

**SOC354H1F**  
**New Topics in Sociology:**  
**SOCIOLOGY OF SPORTS**  
**Summer 2022**  
**University of Toronto, St. George**

**Instructor:** Prof. Christian Caron

**Class Time and Location:** Tuesdays and Thursdays 1-4pm, Location: BA 2155 (Bahen Centre for Information Technology)

**Contact Information:** christian.caron@utoronto.ca

**Office Hours:** Wednesdays 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, sports and health, 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 ample and different ways to demonstrate your knowledge and comprehension of the material since not every student excels in the same kind of assignment. The course will allow every student to build their own individualized learning plan that best suits their interests and learning style.

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.

### **Communication**

This course will rely heavily on Quercus to facilitate this community of learners. It will act as the 'nervous system' of this course. On the Quercus page you will find this syllabus, assignments, announcements, grades and student-generated content on a series of discussion boards. You should check the Announcement tab on a regular basis as it will be the main mechanism to communicate about course related matters. Treat the Announcement tab as a series of appendices to this syllabus. While the Quercus page will start relatively small, it will grow slowly in size over the course of the semester. One element present at launch is a discussion board called *Questions about the Course*. This discussion is to be used for all course-related questions of a non-personal nature this semester, question about the course content, activities, assignments, exams, deadlines, and in the first week of class, the best place to ask clarifications about the ILP system. This way all clarifications provided are available to every student in the course. Of course, feel free to contact me by e-mail for any questions of a more personal nature regarding illness, special accommodations, grade review or anything else you might want to discuss with me privately. All e-mails are answered within 48h unless explicitly stated otherwise.

### **Required Course Material**

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

The etext version of this textbook can be purchased through U of T Bookstore:

[https://www.campusebookstore.com/integration/AccessCodes/default.aspx?bookseller\\_id=96&Course=STG+SOC+354HF+eBOOK+SPORT+%26+PHYSICAL+CULTURE+IN+CANADIAN+SOCIETY+2E&frame=YES&t=permalink](https://www.campusebookstore.com/integration/AccessCodes/default.aspx?bookseller_id=96&Course=STG+SOC+354HF+eBOOK+SPORT+%26+PHYSICAL+CULTURE+IN+CANADIAN+SOCIETY+2E&frame=YES&t=permalink)

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

### **Evaluation - Individual Learning Plan**

Every student has their own learning style, set of interests, and schedule. To reflect this fact, this course offers a variety of options from which students can choose to build their own individual learning plan. 50% of your final grade will come from of the midterm and final exam, but you get to choose where the other 50% will come from.

### **Midterm (20%) – May 31<sup>st</sup>**

A 100min 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 June exam period

Every student must submit their proposed learning plan (to me by e-mail) no later than May 18th. This will be a working document with an updated version due June 1st and June 15th), so three versions in total. The individual learning plan must include a description of what course material the student commits to produce and how it adds up to 50%. In further updates, the student must clearly lay out what they have done so far and what remains to be done to complete their semester. Students can choose any combination from the following five type of opportunities to build their own individual learning plan as long as it adds up to 50%. *Note: You will submit your ILP as a series of five digits, for example (20-10-0-10-10) which represents 20% in in-class activities, 10% in online peer contributions, 0% on term paper and presentation, 10% in Academic Journal Article Infographic, and 10% in Annotated Sports in the News. 16-0-30-0-4 would represent 16% in in-class activities, 0% in online peer contributions, 30% in paper and presentation, 0% in Academic Journal Article Infographic, and 4% in Annotated Sports in the News.*

### **Option 1: In-Class Activities (2%/activity for up to 20%)**

Except for the first class on May 10<sup>th</sup> and the midterm on May 31<sup>st</sup>, 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%. You can select to do anywhere from none to ten of them.

### **Option 2: Peer Contributions (0.25%/contribution for up to 10%)**

Up to 10% of your grade can come from making forty 'significant contributions' to the online forum for this course on Quercus. Significant contributions include (1) helping other students with their questions; (2) offering clarification or additional thoughts and information on some aspect of the readings or course material; (3) submitting a link to a web site containing documents or video clips with a few sentences describing its relevance to course material; (4) linking something students saw in the mass media, a news article, or content from another course to some relevant aspect of course material; or (5) fostering or participating in discussions that highlight an issue touched upon in the readings or course material. Contributions are credited as significant if they are deemed useful to their fellow students by meeting one of these criteria. All posts, other than answering colleagues' questions, including all links to other sources, should be well annotated with no less than 150 words discussing their relevance to course material. Contributions of less than 150 words, or contributions not furthering the understanding of course material, will not be credited as significant. No more than five contributions can come from a single discussion board. Students will be updated on the status of their significant contributions on a regular basis so they can keep track of their progress.

### **Option 3: 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 – May 24<sup>th</sup>

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 – June 10<sup>th</sup>

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 – June 17<sup>th</sup>

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. A specific discussion board will also be set aside to ask questions, offer comments or advice, and help one another with this assignment. Further details will be discussed in the early *weeks* of the semester.

#### **Option 4: Academic Journal Article Infographics (10%/article, for up to 20%)**

This assignment involves locating one recent academic journal article (published since 2017 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 can do up to two of these infographics during the semester, each of them worth 10%, and are due the day before the topic is discussed in class. So for example an infographic on sports and race would be due on May 25<sup>th</sup>, while an infographic on sports and politics would be due on June 13<sup>th</sup>, etc. When submitting an infographic, you must also submit a pdf copy of the academic journal article the infographic is based on.

#### **Option 5: Annotated Sports in the News (2%/news article, for up to 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. You can submit up to five of these over the semester, worth 2% each, and they are due the day 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.

#### **May 10<sup>th</sup>: Introduction to Sociology of Sports**

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

#### **May 12<sup>th</sup>: 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

#### **May 17<sup>th</sup>: 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

#### **May 19<sup>th</sup>: Sports and the Media**

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

*Pdf on Quercus:* Sport in a Digital Age

#### **May 24<sup>th</sup>: Sports and Economics**

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

*Pdf on Quercus:* Sport and Consumer Society

#### **May 26<sup>th</sup>: Sports and Class**

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

*Pdf on Quercus:* Bourdieu on Sport

#### **May 31<sup>st</sup>: Midterm**

#### **June 2<sup>nd</sup>: 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

#### **June 7<sup>th</sup>: 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

#### **June 9<sup>th</sup>: Sports and Deviance**

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

*Pdf on Quercus: Ethical Dilemmas in American Sport*

### **June 14<sup>th</sup>: 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*

### **June 16<sup>th</sup>: 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>