments (10% Each)***

***1. International Youth Sport Report***

Choose a sport and a country, and tell us what it’s like for youth who participate. Make sure to tell us about the Due via Canvas by 11:59 p.m. on Sat., Sept. 10.

***2. Observation of Social Divisions in Youth Sport Field Notes***

For this assignment, you will spend time observing a youth sport practice or competition, either in-person or virtual. While observing the event, keep detailed notes about the activities, rules, and exchanges on the field/in the gym/pool/court, etc.; as well as about interactions between coaches, players, and parents. As you observe, select the type of social division that is most important in this context, and continue to write down detailed observations illustrating why. Immediately after the activity, translate your “jottings” from the field into notes that can be understood by your teacher and classmates. Due via Canvas by 11:59 p.m. on Sat., Oct. 15.

***3. Research-Backed Opinion Piece: Is Competition Good for Kids?***

Write an op-ed (800-1000 words/2 pp. single-spaced) arguing for or against competition in kids’ sports. Make sure to cite at least three scholarly sources. Due via Canvas by 11:59 p.m. on Sat., Oct. 29.

***Midterm Exam 1 (20% of total grade)***

The midterm exam will be will be given online. The test has two sections – a multiple-choice section, containing 30 questions; and an essay portion containing two open-ended questions.  The maximum time you can spend on the multiple choice portion of the test is 45 minutes. You can choose when to start the test, but you must complete it by 11:59 pm, Sat., Oct. 1. The essay portion is untimed but also must be completed by 11:59 pm, Sat. Oct. 1. Mastery of topics presented in Chapters 1 through 6 is assessed by this Midterm.

***Midterm Exam 2 (20% of total grade)***

The midterm exam will be will be given online. The test has two sections – a multiple-choice section, containing 30 questions; and an essay portion containing two open-ended questions.  The maximum time you can spend on the multiple choice portion of the test is 45 minutes. You can choose when to start the test, but you must complete it by 11:59 pm, Sat., Nov. 12. The essay portion is untimed but also must be completed by 11:59 pm, Sat., Nov. 12. Mastery of topics presented in Chapters 7 through 11 is assessed by this Midterm.

***Youth Sport Research Project (30% of total grade)***

***Check-in 1: plan (5% of total grade)***

Submit an overview of your youth sport research project, including your topic, a paragraph explaining its importance, research question, and action plan (smaller steps and self-imposed deadlines for completing them). Due in Canvas by 11:59p.m. on Sat., Nov. 26.

***Check-in 2: rough draft (5% of total grade)***

Have a shareable, electronic version of your rough draft with you in Zoom class on Mon., Nov. 28. It’s important to bring a full rough draft that includes every section at this time, even if it’s not as “perfect” as you’d like it to be. In class, a small group of your peers will be helping to identify areas where you can strengthen your argument, improve your organization, polish your writing, fix typos, etc. Make sure to also submit a copy of your draft in Canvas by 11:59 p.m. on Sat., Dec. 3.

***Youth Sport Research Project Final Paper (at least 2000 words; 20% of total grade)***

For this project, you will choose a topic and research question related to the readings from the textbook or the supplementary materials of interest. You will be asked to identify and read additional scholarly resources, and synthesize their content with material discussed in class and with background knowledge. In addition to the literature review portion of the paper, you will also conduct a small amount of empirical research (e.g., one in-depth interview with a friend or family member involved in youth sports, one ethnographic observation of a youth sports practice or competition, a descriptive analysis of one data set about youth sports, etc.). In the paper, you will describe the methods you used, your findings, and the real-world importance of your project. Your final research project is due in Canvas by 9:00 a.m. on Sat., Dec. 10.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### Final Examination or Evaluation

The Youth Sport Research Project Final Paper is the cumulative assessment for this class. There is no final exam.

## Grading Information

*Assignments will be weighted as follows:*

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| --- | --- | --- |
| Assignment/Activity | CLO Assessed | Percent of Grade |
| Learning Activity Participation | CLO 1, 2, 3, 4, 5, 6, 7, 8\* | 20% |
| Midterm Exam 1 | CLO 1, 2, 3, 4, 5 | 20% |
| Midterm Exam 2 | CLO 3, 6, 7, 8 | 20% |
| Youth Sport Research Project | CLO 2, 3, 6, and at least one of  the following: 4, 5, 7, 8 | 40% |
| Check-in 1: plan |  | 5% |
| Check-in 2: progress report |  | 5% |
| Check-in 3: rough draft |  | 5% |
| Research Paper Final draft |  | 25% |

\* See Course Schedule below for detailed breakdown of which CLOs are covered in each unit.

**Grading Scale:**

|  |  |
| --- | --- |
| **Letter grade** | **Percentage** |
| A | 93 to 100% |
| A minus | 90 to 92.49% |
| B plus | 87 to 89.49% |
| B | 83 to 86.49% |
| B minus | 80 to 82.49% |
| C plus | 77 to 79.49% |
| C | 73 to 76.49% |
| C minus | 70 to 72.49% |
| D plus | 67 to 69.49% |
| D | 63 to 66.49% |
| D minus | 60 to 62.49% |
| F | 0 to 59.49% |

**Grading Policies**

* All assignments are to be submitted electronically on Canvas.
* Late work will be marked down by 3% each day it is late.
* The minimum grade you can earn on late work is 75%. This means that it’s still worth your effort to turn in your work even if it’s very late.

## Classroom Protocol

**Accommodations:** If you have a documented physical or learning disability, please let me know by the end of the schedule adjustment period so that we can discuss any special needs or concerns, and I will make the necessary accommodations.

**Participate in class and ask questions**. I believe in active learning, so I will try my best to incorporate discussions, polls, games, and activities into every class. Come to class prepared to participate—the more you engage, the more you’ll retain. Also, be prepared to respectfully dialogue with people whose opinions are different than your own, so that we can all build mutual empathy and understanding. If you ever have questions about why we’re doing something, congratulations, you’re officially a sociologist. Ask them so everyone can learn from you. If you have individual questions about anything, e-mail me or come to office hours.

**Check your college e-mail often.** This will be my primary mode of communicating information to you when you are not in class.E-mail is also the best way to get in touch with me. I will try my best to respond to your questions within 48 hours. Please do not expect a same-day reply if you’re writing after 8 pm or on the weekend.

**Turn in your work on time.** Late work will be penalized 3% per day it is late. If you experience a death in the family, severe illness, housing insecurity, or if your employer switches your hours or your childcare plan falls through, etc., let me know as soon as possible, and I will grant exceptions on a case-by-case basis. If a deadline conflicts with a religious holiday or sanctioned college activity, you can make prior arrangements to turn in the assignment BEFORE the scheduled deadline. If something comes up, e-mail me as soon as you are aware that you will not be able to meet the deadline.

**Midterm and Final Exams.** If either exam date conflicts with a religious holiday or sanctioned college activity, you can make prior arrangements to take the test BEFORE the scheduled date. If you have three or more final exams scheduled within a 24-hour period, please send me a printed copy of your exam schedule well in advance of exam week, and we can reschedule.

**Academic Integrity.** Students may not cheat on quizzes, plagiarize others’ work, or buy papers. Neither may students help others cheat or submit the same paper for credit in two different courses. You are allowed to consult any resource materials you’d like, including other students, when working on assignments outside of class, but please make sure that the work you submit is your own. For example, if you have a discussion with a classmate about the methods that you’re using for your research project, that’s fantastic, but make sure that you both write your own individual methods sections separately.

## University Policies

The university policies on 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 available on the [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 and be aware of these university policies and resources.

SOCI 152 / Sociology of Youth Sport, Fall 2021, Course Schedule

Below is the agenda for the semester including when the final exam will be held. This schedule is subject to change with fair notice. All changes to the syllabus will be posted to Canvas and email alerts will be sent to notify you of the changes that have been made.

**Course Schedule­­**

| **Section** | **Monday Zoom**  **Class Date** | **Textbook Readings**  **and Applied Readings**  All readings are from the textbook unless otherwise noted. Chapters and articles posted on Canvas) | **Media Used in Class Activities** | **Assignment** | **Weekly Due Date -**  Always Saturday @ 11:59 p.m. | **CLOs Assessed\*** |
| --- | --- | --- | --- | --- | --- | --- |
| **0**  **Introduction** | 8/22 | Coakley (Ch 1) |  |  | 8/27 |  |
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| **­­­­** |  |  |  |  |  |  |
| **1**  **Youth Sport in Context** | 8/29 | Green (Ch. 1)  Roberts (Ch. 2)  Roberts (Ch. 3) | Aspen Project Play (website) |  | 9/3 | CLO 1, 2, 3, 5 |
| **2**  **Youth Sport around the World** | 9/5 – LABOR DAY – NO CLASS | Smith (Ch. 6)  Coakley (Ch. 9)  Pick 2:  van Tuyckom (Ch. 7)  Green (Ch. 8)  Macdonad & Mallett (Ch. 10)  Nakazawa & Miller (Ch. 11) Ahmed & Thorpe (Ch. 12) XueDong & Chen (Ch. 13) | *Pelé: Birth of a Legend* (video) | International Youth Sport Report | 9/10 | CLO 3, 4 |
| **3**  **Trends in Youth Sport** | 9/12 | Green (Ch. 14)  Vanreusel & Scheerder (Ch. 15)  Article: Adler & Adler, 1994. | Changing the game in youth sports: John O'Sullivan at TEDxBend |  | 9/17 | CLO 2, 3 |
| **4**  **Socialization and Youth Sport** | 9/19 | Green (Ch. 19)  Quarmby (Ch. 20)  Neely & Holt (Ch. 21)  Article: Fine, 1979. | *The Mask You Live In* video |  | 9/24 | CLO 3, 5 |
| **Midterm**  **Week** | 9/26 | MIDTERM REVIEW |  |  | 10/1 |  |
|  |  | MIDTERM EXAM 1 |  |  |  | CLO 1, 2, 3, 4, 5 |
| **5A**  **Social Divisions and Youth Sport**  **(class, race, ability)** | 10/3 | Book Chapter: Pugh, *Longing and Belonging*, Ch.7: Consuming Contexts, Buying Hope | *The Price of Youth Sports* – HBO Real Sports |  | 10/8 | CLO 3, 6 |
| **5B**  **Social Divisions and Youth Sport**  **(gender, sexuality, religion)** | 10/10 | Green (Ch. 24)  Sheerder & Vandermeerschen (Ch. 25)  Wright (Ch. 26) | *Burn It All Down* podcast, Episode 201: Evolution and Politics of Sports Uniforms and Episode 150: Coronavirus cancels sports, Interview re: Skateistan, U.S. Soccer's sexism persists | Observation of Divisions in Youth Sport Field Notes | 10/15 | CLO 3, 6 |
| **6**  **Youth Sport, Physical Activity, and Health** | 10/17 | Smith (Ch. 32)  Paw, et al. (Ch. 33)  Malina, et al. (Ch. 34) | Changing the Game Project podcast, #138 Is Sport Essentially Good, or is That Wishful Thinking? A Conversation with Sports Sociologist Jay Coakley |  | 10/22 | CLO 3, 7 |
| **7**  **Elite Youth Sport** | 10/24 | Smith (Ch. 41)  Vierimaa, et al. (Ch. 42)  Cobley (Ch. 43) | State of Play: Trophy Kids - HBO documentary | Opinion Piece: Is Competition Good for Kids? | 10/29 | CLO 3, 6, 7 |
| **8**  **Politics and Policy in Youth Sport** | 10/31 | Book Chapter: Zirin, *The Kaepernick Effect*, Ch. 1: High School | *Fists of Freedom,*    *Level Playing Field* (S1, E1) Midnight Basketball |  | 11/5 | CLO 3, 8 |
| **Midterm**  **Week** | 11/7 | MIDTERM REVIEW MIDTERM EXAM 2 |  |  | 11/12 | CLO 3, 6, 7, 8 |
| **Research Project Intro** | 11/14 | Introduce Youth Sport Research Project |  |  | 11/19 | (Research project will demonstrate competency in CLOs 2, 3, 6, and at least one of the following: 4, 5, 7, 8) |
| **Research Project Work** | 11/21 – THANKSGIVING WEEK | Guest lecture - Empirical youth sports research talk, Q&A | KIDS project research talk |  | 11/26 |  |
|  |  | CHECK-IN 1: PLAN Due  Topic request 1 |  |  |  |  |
| **Research Project**  **Edit** | 11/28 | Guest lecture – empirical youth sports research talk, Q&A | Guest research talk |  | 12/3 |  |
|  |  | CHECK-IN 3: ROUGH DRAFT Due  Peer edits |  |  |  |  |
| **Research Project**  **Deadline** | 12/5 | Youth Sport Research Project Due |  |  | 12/10 | CLO 2, 3, 6, and at least one of the following: 4, 5, 7, 8 |