Boston College SOCY3359.01—Sports in American Society Fall 2014
Tuesday/Thursday 1:30pm – 2:45pm
Location: Fulton Hall 310

Professor: Kyoung-yim Kim, Ph.D.
Office: 409 McGuinn Hall
Email: kyoung.kim@bc.edu
Office Hours: Tuesdays 3:00-4:30pm or by appointment

Course Description
This course focuses on sport (including physical activity) as social and cultural phenomena. We will attempt to understand sport in American cultural practices associated with intersecting inequalities of gender, race/ethnicity, class, and sexuality. We will apply a sociological lens to investigate issues such as:

- Why are certain physical activities identified and designated as sports?
- How do sports and sport participation affect our lives?
- How are sport opportunities structured in our society? How do age, gender, race, class, disability, sexuality, and other factors create/deny opportunity?
- How do sports impact our ideas about masculinity, femininity, class inequality, race and ethnicity, work and labor, fun, achievement, competition, individualism, aggression and violence?
- How are sports connected with important spheres of social life in societies (such as family, education, politics, economics, media, and religion)?

Course Objectives
At the end of the course, students will be able:

- to critically read, analyze, and evaluate sport in American society with a sociological perspective;
- to apply course materials to the real world and daily life examples of local and global sport issues;
- to synthesize course materials from various weeks and demonstrate their understanding of the issues across various contexts;
- to appreciate and learn from the views of others as well as understanding the limitations of one’s own perspective.

Student Responsibilities and Expectations
Students are expected to attend class, read assigned course materials before class, and participate in classroom discussions. Students are also expected to weekly visit the CANVAS course website, check updates from the professor and follow discussions. Also, you are expected to be respectful of fellow classmates in discussions and lectures, be curious and open-minded about others’ and one’s own perspectives, and cultivate an environment for mutual growth through collaboration and dialogue.
Communication
The preferred mode of communication for inquiries, etc. is through email. I will respond to your email within two business days (48 hours, except weekends and holidays). Where possible, consult the course outline prior to emailing since often the information is there. Course material will be reviewed in class only. Please include “SOCY3359” in the subject line of the email.

Academic Support
Online Writing Lab (OWL): The OWL is a branch of the Connors Family Learning Center’s writing tutorial services. Staffed by graduate and undergraduate readers trained at responding to the work of their peers both critically and constructively, the OWL provides free tutoring assistance to the Boston College community. As with in-person tutoring, their mission is to help students improve their writing at the global level, with attention to argument, organization, and effectiveness, rather than extensive grammatical and syntactical revisions. I strongly recommend that if you are submitting to the OWL for the first time that you begin by reading their Frequently Asked Questions page. The FAQ and other OWL information is at: http://www.bc.edu/content/bc/libraries/help/tutoring/writing/owl.html

Academic Dishonesty
Academic dishonesty is not qualitatively different from other types of dishonesty. It consists of misrepresentation by deception or by other fraudulent means. In an academic setting this may include any number of forms such as: copying or the use of unauthorized aids in tests, examinations and laboratory reports; plagiarism, i.e., the submission of work that is not one’s own or for which previous credit has been obtained, unless the previously submitted work was presented as such to the instructor of the second course and has been acceptable for credit by the instructor of that course; aiding and abetting another student’s dishonesty giving false information for the purposes of gaining admission or credit; giving false information for the purposes of obtaining deferred examinations or extension of deadlines. Academic dishonesty can result in serious consequences, e.g., the grade of zero on an assignment and/or more. It is your responsibility to understand what constitutes academic dishonesty. For more information consult: www.bc.edu/integrity

Course Text/Readings:
Readings: other course reading materials will be available via the CANVAS site in pdf format. All required readings must be completed prior to the corresponding class session.
Course Evaluation

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Percentage of Final Grade</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Two Reading Responses</td>
<td>15% (2×7.5%)</td>
<td>Due on the date the reading is discussed.</td>
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<td>(1\textsuperscript{st} RR: Oct.14; 2\textsuperscript{nd} RR: Nov.25)</td>
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<tr>
<td>Short Essay: Position Paper</td>
<td>10%</td>
<td>Due: Sept. 25 (before class starts)</td>
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<tr>
<td>Media Analysis Project (Group)</td>
<td>30% (15% Presentation +</td>
<td>Project Proposal: October 2</td>
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<td>15% Project Report)</td>
<td>Project Report: November 11,</td>
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<td>Group Presentation: November 13, 20</td>
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<tr>
<td>Final Take Home Exam</td>
<td>30%</td>
<td>Exam distribution: December 2</td>
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<td>Exam return due: 5:00PM, Dec. 11, 2014 EST.</td>
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<tr>
<td>In Class Participation</td>
<td>15%</td>
<td>Grade to be calculated following final lecture</td>
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Mandatory Format Requirements: Unless specified otherwise, all written work must;
- Include a Title Page with Student Name and Number
- Be double-spaced
- Use 12 pt Times New Roman font
- Use one inch margins all around
- Have all pages numbered
- Use paragraphs (point form notes are not acceptable)
- Use APA formatting for in-text citations and referencing (see APA Publication Manual, 6\textsuperscript{th} Ed.)

Policy on Late Assignments and Missed Deadlines
Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments are due in lecture on their due dates and you are required to hand in your assignment by the beginning of lecture on the due date. Emailed assignments will not be accepted. An assignment will be penalized with a 20% grade reduction per day, unless they are accompanied by a doctor’s note, or by other official documentation detailing a serious matter. The final examination is due on the stipulated date and time noted above with place T.B.D. For the Final Examination, 1 per cent of the student’s overall course grade will be deducted for each day (24 hour period) late without an acceptable and documented reason.

Appeals Process
You may ask for a grade reassessment on an assignment. This, however, is not an ordinary occurrence but an exception. Simply wanting a higher grade is not an acceptable reason for requesting a reassessment. If you believe that your assignment has been wrongly graded, explain why in a one-page, typed letter. Attach this to your graded assignment and hand it back to the professor by the next lecture. Your grade may go up, down, or remain the same. Grade reassessment decisions are final.
**Assignments—Specific Instructions**

**In Class Seminar Participation [individual]**

*Worth: 15%*

Your mark is based on a demonstration that you have read the weekly readings and are able to discuss them and relate them to other readings as well as practical or personal situations. Your success depends on close and careful engagement with the texts. Your participation in class is a crucial element of learning. Although there is an attendance-check for each lecture, what really counts is your active and meaningful participation.

**Reading Responses [individual]** (Due on the date the reading is discussed.)*

*Worth: 15% (2×7.5%) 1st RR due by October 14; 2nd RR due by November 25)*

What are they?

A reading response should first **summarize** one article or book chapter and then **provide a critical analysis** of the reading. What were the main findings and discussions? Do you agree? What did the author miss? How do the arguments hold up against or complement other articles or book chapters? You may want to include and deconstruct an important quote (with page reference), or refer to other works the author has written.

What is the format?

Your reading response should be **TWO** pages (double spaced, 12 pt font, excluding cover page and references or appendices). Every reading response **MUST** have your name, the date, and the full reference for the article to which you are responding. Have a cover page (required) and a separate page with your references (if needed) in **APA format** as the final page.

What is the grade based on?

You will be assessed on your ability to summarize the article or book chapter and provide a critical analysis. Also, it will be assessed on the quality of your writing (coherence, grammar, spelling, style) and **the ability to connect the reading to other class materials (e.g., lectures, readings, etc.).** You must hand in **TWO** reading responses before. Each will be marked out of 8%. You **MUST** hand in each reading response on the date the reading is discussed.

**Short Essay: Position Paper [individual]** (September 25)

*Worth: 10%*

Your short essay will be a **THREE-page** paper (double spaced, not including the cover page, references or appendices). Please follow the Mandatory Format Requirements). The short essay is about your own experiences and position/s in the society where you belong; the ways in which your gender, race/ethnicity, and other identity markers work around your sport/physical activity participation. What implications do the intersections of the identity markers and its various manifestations have for those interested in physical activity, exercise, and sport? How did the sport participation affect your life?

The best papers will be analytical rather than merely descriptive; offer a clear and focused discussion of their social positions in sport participation; state carefully developed thoughts and link the thoughts using class materials from previous weeks.
Media Analysis Project (Project Report and In-class Group Presentation) [group]  
Worth: 30% (15% Project Report + 15% Presentation)

The purpose of this project is to allow students to discover for themselves, using standard research techniques, the ways in which social inequalities are represented in the sport media complex. These analyses of American media sources are to be maintained in a data-base in order to provide a means to monitor changes towards more equality in American media coverage of sports.

There are two broad approaches possible for the collection of data from the sport/physical activity/exercise media—differences in quantity of media coverage for different population groups, and differences in quality of portrayal. Measurement of quantity involves counting such things as column inches in newspapers, minutes of TV coverage on, say, ESPN, number of times various types of individuals or sports have appeared on the cover of sports magazines, etc. Measurement of quality of coverage is a little more complex, and possibly more challenging because it involves the interpretation of meanings of variables such as appearance, dress, metaphor, gesture, written text, visual imagery, language, captions, photographic style, etc. This interpretive approach allows you to identify various themes underlying the images and messages of mediated sport. Among those that have been identified are: masculinity and femininity themes—the idea that women’s sports are less important than men’s sports; race themes—ideas about natural athleticism, etc. Others include: representations of social class, age, disability, etc. Further themes may be identified, and there are sub-themes to all of these themes. Many of the quality studies also include a quantity element.

[a] Become alert to all sport/physical activity/exercise media coverage. Buy newspapers or view them in the library or on-line, and retain copies that might be of interest to the group, and which deal with some aspect of social inequality. Be aware of major current sports events that have the potential to demonstrate some aspect of social inequality in media coverage.

[b] Select an issue your group would like to address (e.g., hegemonic masculinity and/or femininity, homophobia, racial segregation, inclusion and exclusion in sport, etc.). In selecting a problem to work on, try to be innovative. Appropriate media include American newspapers, magazines, television, radio, the internet and other new media, and even films and fiction. Potential topics should be discussed with the instructor. Each group will carry out a different project, so projects will be approved on a first come, first served basis.

[c] Identify how your group will gather data on the problem. Your sample need not be huge unless you plan to publish your findings published (a realistic goal!). A problem looking at quantity of coverage would require a larger sample to give your results validity (e.g., several months of The Boston Globe; a year of a sports magazine, a week of ESPN coverage in certain time slots). Research involving quality of coverage can have a much smaller sample, but involves more intensive scrutiny (although you would have to satisfy yourselves and the reader that the items—photographs, articles, advertisements, etc., are representative). Every effort will be made to equalize the workload between groups. Often, the best projects involve a combination of quantitative and qualitative data.

[d] Hand-in, and email (to establish a time priority), a one paragraph, typed proposal covering [b] and [c] above by Thursday October 2. Feel free to discuss ideas with me at any time.
[e] Collect and analyze data.
[f] Write up your paper ready to be handed in during class on Tuesday November 11. The text of your group’s paper (excluding title page, references and visual materials) should not exceed 12 pages. This is an exercise in “tight” writing. The paper is valued at 15% of your course grade. The paper should follow a normal research paper format:

Introduction
Review of Literature
Methodology
Results
Discussion
Conclusion
[* Some variation on this format may be warranted, depending on your topic and data—discuss variations with me.]
[* Conclude with a thoughtful section on how the issue could be portrayed differently to represent greater equality/inclusion]
[* All sources of data (e.g., video/audio/clips, newspaper clippings, photocopies of published material, etc.) are to be handed in with the report.]
[* Mutilation of library materials will result in a grade of “0” for the project]

[g] Prepare a (~15 minutes) presentation to be presented in class on November 13 and 20. All group members are expected to be involved in the presentation. Because of the limited amount of time available for the presentation, it is important that the group be well-prepared, and develop an efficient method of presenting information to the audience.

[h] Ensure that the expectations and responsibilities of group members are clearly outlined from the beginning of this project. Each group will be expected to submit a Group Presentation Distribution Form where group members will indicate whether group members have participated equally on the final project. The grade for this assignment will be distributed equally among members unless otherwise noted on the Group Presentation Distribution Form.

**Final Take Home Examinations [individual]** (5:00PM, December 11, 2014 EST.)

Worth: 30%

The final examination will be distributed in lecture on Tuesday December 2, and must be returned to the professor by 5:00 p.m. on Thursday December 11. It will involve a series of short essays in which students are asked to demonstrate a comprehensive knowledge of all aspects of course materials (lectures, readings, videos, assignments and other materials as appropriate). Answers must be thoroughly researched. More details will be given during the term.

I may submit your Final Exam to Turnitin, an Internet-based service that scans submitted works for similarity to material that may have been copied from public web-sites, etc., including essays and assignments submitted previously to Turnitin. The service is able to detect strings of words as short as eight in its digital database. Of course, it is expected that your paper will comply with the college’s mandate for academic honesty and integrity.
Lecture Outline—Overview of Topics and Required Readings

(Readings are subject to change.)

INTRODUCTION: SPORT IN SOCIAL THOUGHT

Week of September 1
A. Course Introduction and Syllabus Overview
   - Introduction to each other, establishing a learning, re-searching community for the
course, and imagining the course.
B. Seeing Sports as Social Phenomena (what is sport?)
   - Reading: Coakley Ch. 1
   - Film and Discussion: The Ultimate Athlete: Pushing the Limit by Discovery Channel

Week of September 8
A. North American Culture and Values in and through Sports
   - Reading: Sage & Eitzen (2013, 9th ed.) Ch. 3 (pp. 47-60)—available via the CANVAS

September 10. Last Date for Undergraduates to drop/add a course

B. Viewing Sports from a Sociological Perspective
   - Reading: Coakley Ch. 2

SPORT, SOCIALIZATION, AND YOUTH

Week of September 15
A. Sport and Socialization
   - Reading: Coakley Ch. 4
B. Who Plays Sports and What Happens When People Play Sports?
   - Reading: (Coakley Ch 5 is recommended)
   - Film and Discussion: Investigative Reports: Playing To Extremes by A&E (2006)

GENDER AND SPORT

Week of September 22------------------------Short Essay: Position Paper Due (September 25th)
A. Social Construction of Gender
   - Reading: Martin, E. (1991). The egg and the sperm: How science has constructed a
   romance based on stereotypical male-female roles. Signs: Journal of Women in
   Culture and Society, 16 (31), 485-501.

Week of September 29------------------------Group Project Proposal Due (October 2nd)
B. Gender and Power Relations in Sport
   - Reading: Coakley Ch. 8
   - Reading: McDonald, M.G., & Birrell, S. (1999). Reading sport critically: A

Week of October 6
C. Naturalization of Gender in and through Sport

INTERSECTING INEQUALITIES OF RACE, CLASS AND SPORT

Week of October 13
A. Race Relations and White Privilege in Sport
   - Reading: Coakley Ch. 9

Week of October 20
B. Social Opportunity, Structural Inequality and Sport
   - Film and Discussion: The Ultimate Athlete: Pushing the Limit by Discovery Channel

Week of October 27
C. Sport Media and Reproduction of Racial Other

COMMERCIALISATION AND SPORT

Week of November 3
- Reading: Coakley Ch. 11

November 6—NO CLASS due to professor’s academic activity

SEXUALITY AND SPORT

Week of November 10
Group Project Report Due (November 11th)
Group (1,2,3) Presentation Week I (November 13th)
VIOLENCE, PAIN AND DIS/ABILITY IN SPORT

Week of November 17-----------------------------------------------Group (4,5,6) Presentation Week II (November 20th)

CONCERNS FOR SOCIAL CHANGE THROUGH SPORTS

Week of November 24-----------------------------------------------2nd Reading Response Due (November 25th)
- Reading: Coakley Ch. 16

November 27—NO CLASS, Thanksgiving Day

CONCLUSIONS and REVIEW FOR FINAL EXAM

Week of December 1
A. Conclusions
B. Review for Final Take-Home-Exam