

# **KIN 385: Sociocultural Analysis of Physical Activity**

## **Course Syllabus: Fall 2009\***

**INSTRUCTOR:** Daniel Frankl, Ph.D., Professor

**Date/Time/Location:** MW 11:40 - 1:20 pm, PE 120 (Lecture/Discussion)

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### **I. COURSE DESCRIPTION (University Catalog 2009-11):**

Sociocultural analyses of sport, exercise, and other physical activities; focus on the United States and Canada (4.0 cr).

**II. PREREQUISITE(S):** PSY 150 and SOC 201; Pre- or Corequisite KIN 310.

### **III. STUDENT OUTCOMES:**

**Content Standards** -- Upon completion of this course students will achieve a critical understanding of the following questions:

- (1) Why are certain physical activities identified and designated as sports?
- (2) How do sports and sport participation affect our lives?
- (3) How do sports impact our ideas about masculinity, femininity, class inequality, race and ethnicity, work, fun, achievement, competition, individualism, aggression and violence?
- (4) How are the organization and meaning of sports connected with social relations in groups, communities, & societies?
- (5) How are sports connected with important spheres of social life in societies, e.g., family, education, politics, economics, media, & religion?

### **IV. COURSE OBJECTIVES:**

- ❖ Acquire a familiarity with the general scope and major tenets of sport sociology
  - Obtain a basic knowledge of the experimental and observational research methodologies in sport sociology
- ❖ Understand the dynamics of ethnic and cultural factors in American sport
  - Be able to critically analyze the current trends in the sport milieu and the dominant national conversation about sport and the family, education, economy, mass media, politics, and religion.
- ❖ Develop a sensitivity to and understanding of the nature of structural oppression in its various forms, e.g., racism, sexism, ageism, and homophobia.
- ❖ Acquire the requisite skills and knowledge to make practical applications from sport sociology theory and research to sport, play, and society
  - separating the “ought” from the “is” when addressing athlete, official, and spectator conduct in sports.

\*Adapted from Dr. Jay Coakley's -- SOC 330: Sociology of Sport (Spring, 2002) syllabus.

## **V. COURSE FORMAT AND REQUIRED COURSE MATERIALS:**

Lecture, large and small group discussion, class debates, videos, multimedia, and interactive Web based presentations. Students are expected to complete discussion worksheets prior to class and then participate in class discussions.

## **VI. POLICIES AND PROCEDURES:**

Attendance, punctuality, and active participation in class and lab sessions is expected. Students are responsible for class or additional reading materials whether present or not during actual lecture or lab sessions. There will be no make-ups for unannounced quizzes.

### **Statement of Reasonable Accommodation**

The School of Kinesiology and Nutritional Science faculty members fully support the 1990 American with Disabilities Act (ADA). The members of the faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Students with Disabilities (OSD) who needs and requests accommodation. The faculty may wish to contact OSD to verify the presence of a disability and confirm that accommodation is necessary. The OSD will arrange and provide for the accommodation. Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader, accommodation may be needed during class sessions and for administration for examinations. The intent of the ADA is requiring consideration of reasonable accommodation is not to give a particular student an unfair advantage over other students, but simply to allow a student with disability to have an equal opportunity to be successful.

**Cellular phones:** Cell phones should be turned off during class. A vibrating cell phone is still an activated cell phone. If you must answer a coming call or a text message, please collect your belongings leave the classroom and do not come back. I find the recent phenomenon of students wandering in-and out-of-class very disruptive to the learning environment. Students that must leave at any time before to the conclusion of a session (and did not discuss with the instructor their special circumstance before the beginning of class) will be marked as missing for that day. Thus, they will earn zero points for the daily active participation grade component. Please note that all of the above can simply be avoided by turning off your cell phone and/or by informing your instructor in the case of special circumstances.

### **Fall 2009 Furlough Statement**

In July of 2009, members of the California Faculty Association voted to allow the California State University Chancellor to impose unpaid furlough days for all professors and lecturers at all 23 Cal State Campuses. The purpose of furloughs is to minimize the need for faculty layoffs given the current budget crisis. At Cal State LA, this means that most professors and lecturers are required to take 6 days of unpaid leave each quarter, during which time they are prohibited from

performing any university work. For this fall 2009 quarter, I have designated the following dates as furlough days;

Friday, September 25 & Monday\*, September 28, 2009

Friday, October 16, 2009

Friday, November 20 & Wednesday, November 24, 2009

Friday, December 4, 2009

\* Regular KIN 385 class meeting cancelled on Monday, September 28, 2009

**REQUIRED TEXT:**

Coakley, J. (2007). Sport in society: Issues and controversies (9th ed.). Boston, MA: McGraw-Hill (recommended).

**Also acceptable are:**

Coakley, J. (2003). Sport in society: Issues and controversies (8th ed.). Boston, MA: McGraw-Hill

Coakley, J. (2001). Sport in society: Issues and controversies (7th ed.). Boston, MA: McGraw-Hill

**TENTATIVE CLASS SCHEDULE:**

**Week I:** (Classes begin on Thursday, Sep. 24, 2009)

**Week II** (Mon., Sep. 28): Regular KIN 385 class meeting cancelled on Monday, September 28, 2009 (Reading assignment for 9/30/09, Chapter 1 in Coakley, 2007, pp. 2-29)

**Week II** (Wed., Sep. 30): Introduction -- Sports as social phenomena (Reading assignment for 10/5/09, Chapter 2 in Coakley, 2007, pp. 30-53)

**Week III** (Mon., Oct. 5): Sociological Theories: Analyzing Sport Via Social Theories (Reading assignment for 10/7/09, Chapter 3 in Coakley, 2007, pp. 54-87)

**Week III** (Wed., Oct. 7): Studying the Past: Using sociology to understand sports in different times and different places. (Reading assignment for 10/12/09, Chapter 4 in Coakley, 2007, pp. 88-119)

**Week IV** (Mon., Oct. 12): Sports and Socialization: Who plays and how playing sports affects participants. (Reading assignment for 10/14/09, Chapter 5 in Coakley, 2007, pp. 120-149)

**Week IV** (Wed., Oct. 14): Sports and Children: Who's Winning? (Part I) Media Presentation--Youth Sports Documentary: "What Happened to Fun?" (Reading assignments for 10/19/09: Frankl, D. (2006). Youth sports: Innocence lost. Column - The New P.E. & Sports Dimension, <http://www.sports-media.org/> -- Indexed with SIRC—SPORTDiscus.

Frankl, D. (2004). Taming the beast: Excessive parental involvement in youth sports. Column - The New P.E. & Sports Dimension, <http://www.sports-media.org/> -- Indexed with SIRC—SPORTDiscus.

# Frankl, D. (2003). Should Elementary School Children Take Part in Inter-School Sports Competition? Column - The New P.E. & Sports Dimension, <http://www.sports-media.org/> -- Indexed with SIRC--SPORTDiscus.

# Frankl, D. (2002). Recruiting Practices in Youth Sports: Who's Winning? Column - The New P.E. & Sports Dimension, <http://www.sports-media.org/> -- Indexed with SIRC--SPORTDiscus.

Write a one- to two-page reaction to any one (just ONE) of the above articles and have it ready by Mon. Oct. 19, 2009 at 11:40 am.)

**Week V** (Mon., Oct. 19): Sports and Children: Who's Winning? (Part II)  
(Reading assignment for 10/21/09, Chapter 6 in Coakley, 2007, pp. 150-193)

**Week V** (Wed., Oct. 21): Deviance in Sports: Who's the Loser?  
(Reading assignment for 10/26/09, Chapter 7 in Coakley, 2007, pp. 194-231)

**Week VI** (Mon., Oct. 26): Violence in Sports: The Bad, the Very Bad, and the Ugly. (Reading assignment for 10/28/09, Chapter 8 in Coakley, 2007, pp. 232-279)

**Week VI** (Wed., Oct. 28): Gender and Sports: Breaking the Barriers.  
(Reading assignment for 10/27/08:  
Frankl, D. (2005). Gender Bias in Sports: Separate and Not Equal. Column - The New P.E. & Sports Dimension, <http://www.sports-media.org/> -- Indexed with SIRC—SPORTDiscus

Jackson, S. (2002, November). Thirty years of Title IX. SportaPolis Column - "The New P.E. & Sports Dimension" - <http://www.sports-media.org/> -- Indexed with SIRC—SPORTDiscus  
<http://www.sports-media.org/sportapolisnewsletter15.htm>

Vincent, J. (2005, April). Equitable Media Coverage of Female and Male Athletes: Is there a solution? SportaPolis Column - "The New P.E. & Sports Dimension" # 34 - <http://www.sports-media.org/newpedimension8.htm>

Write a one- to two-page reaction to any one (just one) of the above articles and have it ready by Mon. Nov. 2 at 11:40 am.)

**Week VII** (Mon., Nov. 2): Gender and Sports: Breaking the Barriers.  
(Reading assignment for 11/4/09, Chapter 9 in Coakley, 2007, pp. 280-319)

**Week VII** (Wed., Nov. 4): Race and Ethnicity in Sports: Are We “Color Blind or Color Impaired?” (Reading assignment for 11/9/09, Chapter 14 in Coakley, 2007, pp. 482-527)

**Week VIII** (Mon., Nov. 9): Varsity Athletics: A Sports Education. (Part I)  
(Reading assignment for 11/16/09, Chapter 14 in Coakley, 2007, pp. 482-527)

**Week VIII** (Wed., Nov. 11): **Veteran’s Day Holiday – University closed**

**Week IX** (Mon., Nov. 16): Varsity Athletics: A Sports Education. (Part II)  
(Reading assignment for 11/18/09, Chapter 13 in Coakley, 2007, pp. 446-481)

**Week IX** (Wed., Nov. 18): Sports and Politics: “How Do Governments and Global Processes Influence Sports?” (Reading assignment for 11/23/09, Chapter 11 in Coakley, 2007, pp. 358-401)

**Week X** (Mon., Nov. 23): Sports and The Economy: “What Are The Characteristics of Commercial Sports?” (Reading assignment for 11/25/09, Chapter 15 in Coakley, 2007, pp. 528-563)

**Week X** (Wed., Nov. 25): Sports and Religions: “Is It A Promising Combination?”  
(Reading assignment for 11/30/09, Chapter 16 in Coakley, 2007, pp. 564-590)

**Week XI** (Mon., Nov. 30): Sports in the Future: “What Can We Create?” (Part I)  
(Reading assignment for 12/2/09, Chapter 16 in Coakley, 2007, pp. 564-590)

**Week XI** (Wed., Dec. 2): Sports in the Future: “What Can We Create?” (Part II)  
(No reading assignments)

**Final Exam:** Monday, December 7<sup>th</sup>, 2009, 10:45 am – 1:15 pm (PE 120)