Boston College SOCY3359.01—Sport in American Society
Fall 2016
Monday/Wednesday 1:30pm – 2:45pm
Location: Gasson Hall 303

Professor: Kyoung-yim Kim, Ph.D.
Office: McGuinn Hall 426
Office Phone: (617) 552-4134
Email: kyoung.kim@bc.edu
Office Hours: W 3:00-4:00 and by appointment only

Course Description:
This course provides a critical entry point into the sociology of sport in American society that examines the sociological role of sport in the making of American society and culture, and vice-versa. Given the special emphasis on social inequality in sport, the purpose of the course is to better understand sport as social and cultural phenomena, and to analyze the dynamic interplay of economic, political, historical and other forces within which forms of sport and physical activity have been developed, implemented and contested in America.

The course meets on a weekly basis and takes a seminar format. That is, students are expected to have completed the required readings, and be ready to discuss them and the issues they raise. The specific objectivities are: a) to critically analyze and evaluate sports from a sociological perspective; b) to introduce core concepts, key debates and theoretical perspectives on social inequality in American sport and physical activity, and; c) to develop skills for critical evaluation, written expression, and oral discussion in order to be able to understand, assess, criticize and communicate effectively the ideas, concepts, perspectives and arguments addressed in the course lectures and readings.

Communication:
Preferred mode of communication for inquiries, etc. is through email. Where possible, consult the course outline prior to emailing since often the information is there. Course material will be reviewed in class only. Every effort will be made to respond to emails within one to two business days. 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:
Academic Integrity:
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: http://www.bc.edu/offices/stserv/academic/integrity.html

Course Text/Readings:
Required Text: Jay Coakley. Sports in Society: Issues and Controversies. (11th ed.).—this is available in the BC Bookstore and elsewhere
Additional Readings: other course reading materials will be available via the Canvas site in .PDF format. All required readings should be completed prior to the corresponding class session. This is a mandatory requirement of the course.

Course Evaluation:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Percentage of Final Grade</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Conversation Starters</td>
<td>15%</td>
<td>3 times per student. Due on the date the reading is assigned and discussed (5% each)</td>
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<tr>
<td>Essay: Position Paper</td>
<td>20%</td>
<td>Due September 26</td>
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<tr>
<td>Group Project</td>
<td>30%</td>
<td>Project Proposal due Oct. 3</td>
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<td></td>
<td></td>
<td>Group Presentation (15%): TBD</td>
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<td>Project Report (15%): TBD</td>
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<tr>
<td>Final Take Home Exam</td>
<td>20%</td>
<td>12:00PM, Thursday, December 15, 2016</td>
</tr>
<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 pages numbered
- Use paragraphs (point form notes are not acceptable)
- Use APA formatting for in-text citations and referencing (see APA Publication Manual, 6th Ed.)
Disability Statement:
Boston College is committed to providing reasonable accommodations and integrated access for students with disabilities to all available academic, social, and recreational programs and activities. Appropriate support and referral services are provided by the Disability Services Office, which serves students with hearing, visual, mobility, medical, and psychiatric disabilities.

If you are a student with a documented disability seeking reasonable accommodations in this course, please contact Kathy Duggan, (617) 552-8093, dugganka@bc.edu, at the Connors Family Learning Center regarding learning disabilities and ADHD, or Paulette Durrett, (617) 552-3470, paulette.durrett@bc.edu, in the Disability Services Office regarding all other types of disabilities, including temporary disability.

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.

Class Conversation Starters [individual]
Worth: 15% (3 conversation starters per student, 5% for each starters)
Each student is expected to come to class each day with a conversation starter based on the readings for the class. This will start on the Week of February 2. A conversation starter is a few sentence reaction to the readings that will engage your classmates. The format for conversation starters is informal. They can consist of a few sentences reacting to a reading (or part of a reading) that you liked, that you disliked or, that you didn’t fully understand. Each day will choose students to introduce their conversation starters (present it to the class) as a way to begin our discussion of the readings.

Periodically throughout the class you will be asked to turn in your conversation starters. As a result you should make sure your conversation starters are written out before coming to class. You do not need to type them, just make sure I can read them. Make sure when you turn in your conversation starter your name is on the sheet of paper. I also recommend that you either write or type them on paper separate from your notes, so that you are not turning in your notes.

Each day there are readings I will randomly select a set of students who will turn in their conversation starters. Each student will be chosen 3 times throughout the semester. If you are not in class the day your name is selected you will not receive credit for that particular conversation starter. There are no make-ups. I will not take conversation starters e-mailed to me preemptively or after class. You must be in class to receive credit!

In class, 5 minutes will be given to those who are selected as conversation starters for the day. You can use the time to share your reaction to the readings, and/or ask questions to offer class discussions based on the readings.

Short Essay: Position Paper [individual] (September 26)
Worth: 20%
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 position/s in the society where you belong; the ways in which your gender, race/ethnicity, and other identity markers work. What implications do the intersections of the identity markers and its various manifestations have for those interested in physical activity, sport, exercise and health?

The best papers will be analytical rather than merely descriptive; offer a clear and focused thesis statement, with close attention to defining terms that are key to the argument; feature carefully developed thoughts and linking sections of the essay; connect ‘race and gender’ to other identity categories; have no spelling, grammar, or other editorial mistakes.
Group Project (Presentation and a Final Report) [group] (By selected date)
Worth: 30% (15% Presentation + 15% Final Report)
The purpose of this project is to allow students to employ field research in an examination of how gender, race, and other identity marker/s are materially produced in real world sport, physical culture and health contexts. Students will be expected to use qualitative research techniques to examine a particular sport, physical culture or health-related practice and to identity how gender, race, and other identity markers intersect in the time and space, as well as how those shape practitioners’ and/or participants’ experiences in those particular contexts.

Each group will investigate a different site and practice, so projects will be approved on a ‘first come, first served’ basis. Project proposal must be approved by the course instructor via email before October 3. In your proposal to the instructor, include your area of interest (e.g., healthcare, education, recreation, corporate wellness, public health, international development, high performance sport, etc.) and the reason for choosing the particular site.

After receiving approval for your chosen site, be sure to review the literature regarding race, gender, and other social identity markers in the field; and provide the instructor with a proposed initiative, program, protocol, etc. (demonstrate your engagement not only with class readings, but with lecture material and the fruits of your own research. A minimum of 8 sources should be used; these should primarily be books and refereed journal articles. This is required before beginning your research project. Your essay MUST include a reference list in APA format as a separate, final page.)

i) Chose a particular site where the group is able to witness a sport, physical cultural or health-related practice.
ii) Interrogate how gender, race, and other identity markers intersect, how it is produced, reproduced and performed within those particular spatial contexts.
iii) Papers should:
   a. Describe the sport, physical cultural or health-related practice the group has chosen to examine
   b. Discuss what the group had expected to find prior to the examination of the particular practice.
   c. Compare and contrast student expectations of the particular practice with actual experiences from the field.
   d. Apply theoretical frameworks introduced in course lectures, readings and materials to describe, explore, and/or explain what the group has encountered within the field.
   e. Theorize any differing experiences, expectations and/or results found among group members.

Presentation (20 minutes): students will present the result of the field research. Students will be evaluated by the professor, and will receive peers’ constructive comments/responses. The presentation contents include: Introduction; Literature Review; Methods; Results; Discussion and Recommendation.

Final Report (12 pages double spaced, not including references or appendices, or cover page. Please follow the Mandatory Format Requirements). Based on the field research presentation results and feedback received during the presentation, students will produce a final report. Due date is TWO-weeks post presentation at the beginning of class.

CAUTION: 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] (12:00PM, Thursday, December 15, 2016)
Worth: 20%
The final examination will be distributed in lecture on December 7, and must be returned to the professor by 12:00 p.m. on Thursday, December 15. 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 data base. 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 (Week of Aug. 29, Sept.5)

Week of August 29
A. Sociology and the Sociology of Sport: Why Study Sports?

B. Introduction to each other, establishing a learning, re-searching community for the course, and imagining the course.
Reading: - Coakley Ch. 1

Week of September 5
Monday, September 5. NO CLASS—Labor Day
A. Introducing a Sociological Perspective to sport
Reading: - Coakley Ch. 2

SPORT, SOCIETY, AND GENDER

Week of September 12
A. Naturalization of Gender in and through Sport

Week of September 19
B. Social Construction of Gender

**Week of September 26**

**Short Essay: Position Paper Due (September 26th)**

C. Gender and Power Relations in Sport
- Reading: Coakley Ch. 7

**Week of October 3**

D. Knowledge Production and Power Relations in Sport

**INTERSECTING INEQUALITIES OF RACE, CLASS AND SPORT**

**Week of October 10**

Monday, October 10. NO CLASS—Columbus Day

A. Race Relations and White Privilege in Sport

**Week of October 17**

B. Social Opportunity, Structural Inequality and Sport

**Week of October 24**

C. Sport Media and Reproduction of Racial Other
- Film and Discussion: On The Ropes by Burstein & Morgen (1999)

**COMMERCIALISATION AND SPORT**

**Week of October 31**
Wednesday, November 2. NO CLASS—Professor’s Academic Activity

- Reading: Coakley Ch. 11. Sports and the Economy: What are the characteristics of commercial sports?

SEXUALITY AND SPORT

Week of November 7-------------------------------Group Presentation Week 1


Week of November 14-------------------------------Group Presentation Week 2


VIOLENCE, PAIN AND DIS/ABILITY IN SPORT

Week of November 21

Wednesday, November 23. NO CLASS—Thanksgiving Holidays


CONCERNS FOR SOCIAL CHANGE THROUGH SPORTS

Week of November 28

- Reading: Coakley Ch. 16

CONCLUSIONS and REVIEW FOR FINAL EXAM

Week of December 5

A. Conclusions