

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** SOAN 323
2. **Course title:** Sociology of Sports
3. **Abbreviated title for class schedule** (30 characters or less): Sociology of Sports
4. **Credit hours: 4**
(note: if credits are variable, list range of credits (e.g. 1-8 credits))
5. **Catalog description:**
This course goes beyond the discussion of individual athletic prowess or the synergy of championship teams and explores the interplay between sports, culture and other social institutions. While athletic competitions highlight the positive values of hard-work, teamwork, motivation, perseverance, and resiliency, the sociological perspective differs from commonsense perceptions about sport and society. We will explore how sport intersects with social issues such as racism, sexism, elitism, exploitation and violence.
6. **Prerequisites (to add each additional prerequisite, start a new line):**
(See attached Note for samples)

A. (course prefix, (space) and number)	or	or	or	or
B. (course prefix, (space) and number)	or	or	or	or
C. (course prefix, (space) and number)	or	or	or	or
7. **Co-requisites (including labs, if any):**

A. (course prefix, (space) and number)	or	or	or	or
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8. **Major/Class restrictions:** Please indicate any class or major restrictions: Junior standing or above.
9. **Is course repeatable?** No
10. **Labs requirements:** If course includes a lab: # of hours lecture: ; # of hours lab:
11. **Fees:** List any course fees: None
12. **Grade Mode:** Graded only: Pass/No Pass only: Option: X
13. **CIP Code:** Six-digit CIP code (check with your Division Director): 45.1301

14. Special qualifications; Is course proposed for (yes/no):

A. University Studies? If yes, list Strand(s) **Yes, J-strand**

B. Honors? **No**

15. Cross-listing: List any cross-listing (and please complete the Cross-list proposal form at <https://inside.sou.edu/provost/curriculum.html>): None

16. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course?

There are several strategic reasons for offering a sociology of sport course at SOU. First, SOU has a commitment not only to provide the best learning environment for its general student population, but also those who are athletically inclined and represent the university in sports. Providing the first course of its kind at SOU will demonstrate that sports is an intricate component of the SOU culture and society as a whole. Second, having our student and non-student athletes gain a comprehensive understanding of the interaction between sports and society will improve the competitive advantage of our students who wish to pursue careers and higher education in sport related disciplines. Thirdly, and more specific to student-athletes, offering a course where SOU teammates irrespective of majors can interact in a class setting, allows for stronger comradery and teambuilding, as student-athletes can address in a critical and safe space, social issues that have impact on training, competing and ultimately succeeding in the various sporting competitions.

B. **Alignment:**

1. How does this course align with the unit's mission plan?

Sociology and Anthropology attempt to critically understand identity, behavior, culture, power and social change. This course explore all these things in the context of sports.

2. How does the course fit into the rest of the unit's curriculum?

This class reflects a long standing interest of two faculty members and allows us to explore sociological perspectives with students in another popular institutional sphere that is not current covered in our curriculum.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 **20**; Year 2 **25**; Year 3 **30**

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? Dr. Larry Gibbs or Dr. Mark Shibley
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations.

Dr. Gibbs would teach this course initially as a summer offering. It is anticipated that this course may be incorporated into his normal teaching load in the future.

- c. If additional faculty members are needed, how will that need be met?
None needed.

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. **N/A**

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course?
Yes
- b. Are any other resources needed to support this course? **No**
If so, please explain how they will be obtained.

E. External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university? This course will be taught in the summer and is designed to be available particularly for students-athlete, and we are applying to University Studies to make this a Strand J--Diversity and Global Awareness course.

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? **No**

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (see attach syllabus for SOAN 323)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts

D. Course format

E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

Signature of Division Director

Date

4/29/16

SOAN 323: SOCIOLOGY OF SPORT
DEPARTMENT OF SOCIOLOGY & ANTHROPOLOGY
SOUTHERN OREGON UNIVERSITY
SUMMER 2019 [July 22-August 15]

Course Information

Instructor: Dr. Larry Gibbs
Lecture Room: Taylor Hall (TA) 228
Lecture Times: M/T/W/Th 9:00 am – 11:45 am
Office: 214 Taylor Hall
Office Hours: M/T 1:30 pm - 2:30 pm and by appointment
Email: gibbsl@sou.edu

Course Description:

Sport impacts all areas of society. It crosses social class, educational levels, and various language groups. To this end, sports is a powerful communication tool. To sociologically understand sports, mean to investigate sports from the participant, spectator, team, and society perspectives. Sports highlight the positive values of hard-work, teamwork, motivation, perseverance, resiliency and can literally reshape the foundation of a community. On the other hand, social issues such as racism, sexism, elitism, exploitation and violence are highlighted and reinforced through sports. This course goes beyond the discussion of individual athletic prowess or the synergy of championship teams and explores the interplay between sports, culture and other social institutions. Understanding how the sociological perspective differs from commonsense perceptions about sport and society, will help students appreciate sport in a new way.

Course Objectives:

Following the completion of this course, students should be able to:

- Discuss what constitutes a sport and analyze sports from a sociological perspective.
- Explore the relationship between sports, culture, media and society.
- Understand the relationship between sports and race/ethnicity, gender, class and disability.
- Use sociological concepts and theories to pose questions relating to sports.
- Analyze the association between social institutions and sports.
- Assess controversies in sports from a sociological perspective.
- Examine the structure of national and international sporting organizations.
- Construct and articulate arguments relating to sports using written and oral forms of communication

Possible Texts:

- Coakley, Jay. 2017. *Sports in Society: Issues and Controversies*, 12th Edition. New York: McGraw-Hill Education. ISBN: 978-0-07-352354-5

- Delaney, Tim and Tim Madigan. 2015. *Sociology of Sport: An Introduction, 2nd Edition*. North Carolina: McFarlane and Company, Inc., Publishers. ISBN: 978-0-7864-9767-6
- Sage, George., D. Stanley Eitzen and Beck Beal. 2018. *Sociology of North American Sport*, 11th Edition. New York: Oxford University Press. ISBN: 978-0-1908-5410-2

Moodle:

Moodle will be used for posting of the syllabus, supplementary reading materials, outlines, grades, and other important course information and updates. If you need help navigating this site and/or have technical difficulties, contact the **SOU Student Help Desk** during their hours of operation by calling (541) 552-6900 or emailing helpdesk@sou.edu. Please note, computer access is a requirement for this class.

SOAN Learning Outcomes:

- Our graduates will be able to describe and explain how people, culture, social institutions, power-relationships and environment interact across time and space (**Knowledge**).
- They will be able to document, analyze and interpret patterns in culture and society (**Skill**).
- Our graduates will be able write and speak effectively (**Skill**).
- Finally, they will practice ethical and civically engaged anthropology and sociology (**Disposition**)

Course Assessments:

	Percent of Grade
Class Attendance	5.0
Individual & Group Class Participation	15.0
Chapter Quizzes	15.0
Sportography	10.0
Mini-Papers	20.0
Position Paper	15.0
Final Exam	20.0
Total	100.0%

Grading Scale (%):

A 100 - 93 B+ 87-89.9 C+ 77-79.9 D+ 67-69.9 F <=59.9 or below

A- 90 - 92.9 B 83-86.9 C 73-76.9 D 63-66.9
B- 80-82.9 C- 70-72.9 D- 60-62.9

Class Attendance:

Class attendance is very important. I allow for one unexcused/excused absence (I do not differentiate). If you miss a class, it is your responsibility to acquire notes from another classmate. If you miss 4 or more classes (25% of the term), it is unlikely that you will pass this course.

Individual & Group Class Participation:

Each student will serve as a co-discussion leader presenting a summary of an assigned reading(s), after which the discussion will be opened to the class. Students (individual and group) will complete other class assignments. These include short summary papers (1-pagers), role-plays, debates, and discussions (which serve as participation points).

Chapter Quizzes:

Each week, students are required to complete a quiz covering chapters discussed during the week.

Sportography:

This is a critically reflective assignment in which you remember, describe, and analyze your sport experiences, the contexts in which they occurred, and the impact they had on you and others who were involved. This paper should be at least 2 pages long (12 font-double spaced).

Mini Papers:

Mini papers account for the larger proportion of your grade (30%). Each mini paper should reflect both your research and opinion on the paper's topic. You should also be prepared to discuss the ideas and findings with the class. Each paper should be at least 2 pages long (12 font-double spaced).

Position Paper:

Each student will choose a controversy relating to sports in the US and write a position paper explaining the controversy and supporting their position using current academic research and non-academic materials (5 pages, 12-font, double-spaced).

Final Exam:

The final exam (multiple-choice questions) covers content for the entire course. The use of notes and your textbooks are not allowed. No make-up exams will be given.

** More information will be provided for course assessments well in advance of due dates.

Course Conduct:

I place a high value on respectful conduct in the classroom, representing diversity and acknowledging different opinions and experiences. Respectful classroom conduct to both the

professor and your classmates covers a range of areas that most of you are familiar with. Here are some examples of expectations to support the best learning environment for everyone:

- ✓ Use electronic devices for class tasks only (*this does not include cellular phones*)
- ✓ Stay until the end of class time.
- ✓ Wait until the instructor is finished teaching to pack up possessions.
- ✓ Only students who have a medical necessity and who are registered with the Disability Resources Office can do any recording of the class.
- ✓ Minimize distractions to classmates (e.g. keep eating during lecture at a minimum), so that attention is directly given to lesson and participation in all classroom activities.
- ✓ Engage in productive dialogue, even on controversial issues; for example focus on ideas, theories, and evidence using respectful language toward people we disagree with.
- ✓ Complete and submit all course work on time.
- ✓ Maintain a copy of all work.
- ✓ Communicate any problems or concerns with the professor as soon as problems arise. DO NOT wait until the end of the quarter to say you had a problem.

Email Etiquette:

Many students are new to formal electronic communication; therefore, this is a good time to learn how to create a professional electronic presentation of self. Electronic communication with your professors, instructors, and other SOU personnel constitute formal, rather than conversational, correspondence. The style and tone of your emails should therefore be similar to business-style email correspondence. Therefore, structure your email professionally by beginning with the appropriate salutation (e.g., Good Morning/Day/Afternoon: President, Provost, Director, Professor, Dr., Mr., Ms., Mrs. (Last name) or the person's first and last name. Unless otherwise instructed, SOU personnel should not be addressed as Hey/Hey there/ Hey you/Hi/Hello/Yo/Howdy/what's up? (First name). If you are unsure, it is always best to use professional titles (e.g. Professor or Dr. and last name).

Likewise, if you prefer to be addressed by a different name other than what is listed on the official class roster, please inform me as soon as possible, so that you may be addressed appropriately. When emailing please identify the course name (i.e. SOAN XXX) and end the correspondence by signing your name. I generally respond to emails between 8:00 am - 3:00 pm, Monday-Thursday. However, if you have not received a response within 24 business hours, please send a follow-up email.

SOU Cares:

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <http://www.sou.edu/ssi>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct

or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

Statement on Title IX and Mandatory Reporting:

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use the confidential advising available at <http://www.sou.edu/ssi/confidentialadvisors.html>, or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form: https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L

SOU Academic Honesty Statement and Code of Student Conduct:

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited". Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another. Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct: http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

SOU Academic Support/Disability Resources:

It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability. If you are in need of support because of a documented disability (whether it

be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at (541) 552-6213 to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage at www.sou.edu/dr for more information. If you are already working with Disability Resources, make sure to request your accommodations through them for this course as quickly as possible to ensure that you have the best possible access.

Course Outline and Schedule:

All readings should be completed before class on the day they are assigned. This schedule is subject to changes based on our movement through the material.

	<u>Day</u>	<u>Date</u>	<u>Topic</u>	<u>Reading/Assignments/Exams</u>
W1	M	07/22	Introduction; Syllabus Review; History of Sport and Leisure	
	T	07/23	Sociology of Sport; Sports and Socialization	
	W	07/24	Sport and Socialization; Media and Sports	
	Th	07/25	Media and Sports	
W2	M	07/29	Gender and Sports	
	T	07/30	Gender and Sports; Social Class and Sports	
	W	08/31	Social Class and Sports; Age and Ability	
	Th	08/01	Race/Ethnicity and Sports	
W3	M	08/05	Race/Ethnicity and Sports; Economy and Sports	
	T	08/06	Economy and Sports; Politics and Sports	
	W	08/07	Politics and Sports; Religion and Sports	
	Th	08/08	Religion and Sports	
W4	M	08/12	National Sporting Organizations	
	T	08/13	International Sporting Organizations	
	W	08/14	Globalization and Sports	
	Th	08/15	Final Exam	
W5				