

Sport & Society
SPMG 434 DFA
Spring 2023
Tuesdays, 11:40am-2:30pm
24 January – 9 May 2023
Main Hall 113
David Kilpatrick, PhD
Mercy College

Catalog Description

This course examines the relationship between sport and society. Students will develop an understanding of how sport, professional and amateur, can influence life. This course addresses social issues from within the sports world, how they are perceived, and how fans respond to them. The various perceptions and social limits of sport across diverse cultures will also be studied. Social and cultural history of sports and its influence on our social institutions, such as politics, the economy, and government will be examined. Issues related to race, gender, deviance and social problems, and youth socialization in relationship to sports will all be discussed.

Prerequisites: SOCL 101, ECON 115, SPMG 300, or permission from the chairperson.

Learning Goals and Objectives

Learning Goals	Learning Objectives	Learning Outcomes	Methods of Assessment
Recognize key theories that exist between the sport industry, government, community, and society.	Describe key relationships between the sport industry, government, community, and society.	Students will be able to describe interactions between sport and social relations. Students will be able to outline how sporting norms and practices vary across and within societies.	Written papers, final exam, and professional conversation
Identify the different social constructs that affect sport and the sport industry.	Prepare students to look beyond performance statistics and win-loss records to see sports as social constructions that can have both positive and negative effects on people's lives.	Students will be able to discuss the many complexities of sport and the different cultural constituencies affecting and affected by the sport industry.	Written papers, final exam, and professional conversation
Identify and discuss sociological theories and issues in sport and society.	Demonstrate the ability to debate, discuss, and reflect on sociological theories and issues affecting sport.	Students will be able to express sociological theories and issues clearly and coherently both in written and in oral presentations.	Written papers, final exam, and professional conversation

Develop an understanding of sport sociology that reflects the moral responsibility of sport managers within various settings.	Integrate moral and ethical responsibility into sport decision-making.	Students will understand the cultural and ethical complexities of sport in a variety of settings.	Written papers, final exam, and class discussion
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Contact

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Schedule

Jan 24 - INTRODUCTION
 Jan 31 – Research & Theory
 Feb 7 – Socialization & Deviance
 Feb 14 – Reading the Event (Super Bowl LVI)
 Feb 21 – Pre-Modern Sport (Shrove Tuesday)
 Feb 28 – PRESENTATION 1
 Mar 7 – FIFA World Cup & the European Super League
 (Joint Session with The Global Politics of Sports @ Georgetown U in Qatar)
 Mar 14 – Anthem Protests: US Soccer and the Irish FA
 (with Kyle Ferguson of Ulster University)
 Mar 21 – MIDTERM EXAMINATION
 Mar 28 – SPRING BREAK
 Apr 4 – Rivalries: The Old Firm
 Apr 11 – PRESENTATION 2
 Apr 18 – Olympism
 Apr 25 – The Future
 May 2 – PRESENTATION 3; FINAL EXAMINATION
 May 9 – CONSULTATION

Textbook

Recommended:

Coakley, J. (2021). *Sports in Society: Issues and Controversies*. 13th ed. New York: McGraw Hill. [ISBN: 9781260240665]

Additional texts will be provided as online links and pdf files.

Grading & Assessment

<u>Letter Grade</u>	<u>Numerical Range</u>	<u>Quality Point Value</u>	<u>Description</u>
A	93-100	4.00	Excellent
A-	90-92	3.67	Very Good
B+	87-89	3.33	Very Good
B	83-86	3.00	Good
B-	80-82	2.67	Good
C+	77-79	2.33	Satisfactory
C	73-76	2.00	Satisfactory
C-	70-72	1.67	Passing but Unsatisfactory
D	60-69	1.00	Passing but Unsatisfactory
F	0-59	0.00	Failure
FW	0-59	0.00	Failure due to stopped attending

Field Research Presentations (three required):

- 1) Attend a youth sporting event. Identify age and ability of players. How do they arrive? How are they equipped? What do they bring with them to play? Identify the coach/coaches/trainer/trainers. Are they paid or volunteers? Parents/relatives of players or no familial connection? Are parents present and, if so, to what degree are they involved? How diverse are the players, administrators and audience?
- 2) Attend a scholastic sporting event (high school or college). Is there an effort to cultivate or promote “school spirit”? How do the players interact with coaches, referees, teachers or other school administrators, parents or other family members present? Are other students there to support? Are gender differences reified by the performative context? What institutionalized/formal and informal roles, status and hierarchy are observable? Is the school private or parochial? Are there any religious references or customs that express shared values of the institution?
- 3) Attend a professional sporting event (team or individual sport). What references to sociopolitical context are overt locally, regionally and nationally? Are community connections cultivated via pregame or midgame ceremony, contests or other promotions? How diverse were the players, administrators and audience? What diversions or supplements to the sporting action are available? Are fans organized or express support in a choreographed manner? Is there a way to discern more socialized fans from those investigating? Any recruitment efforts to foster assimilation of investigating fans or other overt efforts to accommodate casual fans investigating the event? Is there an effort to commemorate or celebrate an institutional legacy?

Midterm Exam

Essay exam based upon course material covered weeks 2-6 (approximately 750-1200 words).

Final Exam

Essay exam based upon course material covered weeks 8-14 (approximately 750-1200 words).

Additional projects may be assigned and required, which may or may not be graded.

The final grade will be determined by the average of the four highest grades.

An instance of plagiarism will result in failure from the course.

Mercy College School of Business Mission Statement

The School of Business at Mercy College provides students with a quality education that creates professionals who have a global perspective, are socially responsible, and have the practical skills that will lead them to successful careers in the 21st Century.

Mercy College Policies

Academic Integrity

Academic integrity is the pursuit of scholarly activity in an honest, truthful and responsible manner. Students are required to be honest and ethical in carrying out all aspects of their academic work and responsibilities.

Dishonest acts in a student's academic pursuits will not be tolerated. Academic dishonesty undermines the College's educational mission as well as the student's personal and intellectual growth. In cases where academic dishonesty is uncovered, the College imposes sanctions that range from failure of an assignment to suspension and expulsion from the College, depending on the severity and reoccurrence of the case(s).

Examples of academic dishonesty include, but are not limited to, cheating, plagiarism, obtaining unfair advantage, and falsification of records and official documents.

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices, or communication during an academic exercise. Examples of cheating include, but are not limited to:

- Copying from another student during an examination or allowing another to copy your work
- Providing assistance to acts of academic misconduct
- Unauthorized collaboration on a take-home assignment or examination
- Using notes during a closed book examination
- Submitting another's work as your own
- Unauthorized use during an examination of any electronic device, such as cell phones, computers, or internet access to retrieve or send information
- Allowing others to research or write assigned papers for you or to complete your assigned projects

Plagiarism is the act of presenting another person's idea, research or writings as your own. **Self-Plagiarism** is the act of turning in one's own work (papers, exams, cases, etc.) in its original form or with only minor modifications in more than one course for academic credits. Self-plagiarism is a violation of this policy. Examples of plagiarism include, but are not limited to:

- Copying another person's actual words or images without the use of quotation marks and citations attributing the words to their source
- Presenting another person's ideas or theories in your own words without acknowledging the source
- Engaging in plagiarism, via the Internet or other web-based or electronic sources, which includes (but is not limited to) purchasing or downloading term papers or other assignments and then submitting that work as one's own, or copying or extracting information and then pasting that information into an assignment without citing the source, or without providing proper attribution.

Obtaining unfair advantage is any action taken by a student that gives that student an unfair advantage, or through which the students attempt to gain an unfair advantage in his/her academic work over another student. Examples of obtaining an unfair advantage include, but are not limited to:

- Gaining advance access to examination materials by stealing or reproducing those materials
- Retaining, purchasing, sharing, or posting examinations, or the student's written work, like cases, papers, etc. without explicit faculty permission
- Intentionally obstructing or interfering with another student's work

Falsification of Records and Official Documents include, but are not limited to, acts of forging authorized signatures, or falsifying information on an official academic record.

Consequences for Policy Violation

A student who is found to be dishonest in submission of his or her academic assignments or other work, or in carrying out his or her academic responsibilities may, at minimum, receive a zero for the submitted assignment, may receive a failing grade for the course, or may be subject to further suspension or expulsion from the College depending on the severity of the offense(s). Regardless, all incidents of academic dishonesty will be reported to the Academic Unit Head and School Dean and may be retained by the College in the student's records.

Reporting

A faculty member who suspects that a student has committed a violation of the Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever feasible. Thereafter, a faculty member who concludes that there has been an incident of academic dishonesty sufficient to affect the student's final course grade shall report such incident on the Student Violation of the Academic Integrity Policy Form (located on Mercy Connect under the faculty tab) and submit it to the Dean of the appropriate School. The Dean shall update the Student Violation of the Academic Integrity Policy Form after a suspected incident has been resolved to reflect that resolution. Unless the resolution exonerates the student, the Student Violation of the Academic Integrity Policy Form shall be placed in a confidential

academic integrity file created for the purposes of identifying repeat violations, gathering data, and assessing and reviewing policies.

Academic Sanctions

If a faculty member believes that the appropriate sanction is academic in nature (e.g., a reduced grade) and the student does not contest either his/her guilt or the particular reduced grade that the faculty member has chosen, then the student shall be given the reduced grade, unless the Dean decides to seek a disciplinary sanction. The reduced grade may apply to the particular assignment where the violation occurred or to the course grade, at the faculty member's discretion. A reduced grade may be an "F", or another grade that is lower than the grade that the student would have earned but for the violation. If a faculty member determines that a student has committed an act of cheating or plagiarism, and the student withdraws from the course, that student will receive an "FW" for the course regardless of the time of withdrawal. The faculty member shall inform the Dean of the resolution via email and the Dean shall update the applicable Student Violation of the Academic Integrity Policy Form to reflect that resolution. In a case where a student admits to the alleged academic dishonesty but contests the academic sanction imposed by the faculty member, or in a case where a student denies the academic dishonesty, the student may appeal to the College's Undergraduate or Graduate Academic Appeals Committee.

Judicial Sanctions

In a case where the allegation of cheating or plagiarism is severe, or where the student has a history of violations of the Academic Integrity Policy which conduct warrants suspension or expulsion from the College, the school Dean shall impose a sanction in addition to or in lieu of academic sanctions, as he/she deems is warranted under the circumstances. If the student contests the judicial sanction imposed, he/she may appeal to the Undergraduate or Graduate Academic Appeals Committee.

Students with Disabilities

Mercy College is committed to the availability of its academic offerings to all qualified students, in compliance with section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA).

The Office of Disability Services coordinates disabilities services, including the provision of auxiliary services. Students whose disabilities may require some type of accommodation must self-identify and complete a "Request for Accommodations" agreement. An intake interview with the Director for Disabilities Services may be required. Both the request for accommodations and the interview should be completed one month prior to the academic term. Reasonable accommodations will be made upon receipt of medical documentation of the disability, which supports the request and need for the accommodation. Appropriate modifications of accommodations will be worked out on a case-by-case basis.

Requests for testing with accommodations should be made to the director for Disabilities Services two weeks in advance of need. Students with disability for which they are or may be requesting an accommodation are encouraged to contact the Office of Disability Services, Main Hall, Room 108, 914-674-7523, as soon as possible in the term.

Lost Class Time Policy

Purpose: This policy addresses lost class time due to an official college or campus closing and other instances in which a faculty member cancels a specific class session when the college is open and operating on a normal schedule. Lost class time is to be made up so that the college is in compliance with Federal and New York State Education Department requirements specifying that the number of contact hours per course credit must be met. This policy also reinforces the college's commitment to providing our students with the depth and quality of education that they expect and deserve and maintaining faculty autonomy with regard to curriculum and teaching.

Faculty Members' Responsibility for Cancelled or Missed Class Sessions

Faculty Members are responsible for ensuring that the learning goals of the course are not compromised by any missed class days. Before canceling any class session:

1. The faculty member should consult with the appropriate academic administrator (e.g., program director, department chair, associate dean, etc.) to notify them.
2. Faculty members should provide students with advance notice of a class session cancellation, whenever possible. In the case of a college or campus closing, faculty and students will be notified via a college email. Information regarding the closing will also be posted on the college website at www.mercy.edu;
3. For documentation purposes, the faculty member should report to their department chair and associate dean how they plan to replace lost class time so that this information can be retained by the school in their shared drive;
4. It is recommended that each faculty member include in their syllabus/outline the manner in which any lost class time during the term will be made up.

Missed classes may be rescheduled and/or may result in alternative assignments to achieve the learning goals of the class. Faculty may utilize a variety of options for making up lost class time that include but are not limited to:

1. Online options, including synchronous or asynchronous activities, meeting through Blackboard Collaborate, assignments via Blackboard, and/or the course Blackboard discussion forum;
2. Alternative assignments (including special outside-of-the-classroom experiences, library and field experiences, library and field experiences, group work, the collection and analysis of data, and preparation of reports or other products);
3. Classroom time rescheduled with student input.

Student's Responsibility for Cancelled and Missed Class Sessions

Students are responsible for completing any academic work missed due to lost class time. In the case of a college cancellation of classes due to weather or other circumstances, students are responsible for making up the class work based on instructions from the faculty member. Unless otherwise indicated by the faculty member, lost class make-up instructions will be included in the course syllabus/outline and posted on Blackboard for the course.