

De Anza College (Spring 17)

Department of Physical Education and Athletics

Course: KNES 54 – Introduction to Sport in Society

Instructor: Dawnis Guevara

Office: PE 51b

Email: guevaradawnis@deanza.edu

Credits: 4.0 Unit

Phone: (408) 864-8555

Office Hours:

By Arrangement

Required Text: Coakley, Jay; *Sports in Society* (11th Edition). 2 Penn Plaza, NY: McGraw-Hill 2015

ISBN# 9781259719998 This bundle contains a Loose-Leaf of Coakley's-Sports in Society along with the Connect Access. (Connect will be used for Extra Credit ONLY)

Course Description: A course designed for kinesiology, and physical education majors. It looks at current and past sports related cultural and historical issues. Students will be introduced to various topics such as race and gender issues, sports for different populations, and how sports has shaped the American past time. The various levels of participation will be discussed from elementary school and recreational participation, to professional sports.

Course Objectives:

1. Define and discuss social theories and the development of sport in society past and present
2. Discuss and analyze ethics and violence in sport
3. Evaluate and analyze the role of race, ethnicity, culture and gender in sport and society
4. Explain the role of politics and sport and how government and globalization influence sports
5. Analyze the role of media and its influence and impact on sport
6. Discuss and develop ideas on the future of sport and the athlete

Student Learning Outcomes:

1. Students will be able to describe how gender, ethnic, racial, class, sexual orientation, disability, and/or age identity are shaped by cultural and societal influences in contexts of equality and inequality.
2. Students will be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities within sport in societies.

Attendance Policy:

Students must check into Catalyst on a regular basis, i.e. every week. Students may be dropped from class automatically if you have not logged into or done any work within a two week period. It, however, is the student's responsibility to drop the course officially, should you decide to no longer attend class.

Assignments and Grading:

Students will complete 4 Discussion/Question papers and 1 major out-of-class writing assignment, in addition to their weekly readings of various chapters, a midterm and a final exam.

Critical Sport Analysis Paper:

This is a three- to five-page double-spaced paper on varsity sports in U.S. schools. The paper must focus on sociological issues such as gender equity, gender relations, race or ethnic relations, peer group relations, the culture and social organization of social life at the school, the experiences of athletes, coach-athlete relationships, media coverage, the dynamics of inclusion and exclusion in social life at the school, the experiences of “nonathletes” or those who play non-varsity sports, etc.

The following guide sheet will help you conceptualize your paper:

High School or College Sports Project

The paper may be organized around your (sociological) interests, but it is important to consider two or more of the following topics in your paper:

- Gender equity and/or gender relations (on the court, in the stands, coach-athlete relations)
- Race or ethnic relations (racial and ethnic make up of team, fans, etc.; who sits with whom and who talks with whom?)
- Peer group relations (cliques, groups, friendships; interaction at halftime, during the game, cheering)
- How the social activity in the stands represents the culture and social organization of social life at the school
- Social class issues in the stands or related to participation in the sport
- Sports and popularity in the student culture at the school (for males, for females)
- The experiences of athletes (if you can talk with athletes after the game or apart from the game, ask them about their experiences and how they fit with the overall experience of going to school, related with other students, teachers, etc. Is there hazing on the team, and if so, what does it involve? What commitments do students have to make to play on the sport team?)
- Coach-athlete relationships (autocratic or democratic, positive or negative, coach behavior with players, extent to which players make decisions or control the game)
- Media coverage (compared to other varsity sports and other schools)
- The dynamics of inclusion and exclusion in social life at the school, the experiences of “non-athletes” or those who play non-varsity sports. Do varsity sports contribute to social unity in the school or do they create divisions? Is there bullying in the school, and are athletes involved?
- Cheerleaders and pep club (what they do, when, responses to them; how they define their experiences; criteria for being a cheerleader or pep club member)
- Spectators, including parents, other students, and teachers (talk with them if possible and ask them how they see varsity sports fitting into the school; ask them if they would rather see more inclusive programs related to lifetime sports for more students)
- Information from student spectators (What brings them to the game? What do they enjoy most? When is it most exciting or boring? What other sports do they attend or play? What would change if there were no varsity sports? Do they have intramural sports? How do athletes and other students get along?)
- Information from teachers (How do they see sports fitting in to the overall educational experiences of students?)
- For college sports: Funding issues, attitudes related to the use of student fees to support the program; all the above issues also
- Other issues:
 - Who is left out of the experience? (students with disabilities, students who are smaller in size, eligibility issues?)
 - Who in the school benefits the most or the least from varsity sports?
 - Would anyone like to see alternatives to varsity sports? What alternatives might they want to see?

Criteria for evaluation of the paper include: 1) content, 2) adherence to assignment guidelines, 3) *integration* of relevant class materials/references, and 4) organization, writing clarity and grammar. **All papers MUST be submitted through Catalyst!!**

Assignments and Grading Policy: LETTER GRADE SCALE & PERCENTAGE RANGE

A+	> 97
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	< 59

Introduction	25 points
3 Discussion/Question	75 points
Midterm	100 points
Critical Sport Analysis Paper (Final)	100 points
Final	100 points
TOTAL POINTS POSSIBLE:	400 POINTS

Extra Credit: 20 points – Reading & Completing practice quizzes on Connect – This will help you tremendously with the actual quiz.

What is Academic Integrity? Honor Code Definition:

As a student at De Anza, you join a community of scholars who are committed to excellence in the teaching/learning process. We assume that all students will pursue their studies with integrity and honesty; however, all students should know that incidents of academic dishonesty are taken very seriously. When students are caught cheating or plagiarizing, a process is begun which may result in severe consequences. It is vitally important to your academic success that you know what constitutes academic dishonesty. See also, Academic Honor code for Internet Based Courses.

District Policy on Student Responsibility

It is the student's responsibility to know what constitutes academic dishonesty. Interpretations of academic dishonesty may differ among individuals and groups. However, as a student in the Foothill/De Anza Community College District, it is expected that student should refrain from the behavior outlined. If students are unclear about a specific situation, they should speak to their instructor.

What is Academic Dishonesty

The two most common kinds of academic dishonesty are cheating and plagiarism.

Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive or fraudulent means.

- Copying, in part or in whole, from someone else's test
- Submitting work presented previously in another course, if contrary to the rules of either course
- Altering or interfering with grading
- Using or consulting, during an examination, any sources, consulting with others, use of electronic equipment including cell phones and PDA's, or use of materials not authorized by the instructor
- Committing other acts that defraud or misrepresent.

Plagiarism is representing the work of someone else as your own.

- Incorporating the ideas, words, sentences, paragraphs, or parts of another person's writings, without giving appropriate credit, and representing the product as one's own
- Representing another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawings or sculptures as your own
- Submitting a paper purchased from a research or term paper service, including the internet
- Undocumented Web source usage.

Other Specific Examples of Academic Dishonesty

- Purposely allowing another student to copy from your paper during a test
- Giving homework, term paper or other academic work to another student to plagiarize
- Having another person submit any work in your name
- Lying to an instructor or college official to improve your grade
- Altering graded work after it has been returned, then submitting the work for re-grading
- Stealing tests
- Forging signatures on drop/add cards or other college documents
- Collaboration without permission of instructor.
- Gaining unlawful or unauthorized access to college or district computers or servers.

Consequences of Academic Dishonesty at FHDACCD

Academic and/or administrative sanctions may be applied in cases of academic dishonesty.

Academic consequences may include:

1. Receiving a failing grade on the test, paper or exam
2. Having course grade lowered
3. Receiving a grade of F in the course

Administrative consequences may include

1. Being placed on disciplinary probation
2. Being placed on disciplinary suspension
3. Being expelled
4. Students may also be subject to arrest and or heavy fines if the academic dishonesty offense violates state or federal law.

Student Records

The Student Development & EOPS Office at

De Anza College and Office of Student Affairs at Foothill College maintain a record of students who have engaged in academic dishonesty.

This information is used to identify and discipline students reported for academic dishonesty more than once.

A copy of the Student Conduct, Discipline & Due Process Procedures is printed in the College catalog, on the De Anza and Foothill webpages.

Copies are available in the Student Development & EOPS office located downstairs in the Hinson Campus Center, De Anza College and Student Affairs Office & Activities Office in room 6201, Foothill College.

TENTATIVE SCHEDULE

First Week	Introductions – Due, Read Chapters 1, 2, Quiz 1 Due
Second Week	Read Chapters 3 & 4, Quiz 2 Due Discussion Question - Are Sports Important? Due
Third Week	Read Chapter 6, Quiz 3 Due
Fourth Week	Read Chapter 7 & 8, Quiz 4 Due
Fifth Week	Read Chapter 9 & 10, Quiz 5 Due Watch the Movie –“McFarland, USA”–Discussion Due
Sixth Week	Read Chapter 11, Quiz 6 Due
Seventh Week	Read Chapter 12, Quiz 7 Due
Eighth Week	Read Chapter 13, Quiz 8 Due Discussion Question – Sports and Politics – Due
Ninth Week	Paper - Intercollegiate Sports – Due
Tenth Week	Read Chapters 14, Quiz 9 Due
Eleventh Week	Read Chapters 16, Quiz 10 Due
Twelfth Week	Discussion and Miscellaneous Items