PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS
SPORT IN AMERICAN SOCIETY
PHED 2910

Class Hours: 3.0 Credit Hours: 3.0
Laboratory Hours: 0.0 Date Revised: Summer 01

Catalog Course Description:
An examination of the institutional organization of contemporary American society and its social values through the medium of sport.

Entry Level Standards:
Students must be able to read and write at the college level.

Prerequisites:
None

Textbook(s) and Other Course Materials:


I. Week/Unit/Topic Basis:

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<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction/ Sport Addict (video)/ The Sociology of Sports, What is it and why study it? / Play Theory/ Functionalism</td>
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<tr>
<td>2</td>
<td>Conflict Theory/ Critical Theory/ Feminist Theory/ Interactionist Theory</td>
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<td>3</td>
<td>Games of Combat (video) / Taming the Game (video)</td>
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<td>4</td>
<td>&quot;In This Corner&quot; (videos)/ Sport and Socialization (lecture)</td>
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<td>5</td>
<td>Winning and Losing in America, “Nightline” (video) Mitch Williams “Nightline” (video) Discussion/ Cheating Game/ Swimmer Dilemma/ First Exam</td>
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<td>6</td>
<td>“Is Winning Everything”? (Video) Violence in Kids Sport (video) Little League (video) “Playing to extreme” (video)</td>
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<td>7</td>
<td>Sports and Children (discussion) Burwick Football (video) Sports in High School (discussion)/ Intercollegiate Athletics (discussion)</td>
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<td>8</td>
<td>“Hoop Dreams” (video) / Second Exam Take Home</td>
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<td>10</td>
<td>Arthur Ashe (video)/ Sports and the Economy (lecture)/ Sports and Mass Media (lecture) / Third exam</td>
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II. Course Objectives*

A. Understand what sport is and why sociologist studies it. III.2, IV.2, IV.3

B. Understand how social theory can serve as a framework in explaining the relationship between sport and society. III.2, IV.2, IV.3

C. Examine sport from an historical perspective. III.2, IV.2, IV.3

D. Demonstrate knowledge of sport and the socialization process. III.2, IV.2, IV.3

E. Understand the difference between Kids play and Youth Sports, and then discuss problems and solutions surrounding social issues in youth sport participation. III.2, IV.2, IV.3

F. Discuss the role of interscholastic and intercollegiate sports participation including issues surrounding the relationship between athletic teams and educational institutions. III.2, IV.2, IV.3

G. Demonstrate knowledge of the relationship between aggression in sport and aggression in society. III.2, IV.2, IV.3

H. Understand the sociological relationship between sport and mass media. III.2, IV.2, IV.3

I. Discuss issues regarding race and ethnicity in the athletic arena. III.2, IV.2, IV.3

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*

Students will:

1. Research and write a paper on a sport-related issue from the perspective of a sociologist. Communication Outcome, Problem Solving and Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Information Literacy Outcome

2. Use oral presentation skills to present findings from research. Communication Outcome

3. Research the Internet to find current information on social problems played out in the athletic arena. Information Literacy Outcome, Technological Literacy Outcome, Active Learning Strategy

4. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects, and acting in a professional manner while in class. Personal Development Outcome, Transitional Strategy

*Strategies and outcomes listed after instructional processes reference Pellissippi State’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.
IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Understand the academic nature of sociology of sport. (Recognize differences between the sociology of sport, sport history, philosophy of sport and psychology of sport; Use social theory and sport related controversies to better understand social problems, societal issues and the relationship between sport and other social institutions. A, B, C, D, E, F, G, H, I

2. Study sport as a social phenomena. A, B, C, D, E, F, G, H, I


4. Employ theories regarding sport and sociology to develop an enhanced personal understanding of how sport impacts society as well as individuals. A, B, C, D, E, F, G, H, I

5. Understand how sports have changed through history and how sport has impacted society throughout history. A, B, C, D, E, F, G, H, I

6. Demonstrate knowledge of the socialization process. A, B, C, D, E, F, G, H, I

7. Demonstrate an understanding of social norms, values, models of participation and ethics associated with athletic participation. (power and performance model, pleasure model, Lombardian ethic, counter-cultural ethic, and radical ethic) A, B, C, D, E, F, G, H, I

8. Engage in discussions regarding Americans’ attitudes, values and beliefs regarding winning and losing. A, B, C, D, E, F, G, H, I

9. Demonstrate knowledge of the origin and development of organized youth sport organizations and participants. A, B, C, D, E

10. Understand programs in interscholastic sports associated with the overemphasis on sport development and “big time” program models. A, B, C, D, E, H

11. Demonstrate knowledge of the benefits of intercollegiate varsity athletic programs. A, B, C, D, E

12. Understand the problems in intercollegiate sport associated with commercialism, gender inequities and distorted priorities related to race relations and education. A, B, C, D, E, F, G, H, I

13. Define religion from the perspective of a sociologist. A, B, C, D

14. Discuss similarities and differences between sport and religion. A, B, C, D

15. Demonstrate knowledge of the interactive relationship between sport and religion. A, B, C, D

16. Demonstrate knowledge of the connection between sport and government. A, B, C, D

17. Demonstrate knowledge of international sports’ ideals, realities, cultural ideology, new political realities and athletes as global migrant workers. A, B, C, D

18. Demonstrate knowledge of commercialization and changes in sports. A, B, C, D, H

19. Understand the relationship between sports and the media, images and messages in media sports, and the profession of sport journalism. A, B, C, D, H

20. Discuss performance-enhancing substance abuse in athletics. (History and causes, banning performance-enhancing drugs, drug testing in sports, and controlling substance use in sport) A, B, C, D
21. Understand the relationship between sport and aggression in society. A, B, C, D, G

22. Define terms linking culture, sports, and race. A, B, C, D, I

23. Discuss reasons explaining the increase of female participation in sport. A, B, C, D, I

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures: 80 points

   Take Home Exams: (essay and objective questions)
   1. Sport and Social Theory 20 points
   2. Participants 20 points
   3. Sport and Other Social Institutions 20 points
   4. Problems in Sport 20 points

B. Laboratory Expectations:

   N/A

C. Field Work: 20 points

   Research Paper: 15 points
   Students will be required to write a research paper on an issue or topic related to this course (8-10 pages, 4 sources).
   Oral Report: 5 points
   During the final two weeks of the semester, students will give a twenty-five minute oral presentation of their research.

D. Other Evaluation Methods:

   Extra Credit:
   Write and submit a 2-4-page social analysis paper on a sports movie (5 points)

E. Grading Scale:

   A  93 -100 points
   B+  92 - 88 points
   B   87 - 83 points
   C+  82 - 78 points
   C   77 - 73 points
   D+  72 - 68 points
   D   67 - 62 points
   F   61 below points

VI. Policies:

A. Attendance Policy:

   Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meeting in order to receive credit for the course. Individual department/programs/disciplines, with the approval to the vice president to Academic and Student Affairs, may have requirements that are more stringent.

B. Make-up Policy:

   1. After one week, students will not be allowed to make-up written examinations.
   2. With documentation, students will be allowed to make up absences. Make-up sessions should
be supervised and consist of activities engaged in during the sessions that the student missed.