

<b>KINES 2600: Sport and American Society</b>
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**Credit Hours:** 3

**Meeting Time and Location:** Wed, Jan 2 – Sat, Jan 5 8am – 5:00pm and Sat Jan 12 8:00am – 5:00pm  
Sandy 108

**Instructors:** Joshua La Reaux, M.S., CSCS

**E-Mail Address:** [Joshua.lareaux@hsc.utah.edu](mailto:Joshua.lareaux@hsc.utah.edu)

**Office:** HPER N 254

**Office Hours:** By appointment

**\*\*This course currently meets criteria for Intellectual Explorations Social/Behavioral Sciences  
General Education Requirement**

**FERPA Notice:**

Due to the Federal Educational Rights and Privacy Act, **ALL** electronic correspondence must be sent through Canvas or your official University of Utah (U-Mail) account.

**Required Text:**

Coakley, J. (2017). *Sports in Society: Issues and Controversies (12<sup>th</sup> Ed.)*. New York: McGraw Hill. I only use the eBook (which is available to every student enrolled in the class) for this class. Hard copies will not be ordered for distribution at the University Book Store. If you desire a hard copy of the textbook, it is available from a variety of online retailers.

**Course Description:**

This course considers both the popular fascination with and the academic investigation of sport in American society. Some philosophers and sociologists argue that sport has become the one cultural activity that most effectively overcomes distinctions of race, class, gender, ethnicity, politics, and religion, to bind Americans in a community of shared values and aspirations. Students will explore the unifying power of sport, as well as how sport serves to reproduce many inequalities present in the larger society.

**Course Objectives:**

Upon successfully completing this course, students should:

1. Be able to describe the various ways in which sport and society interact.
2. Be able to identify the major sociological frameworks that can be used to analyze sport in our society.
3. Understand the external forces that shape sport and individual's participation in sport.
4. Be able to identify the ironies and paradoxes in sport.
5. Be able to describe the impact that sport has on our lives and our culture.
6. Describe how 'difference', in terms of gender, race/ethnicity, culture, social class, power, and sexuality, impacts sport participation and performance.
7. Appraise the positive and negative aspects of sport in American society.

### Teaching and Learning Methods:

*Reading* – It is important for all students to read the text and the materials posted in Canvas; those who keep up with the readings typically do the best on the quizzes. As a college student you should want to read, and as a result, become educated.

*Videos* – The purpose of video content is to bring the course to life by providing you with real-world examples and diverse perspectives. Please take thorough notes on the videos. Videos should be treated the same as other course material. There will be quiz questions based on video content.

Nonparticipant Observation (media assignment) – Observation is one of the main research methods used in sociology. As you will learn, published research and even the most trusted media sources are subject to bias and in some cases, purposeful distortion. Personal observation allows you to rely on your own interpretation of events as they occur.

### Evaluation Criteria:

93-100% = A	73-76.9% = C
90-92.9% = A -	70-72.9% = C-
87-89.9% = B+	67-69.9% = D+
83-86.9% = B	63-66.9% = D
80-82.9 % = B -	60-62.9% = D -
77-79.9 % = C+	< 60% = E

### Evaluation Methods:

1. Quizzes - Quizzes will be based on material from the text and modules. Unless otherwise stated, quizzes will be multiple choice or true/false questions.
2. Written Assignments - The purpose of written work is to demonstrate critical thinking as well as comprehension of the course materials. You may find that some questions do not have a clearly defined answer. Thus, you are free to include your opinion or interpretation of source material when appropriate. You are permitted to use a variety of sources for the written assignments but you should focus on the material presented in the text and modules. All written work must be cited using APA in-text citation. Unsatisfactory work will result in an unsatisfactory grade.
3. Video Reflection/Media Research Paper - You will watch a variety of films throughout the course. You may choose one of the films from the class or any feature length film related to sport and write a 2 – 3 page reflection. Your reflection should synthesize the film’s content with lecture material and your own personal experiences (read the assignment description from the final module). You will also be required to watch a **televised** sporting event and record the following:
  - Commercial content/length
  - Total broadcast time compared to actual playing time
  - Major themes (i.e. story lines, cliff-hangers, competition, aggression, work ethic, individualism, heroism, adherence to the sport ethic, team work)
  - Your interpretation of the data

### **Assignment and Quiz Submission Policy:**

Please turn your assignments in through the appropriate Canvas link. Hard copies will NOT be accepted. All assignments and quizzes must be submitted before the submission deadline published on Canvas. Exceptions to policy include officially sanctioned University activities, government obligations (i.e., military service and jury duty) a documented health issue or personal/family crisis (i.e., death in the family). If you request an exception to policy and it does not meet the threshold necessary for an exception, my response to your request will likely be this policy. Please note that technical issues are not an acceptable excuse for a late submission. If you are concerned about the reliability of your internet service provider or personal computer hardware, I suggest you complete your assignments and quizzes on campus. It is your responsibility to double check your submission to ensure the proper assignment was uploaded. If you submit an assignment from a different course or a blank page, you will receive a zero. Finally, academic misconduct will not be tolerated (see Policy 6-400: Code of Student Rights and Responsibilities). Student who engage in any form of academic misconduct will receive a zero for the first offense. A second offense will result in a failing grade for the course and “possible suspension or dismissal from a program or the University”. (Policy 6-400)

### **Additional Information:**

#### The Americans with Disabilities Act (ADA) Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability & Access. (CDA; <http://disability.utah.edu/>; 162 Olpin Union Building; 801-581-5020). CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the CDA.

#### Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

#### Code of Student Rights and Responsibilities

The code, which specifies student rights as well as conduct involving cheating, plagiarism, collusion, fraud, theft, etc., is provided at <http://regulations.utah.edu/academics/6-400.php>.

### Wellness Statement

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - [www.wellness.utah.edu](http://www.wellness.utah.edu) ; 801-581-7776.

### Veterans Center

If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 418 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if there is any additional support you need in this class.

### Learners of English as an Additional/Second Language

If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (<http://linguistics.utah.edu/esl-program/>); the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>). The English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

## **ONLINE GUIDELINES**

There are unique responsibilities that come with taking a course with an online component.

Electronic or equipment failure: It is your responsibility to maintain your computer and other equipment needed to participate in online forums in a manner that enhances your experience. Equipment failures will not be an acceptable excuse for late or absent assignments.

Classroom equivalency: Online communications, including e-mail, discussion threads, and chat rooms are equivalent to communication in a physical classroom and are subject to the Student Code of Conduct. Specifically:

- Posting photos or comments that would be off-topic or offensive in a classroom are still off-topic in a discussion thread.
- Off-color language (swearing) is never appropriate.
- Using angry or abusive language is called "flaming", and is not acceptable.
- Do not use ALL CAPS, except for titles, since it is the equivalent of shouting online, as is overuse of certain punctuation marks such as exclamation points (!!!!) and question marks (????).
- Online communications, including e-mail in Canvas, are University property and subject to GRAMA regulations. Privacy regarding Canvas communications must not be assumed unless mutually agreed upon in advance.

Generally speaking, the instructor will respond to email in a reasonable amount of time (usually with 24 hours). Canvas email and University email are the preferred means of communication. Note that content may be shared with the class when there are valid teaching/learning reasons for doing so and mutual privacy agreements for the communications have not been previously made.

### **Tentative Schedule**

Wednesday, January 2

- Course introduction (8:00 – 8:50 AM)
- Sociology of Sport - Chapter 1 (9:00 – 11:00 AM)
- Producing Knowledge about Sports in Society - Chapter 2 (11:10 AM – 1:10 PM)
- Break (1:10 – 1:30 PM)
- Chapter 1 & 2 written work (1:30 – 2:30 PM)
- Daily discussion (2:45 – 5:00 PM)

Thursday, January 3

- Socialization - Chapter 3 (8:00 – 10:00 AM)
- Sports for Children - Chapter 4 (10:10 AM – 12:10 PM)
- Deviance - Chapter 5 (12:20 – 2:20 PM)
- Break (2:20 – 2:40 PM)
- Chapter 3, 4, & 5 written work (2:40 – 4:10 PM)
- Daily discussion (4:10 – 5:00 PM)

Friday, January 4

- The Concussion Crisis (8:00 – 10:00 AM)
- Violence in Sport - Chapter 6 (10:10 AM – 12:10 PM)
- Gender in Sport - Chapter 7 (12:20 – 2:20 PM)
- Guest speaker TBA (2:30 – 3:30 PM)
- Chapter 6 & 7 written work (3:40 – 4:40 PM)
- Daily discussion (4:40 – 5:00 PM)

Saturday, January 5

- Race and Ethnicity in Sport - Chapter 8 (8:00 – 10:00 AM)
- Social Class - Chapter 9 (10:10 AM – 12:10 PM)
- Sports and the Media - Chapter 12 (12:20 – 2:20 PM)
- Guest speaker TBA (2:30 – 3:30 PM)
- Chapter 9 & 12 written work (3:40 – 4:40 PM)
- Daily discussion (4:40 – 5:00 PM)

Saturday, January 12

- Sports in High School and College - Chapter 14 (8:00 – 10:00 PM)
- Sports in the Future - Chapter 16 (10:10 – 12:10 PM)
- Break (12:10 – 12:30 PM)
- Final discussion (12:30 – 1:30 PM)
- In-class final exam (1:45 – 3:30 PM)

**Pre-work**

- **Please read chapters one and two and twelve prior to the first day of class.**
- **Although you are not required, you are strongly encouraged to view a live televised sport broadcast prior to the first day of class. The data you are required to collect for the televised sport assignment can be found in the syllabus and Canvas.**