

Course Outline

COURSE: KIN 15 **DIVISION:** 40 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2021 **CURRICULUM APPROVAL DATE:** 06/09/2020

SHORT TITLE: SPORTS AND SOCIETY

LONG TITLE: Sports and Society

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

This course examines the role of sports in society. It will look at how sports influences and shapes the world by investigating the historical, social, economic and political impact of sports on society.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

05 - Hybrid

71 - Dist. Ed Internet Simultaneous

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Identify and trace the historical influences of sports on the United States and International sports programs.

Measure of assessment: project, discussion, exam

Year assessed, or planned year of assessment: 2017

Semester: Spring

2. Compare and contrast social and cultural factors that influence sports across the globe.

Measure of assessment: oral report, exam

Year assessed, or planned year of assessment: 2017

Semester: Spring

3. Describe the effects of sports on economies around the world

Measure of assessment: case study, exam

Year assessed, or planned year of assessment: 2017

Semester: Spring

4. Analyze how governments and global political processes influence sports.

Measure of assessment: project, exam

Year assessed, or planned year of assessment: 2017

Semester: Spring

5. Summarize sports deviance across cultures in a global society.

Measure of assessment: case study, discussion, exam

Year assessed, or planned year of assessment: 2017

Semester: Spring

6. Identify the role of sports in society and the factors affecting sports around the world.

Measure of assessment: project, discussion, exam

Year assessed, or planned year of assessment: 2017

Semester: Spring

7. Examine and explain minority, cultural and ethnic contributions to sports in a global society.

Measure of assessment: report, exam

Year assessed, or planned year of assessment: 2017

Semester: Spring

CULTURAL DIVERSITY:

This course meets the cultural diversity requirement.

Student Learning Outcomes supporting Cultural Diversity: 2,3,4,5,6,7

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 06/09/2020

Meets Gavilan GE requirement for Area F - Cultural Diversity.

Initial Approval Date: 09/26/2011

CONTENT:

4 Hours

I. Introduction

A. Traditional

and alternative definitions of sports.

B. Position that sports occupy across different world cultures.

C. Social theories of sports.

D. Cross cultural analysis of how sports affects, influences and shapes culture and global attitudes around the world.

E. Characteristics of sports across different cultures and societies.

Student Performance Objectives

(SPO): Identify the key concepts. Describe the two different approaches to defining sports and explain the pros and cons of using each when studying sports in society. List reasons why it is important to study sports from a sociological perspective. Explain the connection between sports and ideologies related to gender, race, and social class.

Out-of-Class Assignments: Read corresponding chapter in textbook. Complete homework pre-test on your knowledge of sociology of sport.

6 Hours

II. Historical Influences

A. Games in Ancient Greece, Rome and Europe.

B. Influence of

the Renaissance, Reformation and Enlightenment.

C. Olympic Games: Impact on international politics

1. Social and cultural context throughout their history.

2. Olympic

games as a platform to promote and advance political and economic goals.

III. Early American beginnings

A. Pre-Columbian and Colonial traditions in North America.

B. The early Nineteenth Century: Industrialization and Technology.

C. The later Nineteenth Century: The beginnings of modern society.

D. Urbanization.

Student

Performance Objectives (SPO): Explain why the meaning, purpose, and organization of sports vary by time and place through history. Identify the major changes that occurred in the meanings, purpose, and organization of sports as the United States changed from an agricultural to an industrial society.

Out-of-Class Assignments: Read corresponding chapters in textbook. Class project scenario.

3

Hours

IV. Role of sports in the socialization process

A. Becoming an athlete.

B. Burnout.

C. Sports and its relationship to improved health and well-being.

D. Effect of

sports on social and cultural lives.

E. Social status of sports participants across different cultures.

Student Performance Objectives (SPO): Define socialization and explain why it is important to study the process. Provide examples to explain how people become involved, stay involved, or drop out of sports participation. Explain what sociologists mean when they say that socialization is a community and cultural process.

Out-of-Class Assignments: Read corresponding chapter in textbook. Sportography assignment.

3 Hours

V. Youth Sports

A. Development of organized youth sports.

B. Major trends in youth sports.

C. Informal vs. formal experiences in youth sports.

D. Social and cultural factors that influence youth sports.

Student

Performance Objectives (SPO): Identify the sponsors of organized youth sports and explain why children's sport experiences may vary depending on who sponsors their sport programs. Explain why alternative sports have become increasingly popular among many young people today. Discuss the social and cultural factors that influence youth sports today.

Out-of-Class Assignments: Read

corresponding chapter in textbook. Youth sport observation project.

7.5 Hours

VI. Interscholastic Sports

A. High school athletes.

B. Sports culture in high school.

C. The

economy of high school sports.

VII. Intercollegiate Sports

A. Collegiate athletes.

B. Grades and graduation rates.

C. Academic vs. Athletic demands.

D. Diversity of athletic experiences.

E. Commercialization.

Student Performance Objectives (SPO): Identify and critically discuss the arguments for and against interscholastic sports.

Discuss the ways that varsity sports and sport participation influence student culture and the overall social organization of high schools in the United States. Explain the conditions under which interscholastic sports may be valuable in high schools and in the lives of students who play sports. Discuss what research tells us about the experiences of intercollegiate athletes and how participation in intercollegiate sports is related to grades and graduation rates. Access popular ideas about the benefits of sports in colleges. Identify major problems associated with intercollegiate sports, and critically discuss recommendations for dealing with them.

Out-of-Class Assignments: Read corresponding chapter in textbook. Written class assignment on high school or

college sports. Interview of college student athlete about their intercollegiate sports experience. Complete case study.

7.5 Hours

VIII. Deviance in Sports

A. Sport ethic.

B.

Different social structures.

- C. Deviance off the field.
- D. Definition of sports deviance across cultures.
- E. Health and other related issues.
 1. Eating disorders.
 2. Performance enhancing drugs.
 3. Physiological, social and psychological considerations.
- F. Violence, on and off the field, and across different cultures.
 1. Contemporary culture of violence.
 2. Aggression theories and research related to sports.
 3. Spectator violence.

Student Performance

Objectives (SPO): Define violence and distinguish it from related behaviors such as aggression and intimidation. Identify historical trends in on-the-field violence and spectator violence. Explain the connections between violence in sports and the following: commercialization, masculinity, social class, and race. Explain when and how athletes learn to use violence as a strategy in sports.

Summarize research on whether violent strategies used in sports carry over to the rest of athletes' lives.

Out-of-Class Assignments: Read corresponding chapters in textbook. Complete case studies and be prepared to discuss in class.

4.5 Hours

IX. Gender and Sports

- A. Participation among genders.
- B. Title IX - The Educational Amendments Act of 1972.
- C. Gender ideology in sports and society.
- D. Gender participation across cultures.

Student Performance Objectives (SPO): Discuss the history of gender equity in connection with Title IX. Analyze the extent to

which gender inequities continue to exist in sport participation opportunities, support for athletes, and jobs for women in sports. Explain why gender equity is an important issue for both women and men. Identify strategies that might be used in changing ideology and culture so that gender equity might be achieved in sports.

Out-of-Class Assignments: Read corresponding chapter in textbook.

Individual or group project on gender and sport participation.

4.5 Hours

X. Race and Ethnicity and its effect on sports

- A. Participation among racial and ethnic minorities.
 1. African Americans
 2. Mexican Americans
 3. Asian Americans
- B. Minority and ethnic contributions to sports.
- C. Dynamics of racial and ethnic relations in sports.
- D. Global analysis of racial and ethnic participation in sports.

Student Performance Objectives (SPO): Define race and ethnicity. Outline major themes in the history of sport participation among:

African Americans, Latinos/as, and Asian Pacific Americans. Identify the major challenges related to race and ethnic relations in sports today.

Out-of-Class Assignments: Read corresponding chapter in textbook. Complete assigned student discussion worksheet.

3 Hours

XI. Sports and the Economy

- A. Social Class and sports participation.
- B. Sports as a business around the world.
- C. Commercialization of sports around the world.
 - 1. Professional.
 - 2. Amateur.
- D. Effect of sports on economies around the world.

Student Performance Objectives (SPO):

Identify the conditions under which commercial sports emerge and grow in a society. Explain how class relations are related to the growth of commercial sports in societies and around the world today.

Identify economic and ideological reasons why sports have become popular in society today. Explain how commercialization affects the rules, culture, and organization of sports. Identify differences in the legal status of professional and amateur athletes. Identify patterns in the income received by professional and amateur sports, and explain why the range of incomes received by athletes is so great today.

Out-of-Class Assignments: Read corresponding chapter in textbook. Complete worksheet and/or case study.

3 Hours

XII. Media and Sports

- A. Radio and television.
- B. Newsprint.
- C. Internet.
- D. The profession of Sport Journalism.
- E. Effect of different sports media on culture and society.
- F. Differences among sports media across nations and cultures.

Student Performance Objectives (SPO): Identify the major forms of the media, what they provide to people, and the influence of commercial forces on media content. Identify

factors that influence the images and narratives represented in the media. Identify the ways that economics and ideology influence the relationship between sports and the media around the world.

Describe the major differences in the ways that men and women and blacks and whites are represented in media images and narratives.

Out-of-Class Assignments: Read corresponding chapter in textbook.

Class project on sports and the media.

3 Hours

XIII. Politics and Sports

- A. Sports as a propaganda vehicle.
- B. Facilitating economic and social development.
- C. Sports and the global political process.

Student Performance Objectives (SPO): Identify reasons why governments become involved in sports. Provide examples of government intervention that has influenced who

participates in sports under what conditions. Explain the connections between cultural ideology and the sponsorship of sports. Give examples of politics in sports, and explain why politics will always be a part of sports.

Out-of-Class Assignments: Read corresponding chapter in textbook and complete discussion worksheet.

1.5 Hours

XIV. Sports in the Future

A. Envisioning

possibilities.

B. Current trends and the factors influencing them.

Student Performance Objectives (SPO): Discuss the ways that various models of sports can be used to envision

possibilities for the organization of sports in the future. Identify major trends that will characterize changes that will occur in sports over the next twenty to thirty years. Identify the major factors that will influence the trends and changes in sports in the future.

Out-of-Class Assignments: Read corresponding chapter in textbook. Complete post-test on your knowledge of sociology of

sport and do a "before and after" comparison of your scores.

2 Hours

Final

METHODS OF INSTRUCTION:

lecture, discussion, multimedia presentations, collaborative learning

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 40.00 %

Percent range of total grade: 40 % to 60 % Written Homework; Essay Exams; Term or Other Papers

Objective examinations

Percent of total grade: 20.00 %

Percent range of total grade: 20 % to 40 % Multiple Choice; True/False; Matching Items; Completion

Other methods of evaluation

Percent of total grade: 20.00 %

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

Coakley, Jay. Sports in Society: Issues and Controversies, 12th Edition, or other appropriate college level text.. McGraw-Hill Education,2016.

ISBN: 9780073523545

Reading Level of Text, Grade: 13th Verified by: Publisher

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV F, effective 201230

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201230

UC TRANSFER:

Transferable UC, effective 201230

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: KIN

CSU Crosswalk Course Number: 15

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours: 3

Minimum Hours: 3

Course Control Number: CCC000545379

Sports/Physical Education Course: Y

Taxonomy of Program: 127000