



Seattle University  
Center for the Study of Sport and Exercise  
The Social Cultural Basis of Sport SADL 502  
Course Syllabus – Fall 2013

<b><i>Course Time and Location</i></b> Time: Tuesdays, 6-9pm, Oct. 1-Dec. 3 Location: Pigott 203	<b><i>Instructor:</i></b> Dr. Maylon Hanold <a href="mailto:hanoldm@seattleu.edu">hanoldm@seattleu.edu</a> Phone: 425.503.7754 Office Hours: By App. Office: Lynn 114
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About the Course

***Course Description and Overview***

After successful completion of this course, students will be able to analyze the structure of sport based on sociological theories and how sport functions in modern industrialized society, specifically its relationship to religious and economic systems. In addition, be able to analyze sport as a social construction in regard to its role, structure, formal organization, and professionalization; stratification, differentiation and norms along social class, age, race, ableism and gender. Through sociological concepts students will be able to articulate the complexity of many issues that are affecting contemporary sport by thinking critically about how issues came to exist and how they continue to exist.

This course focuses on the assumption that people involved with the world of sport are influenced by external factors such as (1) culture, which guides individuals in creating meaning in their lives, (2) the relationships people have with those around them, and (3) the patterns of organization that both constrain and open up opportunities for individuals and groups. Students will learn to think sociologically about sport, recognizing that people make choices and control many aspects of their sport lives; however, individuals do not control the context or conditions under which those choices are made. Social reality affects our decisions, sense of self and what we think of as normal in all our interactions. Sports are entwined in our social reality in complex ways. As such through this course students will learn: (1) how to think critically about sport, (2) how to ask important questions that deepen their understanding of sport social reality, (3) how to design a qualitative social research project, collect and analyze data, and make sense of their research findings, and (4) how to help others understand the complex social world of sport and how it might be improved.

Class sessions will be a mix of discussion, instructor presentation/lecture, films, in-class work, and student presentations aimed at increasing your understanding of sport social issues through theoretical concepts and their practical applications.

## Learning Objectives

After successful completion of this course, students will be able to do the following:

Objective	Learning Outcome	Evaluative Tool
1. Demonstrate knowledge of social theories used in sport sociology		*denotes assignments with rubric
a. demonstrate knowledge of the four elements of sociological imagination: historical, cultural, structural, critical	Content Knowledge	Class activities & discussions, Round Table Discussions*, readings
b. Demonstrate the primary differences between functionalism and conflict/critical theory	Content Knowledge	Class activities & discussions, Round Table Discussions*, readings
c. Define "ideology" and explain the connection between sports and ideologies related to gender, race, and social class	Content Knowledge, Discovery & Inquiry, Critical Thinking, Communication	class activities & discussions, Round Table Discussions*, readings, Film Analysis Presentation*
d. demonstrate application of classical, modern, and post-modern sociological theories	Content Knowledge, Discovery & Inquiry, Critical Thinking, Communication	Class activities, Round Table Discussions*, Film Analysis Presentation*
e. demonstrate in-depth knowledge and application of one sociological theory in a real world context	Discovery and Inquiry, Critical Thinking	Sport Sociology Research Project* (SSRP)
2. Demonstrate competence of scientific inquiry into the social world of sports		
a. develop qualitative research skills	Critical Thinking	Sport Sociology Research Project*
a. ask important questions that deepen an understanding of sport social reality	Discovery and Inquiry, Critical Thinking, Social Responsibility	Sport Sociology Research Project*
b. design a social research project, collect and analyze data, and make sense of research findings	Discovery and Inquiry, Communication	Sport Sociology Research Project*
3. Develop perspectives, language, and skills for being an effective change agent in the process of creating the future of sports		
a. develop language and how to articulate various perspectives that help others understand complex social issues in sport	Content Knowledge, Critical Thinking, Communication, Social Responsibility, Lifelong Learning, Technology	Film Analysis Presentation*, Sport Sociology Research Presentation*

## Course Materials

Listed below are the required books for the course. These books can be purchased from many bookstores, including Seattle University Bookstore and online booksellers:

1. Molnar, G. & Kelly, J. (2013). *Sport, Exercise and Social Theory*, New York: Routledge. ISBN-10: 0415670632
2. Gratton, C. & Jones, I. (2010). *Research Methods for Sport Studies* (2<sup>nd</sup> ed.), New York: Routledge.
3. Publication Manual of the American Psychological Association (Sixth Edition), American Psychological Association, 2010

\* In addition, you will be required to look up required articles and search sociologically based sport studies on your own.

### **Round Table Discussions: (240 pts total; 6 round tables worth 40pts each)**

This course covers a significant amount of content and much of the learning comes from in-class exercises, group work, and discussion. The Round Table Discussions are grounded in the readings you do, requiring you to apply what you have read. Students are expected to attend all class sessions and complete all assigned readings and preparations, enabling you to participate fully. In order for you to find (and practice) your voice with respect to sport sociological issues and solutions, you will engage in 6 Round Table Discussions. See the Course Schedule for when these occur. At the end of these Round Table Discussions, you will fill out a self-assessment. In Canvas there is a Module with Course Materials. You should download and print a copy of the self-assessment and bring it with you for each class it is needed.

### **Film Analysis: (200pts total; due date Nov. 12)**

You will watch a film of your choice from the list of films I have provided on Canvas, then analyze the film. Use your 'sociological imagination' to critically analyze the film you choose. Be sure to do a complete analysis, including: manifest and latent meanings, ideologies (e.g. disability, masculinity, femininity, patriotism, family, etc.), particular context (e.g. social, political, historical, etc.), and use of technology to tell a story (e.g. camera, recording, audio, etc.). Your analysis should be organized by theme (I'd suggest by ideologies). You do not need to refer to a single theoretical perspective or concept. Instead, you may integrate any theoretical concept that is appropriate for helping to explain the sociological phenomena that you observe. For instance, you might employ Giddens's structuration theory to describe how people negotiate overall structures, policies and rules shape the way people behave and think. Then, you may decide to use Bourdieu when you explain why athletes in the film dress the way they do or act the way they do along the lines of gender or social class. And so on.... You may do this project individually, as a pair or a group of three. Any pair or group work will be evaluated as such. In other words, all members will receive the same grade. Please note the due date for when you must decide on a film and presentation format in the course schedule. The rubric is in the Module "Course Materials" as well as Unit 7. Note: I will organize it such that in addition to my graded rubric, two other students will also grade your presentation according to the rubric and turn those in to me. Professor/student ratio for final grade is 60/40.

### **Sport Sociology Research Project- SSRP (Final Draft Due Friday, Dec. 6, 300 pts)**

You and a partner will conduct a mini-research project focused on the social aspects of sport. You will decide on an area of interest, articulate a research question, and engage in qualitative research to answer your question. You will then write a paper (only ONE paper per pair) in the format of what would be required should you choose the research option for your colloquium and wish to do qualitative research. More importantly, while you may never use these skills *formally* in your real job, what you learn in this project will be used *informally* all the time in your real world work. These thinking and inquiry skills will help you identify a potential issue in a specific sport setting, gain important insights, and redirect policies and procedures so that you might be a sport leader committed to making sport a more just and humane place for all people. All required formats, rubric, and helpful documents are provided in a folder on Canvas. APA format (6<sup>th</sup> edition) is required. You will be guided through this process by having deadlines for sections of the paper for which I will provide feedback. They are indicated on the course schedule. You will also have some class time to help you work through this as noted on the course schedule. Remember, the rubric and Qualitative Outline are great guides!

### **SSRP Final Oral Presentation: (200 pts total, 6-8pm, Tuesday, Dec. 4)**

You will present your research project. This presentation will be in the same format as a research colloquium presentation. I will provide a rubric and an example for you to follow. I will also go over elements of presenting research as well as style. See SSRP module for guiding documents.

**Total Points for Course is 940pts**

**Canvas and Turning in Research Project:**

You will use Canvas to access all course materials. Each class session has a module associated with it, in which your readings will be directed along with specific questions. Before beginning any readings, please go to the module for the unit on which you are working to get details about how to proceed through the readings and what tasks you will need to do for the readings. **Note:** if you ever have trouble accessing Canvas, email me and I can send you the instructions and any materials you may need. In addition, if you ever have trouble uploading your assignments to Canvas, email them directly to me (Dr. Maylon Hanold) at hanoldm@seattleu.edu. Should you not have access to a computer or the internet, please see Dr. Hanold to discuss alternatives.

**Grading**

Letter grades will be assigned according to the distribution table below: Final Grades will be posted on SU Online by 6pm December 18.

93.33+% = A	76.67+% = C+
90.00+% = A-	73.33+% = C
86.67+% = B+	70.00+% = C-
83.33+% = B	60.00+% = D
80.00+% = B-	00.00+% = F

This graduate-level course requires active participation in class discussions and activities. In addition, high-quality written work is expected. Written work should be clear, logical, grammatically correct, and spell-checked. It should also adhere to APA formatting for citations and references. It should represent the student's best effort.

SU Mission and Professional Accountability

**Mission Statement:**

Seattle University is dedicated to educating the whole person, to professional formation, and to empowering leaders for a just and humane world.

**Vision**

We will be the premier independent university of the Northwest in academic quality, Jesuit Catholic inspiration, and service to society.

**Values**

- **Care**  
We put the good of students first.
- **Academic Excellence**  
We value excellence in learning with great teachers who are active scholars.
- **Diversity**  
We celebrate educational excellence achieved through diversity.
- **Faith**  
We treasure our Jesuit Catholic ethos and the enrichment from many faiths of our university community.
- **Justice**  
We foster a concern for justice and the competence to promote it.
- **Leadership**  
We seek to develop responsible leaders committed to the common good.

### ***Attendance***

Students are expected to attend all required class sessions and be in the classroom from 6:00-9:00pm. In addition. For this course there is no exam. In lieu of an exam, a final research paper is due. Please notify Dr. Hanold (via phone or email) prior to the class if you will not be in attendance due to unforeseen circumstances. Make-up work for missing a class will be determined on a case-by-case basis. This may involve an additional written assignment. Being pro-active and a high degree of personal responsibility are expected.

### ***Accommodations & Student Services***

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in the class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100 (206-296-5740). Disability-based adjustments to course expectations can be arranged only through this process. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the Seattle University's Counseling and Psychological Services (CAPS) [(206)-296-6090; <http://www.seattleu.edu/student/counsel/index.asp>] for assistance, support and advocacy. This service is free and confidential.

### ***Academic Integrity***

Just as ethics and integrity are important in management practice, academic integrity is important in this course. Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty will be addressed according to the Academic Honesty Policy. Without regard to motive, student conduct that is academically dishonest, evidences lack of academic integrity or trustworthiness, or unfairly impinges upon the rights and privileges of others is prohibited. See the following web page for additional information; <http://www.seattleu.edu/registrar/page.aspx?ID=87>

### ***Questions and Out-of-Class Communication***

Please direct questions to Dr. Maylon Hanold via email. I will communicate with the class through your SU email and Canvas. Be sure to check both regularly. I check email regularly and you can expect a response within 24 hours.

### ***Professional Conduct***

Students are expected to arrive to class on time and stay for the duration of the class session. Assignments; however there is a penalty of 20% the first day and then an additional 10% off each calendar day after that. True medical or family emergencies will be dealt with on a case-by-case basis. Professional behavior is expected throughout the class. This means respectful communication both inside and outside of class and comments should be aimed at moving the discussion forward. This does not mean that students must always agree with others since reasoned, respectful dissention may be part of the discovery process and lead to previously unconsidered options. In addition, **please silence and put away all cell phones and PDAs** prior to class and **refrain from texting, emailing or web surfing during class**. If you are awaiting an urgent call and need to leave your phone on during class, let the instructor know prior to class.

### ***Anti-Discrimination Statement***

Seattle University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, gender identity, political ideology or status as a Vietnam-era or special disabled veteran in the administration of any of its education policies, admission policies, scholarship and loan programs, athletics, and other school-administered policies and programs, or in its employment related policies and practices. All University policies, practices and procedures are administered in a manner consistent with Seattle University's Catholic and Jesuit identity and character. Inquiries relating to these policies may be referred to the University's Assistant Vice President for Human Resources and Equal Opportunity Officer at (206) 296-5870.

## Course Outline and Schedule

### CLASS SCHEDULE\*

Tuesdays Dates	Key Questions and Topics	Readings & Activities	Important Class Details
<b>Unit 1</b> <b>Oct 1</b>	<p>What is sociology of sport?                      What kinds of things do we study?                      How do we learn about it?                      How does history help us learn about sports?</p> <ul style="list-style-type: none"> <li>• Sociological imagination</li> <li>• Sociological sensibilities</li> <li>• Cognitive dissonance</li> <li>• Social constructionism</li> </ul> <p>What about sports causes us to value it as a social institution (as opposed to valuing it on a personal level)?</p>	<p><b>Canvas: Module 1</b></p> <p><b>Molnar &amp; Kelly:</b> Chp 1, 2, 10  <b>Gratton &amp; Jones:</b> in Chp. 4 read p. 40-44</p> <p><b>Articles</b>                      Coakley: What is Sociology?                      Hanold: Very Brief History of Sport</p> <p><b>You Tube</b>                      Sociology of sports</p>	<p><b>Due:</b>                      1. Answers to questions in Module 1 on Canvas- you do not need to turn them in, so bring them with you in any format that works (electronic, hard copy, etc.)</p> <p><b>In class:</b></p> <ul style="list-style-type: none"> <li>• Round Table Discussion (40pts)</li> <li>• Introduction to sport sociology, what we will study, how we will study it, review syllabus and expectations, overview of key projects and assignments</li> <li>• Film: <i>Not Just a Game</i></li> <li>• Identifying/Exploring social issues in sport</li> <li>• Find a partner for the SSRP</li> </ul>
<b>Unit 2</b> <b>Oct. 8</b>	<p>What are macro sociological theories? How does ideology work?</p> <ul style="list-style-type: none"> <li>• Functionalism</li> <li>• Conflict &amp; critical theories</li> <li>• Ideologies around social class, race, gender &amp; meritocracy</li> <li>• Marxism</li> <li>• Bourdieu</li> <li>• Binary thinking</li> <li>• Sport &amp; masculinity</li> </ul> <p>What is the sport sociological research process?                      What is qualitative research?                      What is a qualitative research question and how do we write one?</p>	<p><b>Canvas: Module 2</b></p> <p><b>Molnar &amp; Kelly:</b>                      Chp 3: Classical theory, p. 38-43; Modern theory, p. 47-51 &amp; AGIL p. 51-55                      Chapter 4 (all)  <b>Gratton &amp; Jones:</b> In Chp 3 read p. 29-32</p> <p><b>Articles</b>                      Williams &amp; Kokkla (1998)- functionalism                      Anderson 2010- functionalism &amp; conflict/critical                      Kusz 2007- race &amp; class (critical)                      Swanson 2010- Bourdieu (critical)                      Hesse-Biber &amp; Leavy 2011- qualitative                      Quantitative &amp; Qualitative paradigms handout</p> <p><b>You Tube</b>                      Codes of Gender                      Tough Guise</p>	<p><b>Due:</b>                      1. Answers to questions in Module 2 on Canvas                      2. Consult with your SSRP partner(s) and bring in an initial research question/issue you want to explore (with at least a total of 4 articles- 2 each- that discuss the topic)</p> <p><b>In class:</b></p> <ul style="list-style-type: none"> <li>• Review key concepts</li> <li>• Video excerpt- masculinity &amp; sport</li> <li>• Video excerpt- race and biology</li> <li>• Round Table Discussion (40pts)</li> <li>• SSRP- research process &amp; refining qualitative research question</li> </ul>

Tuesdays Dates	Key Questions and Topics	Readings & Activities	Important Class Details
<b>Unit 3</b> <b>Oct. 15</b>	<p>How do we explore the various sociological sensibilities?</p> <ul style="list-style-type: none"> <li>• Cultural studies</li> <li>• Feminism</li> <li>• Hegemony (Gramsci)</li> <li>• Masculinity</li> <li>• Hegemonic masculinity</li> <li>• Gender/sexuality/homophobia in sport</li> <li>• Intersectionality</li> </ul> <p>How do we organize a literature review?</p> <p>How do we conduct an interview?</p>	<p><b>Canvas: Module 3</b></p> <p><b>Molnar &amp; Kelly:</b> Chp 5 &amp; 8 <b>Gratton &amp; Jones:</b> In Chp 5 read p. 54-56, (optional is p.56-60), p. 61-67 In chapter 9 read p. 154-165</p> <p><b>Articles</b> Thorpe (2006)- physical cultural studies Cole &amp; Hribar (1995)- commercialized feminism Thorpe (2009)- feminist Bourdieu Chapter 4 &amp; 6 in “Sexual Orientation and Gender Identity in Sport” (Cunningham, 2012)</p> <p><b>You Tube</b> Hegemony</p>	<p><b>Due:</b></p> <ol style="list-style-type: none"> <li>1. Answers to questions in Module 3 on Canvas- be sure to bring these because we will have a large group discussion around your thoughts</li> <li>2. Refined research question</li> <li>3. Have a total of 10 peer reviewed articles that will inform your research, make sure to include articles that will help frame your research in both content and theory- you may keep these in electronic form- just bring a laptop to access them</li> </ol> <p><b>In class:</b></p> <ul style="list-style-type: none"> <li>• Review/extend key concepts</li> <li>• Film: <i>Playing Unfair</i></li> <li>• Round Table Discussion (40pts)</li> <li>• Reviewing the literature</li> <li>• Creating semi-structured interview questions and conducting interviews</li> </ul>
<b>Unit 4</b> <b>Oct. 22</b>	<p>What are the more individualized ways we experience sport? What theories help us to see more clearly subtleties of both “diminishing contrasts and increasing varieties” in sport?</p> <ul style="list-style-type: none"> <li>• Symbolic interactionist</li> <li>• Figurations (Elias)</li> <li>• Deviance (Goffman)</li> <li>• Total Institution (Goffman)</li> <li>• Pain &amp; injury</li> <li>• Overconformity</li> <li>• Globalization</li> </ul> <p>How do we write the theory and methods sections for qualitative research?</p>	<p><b>Canvas: Module 4</b></p> <p><b>Note: The following readings and activities will be divided among the class. Please go to Canvas for details.</b></p> <p><b>Molnar &amp; Kelly:</b> Chp 6 &amp; 7 <b>Gratton &amp; Jones:</b> Chp 6, p. 96-97; Chapter 14- Writing the Research Report (optional- can help as a reference)</p> <p><b>Articles</b> Atkinson (2007)- figurations, supplements Cho (2009)- globalization and glocalization, MLB Korea Hanold (2012)- Qualitative Outline</p> <p><b>You Tube</b> Perfect 10 series- women’s gymnastics An Enforcer’s Story- Derek Boogaard Sounders Experience- glocalization</p>	<p><b>Due:</b></p> <ol style="list-style-type: none"> <li>1. Answers to questions in Module 4 on Canvas</li> <li>2. List of three movies from the list you’d like to analyze and preference for individual, pair or group of 3 presentation format. Note: if you want to do a pair or group, then be sure you have all agreed on 3 movies prior to coming to class.</li> <li>3. Interviews scheduled (maybe completed if it works)- Transcriptions due by class, Oct. 29</li> </ol> <p><b>In class:</b></p> <ul style="list-style-type: none"> <li>• Goffman- sport as a total institution</li> <li>• Round Table Discussion (40pts)</li> <li>• Choose film to analyze for Nov. 26 and choose format (individual, pair or group presentation)</li> <li>• Writing theory and methods sections</li> <li>• Time to work on SSRP- approx 1 hour</li> </ul>
<b>Oct. 25</b>	<b>SSRP: Draft of Literature Review Due by 11:59 pm (see SSRP rubric for word count)</b>		

Tuesdays Dates	Key Questions and Topics	Readings & Activities	Important Class Details
<b>Unit 5</b> <b>Oct. 29</b>	Exploring more modern and post modern/post structural theoretical frameworks <ul style="list-style-type: none"> <li>• Structuration theory (Giddens)</li> <li>• Foucault- bodies &amp; desire</li> <li>• Baudriallard- hyperreality</li> <li>• Fandom</li> <li>• Commercialization</li> <li>• Dissolution of binaries</li> <li>• Transgender athletes</li> <li>• Sport media</li> </ul> Coding and analysis in qualitative research	<b>Canvas: Module 5</b> <b>Note: SOME of following readings and activities will be divided among the class. Please go to Canvas for details.</b>  <b>Molnar &amp; Kelly:</b> Chp 9  <b>Articles</b> Giddens (2011)- structuration, fans Turner (2013)- Beaudrillard, media Hanold (2010)- Foucault, bodies Chapter 2 & 3 in “Sexual Orientation and Gender Identity in Sport” (Cunningham, 2012)  <b>You Tube</b> Understanding Transgender That’s Entertainment	<b>Due:</b> 1. Answers to questions in Module 5 on Canvas 2. Interviews completed and transcribed  <b>In class:</b> <ul style="list-style-type: none"> <li>• Review concepts</li> <li>• Film: <i>Nine for IX: Branded</i></li> <li>• Round Table Discussion (40pts)</li> <li>• Review coding and analysis</li> </ul>
<b>Nov. 5</b>	<b>SSRP: Draft of Theoretical Framework &amp; Methods Sections Due by 11:59 pm (see SSRP rubric for word count)</b>		
<b>Unit 6</b> <b>Nov 5</b>	No class Use time to do SSRP analysis	<b>Canvas: Module 6</b>  <b>Gratton &amp; Jones:</b> Chp 13 is a review of how to do qualitative analysis. It explains coding. Refer to this as you analyze.  <b>Gratton &amp; Jones:</b> Chp 14 (Skim this for general approach to writing the research paper. You will have specifics from me, but refer to this chapter if in doubt about general writing style.)	<b>Due:</b> See below

<b>Tuesdays Dates</b>	<b>Key Questions and Topics</b>	<b>Readings &amp; Activities</b>	<b>Important Class Details</b>
<b>Unit 7 Nov. 12</b>	Developing Your Own Sociological Sensibilities and Voice	NO new readings	<b>In class:</b> Film Analysis Presentation (200pts)
<b>Unit 8 Nov. 19</b>	<p>What are social issues in youth sport? What are social issues in college sports?</p> <ul style="list-style-type: none"> <li>• Early specialization</li> <li>• Values &amp; youth sports</li> <li>• Clustering</li> <li>• Commercialism</li> <li>• Educational value</li> <li>• Student-athlete rights</li> </ul> <p>How to write your findings &amp; conclusion</p>	<p><b>Canvas: Module 8</b></p> <p>Gratton &amp; Jones: p. 265</p> <p><b>Articles</b></p> <p>Coakley Youth Sports Overview Hidden demographics of Youth Sport (website) Anderson (2012) Morgan (2012) Sack (2009)- college sport reform models</p>	<p><b>Due:</b></p> <p>1. Answers to questions in Module 8 on Canvas</p> <p><b>In class:</b></p> <ul style="list-style-type: none"> <li>• Round Table Discussion (40pts)</li> <li>• Extending the key concepts</li> <li>• Writing the findings and conclusion</li> <li>• Time to work on SSRP</li> </ul>
<b>Nov 22</b>	<b>SSRP: Full draft due by 11:59 pm (see SSRP rubric for word count)</b>		
<b>Unit 9 Nov. 26</b>	Putting it All Together: Developing Your Own Sociological Sensibilities and Voice	No new readings	<p><b>Due:</b></p> <p>1. continue to make progress on final paper and presentation</p> <p><b>In class:</b></p> <p>Review presentation format and expectations Time for feedback/questions/ work on presentation</p>
<b>Unit 10 Dec. 3</b>	Putting it All Together: Developing Your Own Sociological Sensibilities and Voice	No new readings	<b>In class:</b> Sport Sociology Research Project Presentations (200pts)
<b>Dec. 6</b>	<b>Sport Sociology Research Project Final Draft Due by 11:59 pm (300pts)</b>		
<b>No Exam</b>			

\* I reserve the right to modify this syllabus at any time.