

SOC351H1F
New Topics in Sociology:
SOCIOLOGY OF SPORTS
Fall 2022
University of Toronto, St. George

Instructor: Prof. Christian Caron

Class Time and Location: Tuesdays 12-3pm, Location: SS1088

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Office Hours: By appointments

Teaching Assistant

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Course Goal

The sociology of sport seeks to critically examine common sense views about the role, function and meaning that sport has in different societies. By challenging 'nature' and taken-for-granted views about sport, sociologists seek to provide a more social and scientifically adequate account of sports. This course will do so by exploring several topics including but not limited to learning about different perspectives on sports, sports and socialization, sports and media, the intersection between sports and inequality, sports and deviance, as well as sports and politics.

Teaching Methods

My teaching philosophy is organized around three key principles, collaborative learning, transparency, and choice. We do not learn alone, we learn in conversation with others. We learn by listening, by asking questions, by explaining. The classroom will be organized in such a way as to foster this collaborative learning environment through an emphasis more on discussion and interactive learning than on simply delivery content. Students will also have opportunities to pursue this collaborative learning approach in more depth through certain assignments. Learning is also a process and you should receive continual feedback on your thoughts and application of the material in assignments in order to know where you are doing well, where you are falling a little short and most importantly have the opportunity to make changes and improve. Finally, you will have a meaningful choice on how to demonstrate your knowledge and comprehension of the material since not every student excels in the same kind of assignment.

The course is organized in such a way that it privileges the development and deployment of various skills, namely critical reading, critical writing and effective and inquisitive discussion and their relationship with one another. Writing notes while reading, organizing and synthesizing the material and one's own thoughts, communicating this effectively to colleagues, and asking probing questions are all part of this course's teaching approach. It is essential for you to keep up with the reading and to read actively. Active reading means taking notes as you read, making a list of questions you have as you read, and ideally reading far enough ahead that you have a chance not only to read but to think about what you have read. The expectation is that you will have read each class's readings by our class meeting. The goal is to foster a community of learners who will help each other make their way through the material, topics and issues, in collaboration with one another.

Prerequisite

The prerequisite to take SOC354H1F is SOC201H, SOC202H, SOC204H, plus two of the following (1.0 FCE): SOC251H, SOC252H, and SOC254H.

Required Course Material

Jay Scherer and Brian Wilson. *Sport and Physical Education in Canadian Society, 2nd Edition* (North York: Pearson Canada, 2019)

The etext version of this textbook is available through U of T Bookstore:

<https://www.uoftbookstore.com/product/61748>

*Other readings are available digitally through UofT library or as pdf through the Quercus course page

Evaluation

In-Class Activities (20%) – every class

Except for the first class on September 13th and the midterm on October 25th, in-class activities will take place during each lecture. They will involve collaboratively discussing, and then answering a series of questions related to the week's course material, either the readings for that week or the lecture content, or both. They make take place at the beginning, middle or near the end of lecture, but there will be 10 of these in-class activities, each worth 2%.

Midterm (20%) – October 25th

A 2h midterm on the content from the first half of the course held in our regular classroom at our regularly scheduled time

Final Exam (30%) – TBA

A 3h cumulative exam on the content of the entire course to be held during the December exam period

Two Options for the remaining 30%

Students get to choose whether they want the remaining 30% to come from one semester long term paper assignment, or a series of smaller assignments, academic journal infographics and sports in the news, submitted throughout the semester. See details on both options below.

Option 1: Paper & Presentation (30%)

The term paper and presentation are a substantive engagement with a topic raised in one of the course readings on sport and physical culture, subject to approval. The term paper and presentation is a staged semi-structured assignment, with opportunities to get feedback on the way towards a final paper. The presentation is an 8 to 10 powerpoint slides summarizing your research. The final paper needs to be 3500 words in length if worked on alone. You can also take this opportunity to work in collaboration with a colleague in which case you need to write a 4500 words paper.

Stage 1: Proposal – October 14th

The first stage involves a two page proposal laying out what topic you propose on writing a term paper on, the research question you plan on answering, and a tentative title for your projected paper. This stage is completed to ascertain the suitability and feasibility of your topic and its alignment with the course objectives.

Stage 2: Submission of presentation – November 22nd

The second stage is the submission of your powerpoint presentation. Uploaded as a .pptx or .pdf to Quercus page. This is done both as a way for students to communicate effectively their hard work to their peers, and to receive feedback from them in order to help with the final write-up.

Stage 3: Submission of final write-up – December 7th

The final stage is the submission of the term paper, one digital copy through Quercus & Turnitin. Late penalty is 10% per day.

Each stage is mandatory. You cannot move to the next stage without completing the previous one. While these are the only mandatory stages, you are highly encouraged to communicate with your TA several times in the semester and to sit down and chat with them at various point to get further guidance and feedback on the term paper. Further details will be discussed in the early *weeks* of the semester.

Option 2: Two Academic Journal Article Infographics (20%)

This assignment involves locating recent academic journal article (published since 2018 in Sociology of Sport Journal *SSJ*, International Review for the Sociology of Sport *IRSS*, or Journal of Sport and Social Issues *JSSI*) on a topic from the Sociology of Sports covered in class. You will read this journal article and then produce a one page infographic synthesizing and communicating the content of the article as well as how it links to the course content. You can let us know what question(s) the academic article took up, what existing literature it is contributing to, what theories and/or methods it employed, what were the main findings and contributions of this article, and how it connects to some aspect of our course content. Each student choosing option 2 will do two of these infographics during the semester, each of them worth 10%, and are due the Monday before the topic is discussed in class. So for example an infographic on sports and race would be due on October 31st, while an infographic on sports and politics would be due on November 28th, etc. When submitting an infographic, you must also submit a pdf copy of the academic journal article the infographic is based on.

AND Five Annotated Sports in the News (10%)

Sports and the issues connected to sports are ubiquitous in the news. These assignments are annotated news articles. You locate a news article connected to the lecture topic from that day (it can be from any media source) and write an annotation of 250-350 words, summarizing briefly the content of the news article, then connecting the news article to the topic of the day and highlighting its significance. Each student choosing option 2 will submit five of these over the semester, worth 2% each, and they are due the Monday before the topic is discussed in class.

Weekly Lecture Topics and Readings

Readings should be completed before lecture. Lectures will not systematically summarize the readings, but instead build and go beyond them.

September 13th: Introduction to Sociology of Sports

In textbook: Chapter 1: Sport and Physical Culture in Canadian Society, p1-24

September 20th: Social Theory and Sports

In textbook: Chapter 2: Thinking Sociologically: Sport, Physical Culture, and Critical Theory, p25-50

Pdf on Quercus: Post/Colonial Theory and Sport

September 27th: Sports and Socialization

In textbook: Chapter 7: Youth Sport and Physical Culture, p145-166

Pdf on Quercus: Bodies of Meaning: Sports and Games at Canadian Residential Schools

October 4th: Sports and the Media

In textbook: Chapter 11: Sport, Media, and Ideology, p231-256

Pdf on Quercus: Sport in a Digital Age

October 11th: Sports and Economics

In textbook: Chapter 13: The Business of Sport, p283-308

Pdf on Quercus: Sport and Consumer Society

October 18th: Sports and Class

In textbook: Chapter 4: Sport and Social Stratification, p73-94

Pdf on Quercus: Bourdieu on Sport

October 25th: Midterm

November 1st: Sports and Race

In textbook: Chapter 5: Physical Culture, Sport, Ethnicity and Race in Canada, p95-120

Pdf on Quercus: Sport and the Canadian Immigrant

Fall Reading Week – Nov 7th to Nov 11th – No Classes

November 15th: Sports and Gender

In textbook: Chapter 6: Sex, Gender, and Sexuality, p121-144

Pdf on Quercus: On the Team: Equal Opportunity for Transgender Student Athletes

November 22nd: Sports and Deviance

In textbook: Chapter 8: Deviance, Sport, and Physical Culture, p167-186

Pdf on Quercus: Ethical Dilemmas in American Sport

November 29th: Sports and Politics

In textbook: Chapter 12: Sport, Politics, and Policy, p257-282

Pdf on Quercus: Aboriginal Peoples and the Construction of Canadian Sport Policy

December 6th: Conclusion & Review

No new readings

Missed Deadline and/or Missed Midterm

Note that the late penalty is 3pt out of 30 per day for the paper assignment. In-class activities, Journal Article Infographics, as well as “Sports in the News” are not accepted late. Students who miss the test, or are late in submitting an assignment for medical reasons, need to email the instructor (not the TA), and also declare their absence on the system (ACORN). (NOTE: Because of Covid-19, students do NOT need to submit the usual documentation, i.e., medical notes or the Verification of Illness forms). Students who miss the test, or are late in submitting an assignment for other reasons, such as family or other personal reasons, should request their College Registrar to email the instructor.

Academic Integrity

Students are expected to know and adhere to the University's principles of academic integrity. Any act of plagiarism or other unethical behavior will be addressed in accordance with University guidelines. Please see the "Code of Behaviour on Academic Matters" (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) for specific information on academic integrity at the U of T.

Ouriginal

Sometimes, students will be required to submit their assignments to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

For some of your assignments, we will be using the software Ouriginal. It uses text matching technology as a method to uphold the University's high academic integrity standards to detect any potential plagiarism. Ouriginal is integrated into Quercus. For the assignments set up to use Ouriginal, the software will review your paper when you upload it to Quercus. To learn more about Ouriginal's privacy policy please review its [Privacy Policy](#).

Accessibility and Student Accommodations

Students with diverse learning styles and needs are welcome in this course. If you may require accommodations, please feel free to approach me or contact me and visit the Accessibility Services Office (<http://studentlife.utoronto.ca/accessibility>) as soon as possible.

Writing Support

Students are urged to seek assistance from the University of Toronto writing centre should they anticipate problems in this area. The writing centre can be visited on the web at: <http://www.utoronto.ca/writing/centres.html>