

COURSE OUTLINE		
TERM: Fall 2018	COURSE NO: HKIN 161	
INSTRUCTOR:	COURSE TITLE: Leisure and Sport in Society	
OFFICE: LOCAL: E-MAIL: @capilanou.ca	SECTION NO(S):	CREDITS: 3.0
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

COURSE FORMAT

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams.

COURSE PREREQUISITES

None

CALENDAR DESCRIPTION

This course provides an introductory analysis of political, economic and social issues in leisure and sport. Students will examine present day problems, myths and stereotypes in leisure and sport.

COURSE NOTE

HKIN 161 is an approved Self and Society course for Cap Core requirements.

REQUIRED TEXT AND/OR RESOURCES

Note: Material may change based on topics selected.

Crossman, J. & Scherer, J., (2015). *Social Dimensions of Canadian Sport & Physical Activity*. Pearson Canada Inc. (1st Ed.).

Other resources:

Eitzen, S. E. (2015) Sport as a Microcosm of Society. In S.E. Eitzen (ed) *Sport in Contemporary Society an Anthology* (pp 12-14). New York, NY: Oxford University Press.

Eitzen, S.E. (2015) The Super Bowl as a Microcosm of Society. In S.E. Eitzen (ed) *Sport in Contemporary Society an Anthology* (pp 12-14). New York, NY: Oxford University Press.

Eitzen, S. E. (2015) The Big-Time College Sports Plantation and the Slaves who Drive it. In S.E. Eitzen (ed) *Sport in Contemporary Society an Anthology* (pp 177-187)). New York, NY: Oxford University Press.

Playing together: New citizens, sports and belonging: https://www.icc-icc.ca/en/insights/docs/sports/PlayingTogether%20Highlights_FINAL.pdf

R.J. Schnike, A.T. Blodgett, Yungblut, H.E. et al (2010) The Adaptation Challenges and Strategies of Adolescent Aboriginal Athletes Competing Off Reserve. *Journal of Sport and Social Issues* 34, pp 438-452.

YWCA Culture Shift Project: <https://ywcavan.org/programs/combating-sexualization/cultureshift>

Sisjord, M. (2009) Fast-girls, babes and the invisible girls: Gender relations in snowboarding. *Sport in Society*, 12 (10), 1299-1316

2016 The ParticipACTION Report Card on Physical Activity for Children and Youth.

<https://www.participaction.com/sites/default/files/downloads/2016-06-16%20EN%20Highlight%20-%20FINAL%20DESIGN%20-%20singles.pdf>

Eitzen, S. E. (2015) High School Sports: An American Obsession. In S.E. Eitzen (ed) *Sport in Contemporary Society an Anthology* (pp 45-52)). New York, NY: Oxford University Press.

Craig, C, Bauman, A (2014). Impact of the Vancouver Winter Olympics on population level physical activity and sport participation among Canadian children and adolescents: population based study. *International Journal of Behavioral Nutrition and Physical Activity*, 11 (1) p: 107

Dixon, Nicholas (2010) A Critique of Violent Retaliation in Sport. *Journal of Philosophy of Sport*, 37, 1-10

Kristiansen Elasa, Hanstad Dag Vidar, and Roberts Glyn (2011) Coping with the media at the Vancouver Winter Olympics: "We all make a living out of this". *Journal of Applied Sport Psychology*, 23, 443-457.

Canada Sport Policy: <http://canada.pch.gc.ca/eng/1414151906468#a1a>

Sport for Life: <http://sportforlife.ca/>

Aboriginal Sport Circle: <http://www.aboriginalsportcircle.ca/en/about-us/asc-overview.html#>

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

1. **Explain** the social dimensions of sport and leisure as they relate to concepts such as gender, children and youth, ethnicity and race, violence, media, politics and business.
2. **Critically reflect** on the ways in which social construction provides a way of thinking about how we are shaped through our sports and leisure practices.
3. **Analyze** a pertinent issue in contemporary sport and leisure by conducting a research project that includes: conducting a literature search, designing survey tools, collecting data conducting data analysis and reporting findings.

4. **Explain** the connection between various, ideas, traditions and belief systems and sport and leisure.

Students who complete this Self and Society course will be able to do the following:

1. Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies.
2. Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society.
3. Analyze the impact of colonialism and racism on Indigenous peoples.
4. Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change.
5. Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures.

COURSE CONTENT

WEEK	TOPIC	REQUIRED READINGS/ ACTIVITIES
1	Introductions, course outline, review of assignments.	-Course outline and syllabus
2	<p>Perspectives on the social dimensions of sport and leisure in Canada-sociology as a social science, origins of social sociology, defining sport and ways of looking at social phenomena.</p> <p>Sociological theories of sport-Structural Functionalism, Conflict Theory, Symbolic Interactionism, Critical Social Theories.</p>	<p>-Chapter 1</p> <p>-Eitzen, S. E. (2015) Sport as a Microcosm of Society. In S.E. Eitzen (ed) <i>Sport in Contemporary Society an Anthology</i> (pp 12-14). New York, NY: Oxford University Press.</p> <p>-Eitzen, S.E. (2015) The Super Bowl as a Microcosm of Society. In S.E. Eitzen (ed) <i>Sport in Contemporary Society an Anthology</i> (pp 12-14). New York, NY: Oxford University Press.</p> <p>-Chapter 2</p>
3	<p>Sport and social stratification-social inequality profile, class and social inequality theories</p> <p>Group discussion</p>	<p>-Chapter 3</p> <p>-Eitzen, S. E. (2015) The Big-Time College Sports Plantation and the Slaves who Drive it. In S.E. Eitzen (ed) <i>Sport in Contemporary Society an Anthology</i> (pp 177-187)). New York, NY: Oxford University Press.</p>

4	<p>Ethnicity and race in Canadian sport and leisure-concept, theories, trends in race and sport in Canada</p> <p>Group Discussion</p>	<p>-Chapter 5</p> <p>-Playing together: New citizens, sports and belonging</p> <p>-R.J. Schnike, A.T. Blodgett, Yungblut, H.E. et al (2010) The Adaptation Challenges and Strategies of Adolescent Aboriginal Athletes Competing Off Reserve. <i>Journal of Sport and Social Issues</i> 34, pp 438-452.</p>
5	<p>Term paper, conducting research, group selection and review</p> <p>Library visit</p>	
6	<p>Sex, gender and sexuality-terms, social construction, sex and gender differences</p> <p>Group discussion</p>	<p>-Chapter 6</p> <p>-YWCA Culture Shift Project</p> <p>-Sisjord, M. (2009) Fast-girls, babes and the invisible girls: Gender relations in snowboarding. <i>Sport in Society</i>, 12 (10), 1299-1316</p>
7	<p>Midterm</p> <p>Children, youth and parental involvement in sport and physical activity-origin of minor sport, factors determining participation and controversies</p>	<p>-Chapter 7</p> <p>-2016 The ParticipACTION Report Card on Physical Activity for Children and Youth</p> <p>-Eitzen, S. E. (2015) High School Sports: An American Obsession. In S.E. Eitzen (ed) <i>Sport in Contemporary Society an Anthology</i> (pp 45-52)). New York, NY: Oxford University Press.</p>
8	<p>Group discussion</p> <p>Sport deviance and violence-concepts, social control, deviance on and off the field</p>	<p>-Craig, C, Bauman, A (2014). Impact of the Vancouver Winter Olympics on population level physical activity and sport participation among Canadian children and adolescents: population based study. <i>International Journal of Behavioral Nutrition and Physical Activity</i>, 11 (1) p: 107</p> <p>-Chapters 8 and 9</p>

9	Group discussion Term project work block	-Dixon, Nicholas (2010) A Critique of Violent Retaliation in Sport. <i>Journal of Philosophy of Sport</i> , 37, 1-10
10	Sport, media and ideology-sports-media complex, ideological role of media and sports journalism Group Discussion	-Chapter 11 -Kristiansen Elasa, Hanstad Dag Vidar, and Roberts Glyn (2011) Coping with the media at the Vancouver Winter Olympics: "We all make a living out of this". <i>Journal of Applied Sport Psychology</i> , 23, 443-457.
11	Business of Sport-structure of sports teams, fans, public policy and Olympics Sport, politics and policy	-Chapter 13 -Chapter 12 -Canada Sport Policy -Sport for Life -Aboriginal Sport Circle
12	Group presentations	
13	Group presentations and final exam review	
14 - 15	Exam Period	

EVALUATION PROFILE

ASSESSMENT	% OF FINAL GRADE	INDIVIDUAL/GROUP
Group project/presentation	25%**	Group
Participation/group discussions	15%	Group
Article Summary and discussion article quizzes	10%	Individual
Midterm examination	25%	Individual
Final examination	25%	Individual
Total	100%	

****This project qualifies for the CAPSTONE e-portfolio**

Group project/presentation: This will include a term research paper and presentation based on a chosen leisure or sport issue

Participation/group discussions: Students will be expected to prepare and participate in group discussions and present and facilitate a class discussion for an assigned article

Article Summary and discussion article quizzes: Student will analyze and summarize an academic, peer reviewed research article. A number of quizzes will be given to test student preparation and knowledge of assigned articles

Midterm examination: The midterm exam will cover all material up to and including the week before the midterm. The format of the exam will be determined by the instructor and may include a combination of true/false, multiple choice, short answer, matching, and essay questions.

Final examination: The final exam will cover all material after the midterm. The format of the exam will be determined by the instructor and may include a combination of true/false, multiple choice, short answer, matching, and essay questions.

GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

Incomplete Grades: Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments

Assignments are due at the beginning of the class on the due date listed. Any late assignment will be penalized 10% per day unless otherwise discussed with the instructor.

Missed Exams/Quizzes etc.

Will receive a grade of '0' unless **PRIOR** arrangements (wherever possible) are made with the instructor. Permission to make up an exam will only be given in extraordinary situations such as illness of the student or the death of a close family member. **A doctor's certificate, or other proof supporting the reason for the absence, may be required.**

Attendance

Regular class attendance, and participation in course activities and assignments, is expected and likely essential to successfully achieving the course learning outcomes. Students are responsible for any and all content and instructions communicated during scheduled classes, in course handouts, and (if applicable) via course e-mail and websites. In cases where participation by all students is essential for conducting the planned instructional activities, attendance may be mandatory.

English Usage

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices

Students may use electronic devices during class for note-taking and research.

On-line Communication

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or Moodle; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

UNIVERSITY OPERATIONAL DETAILS**Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-life/>

Capilano University Security: download the [CapU Mobile Safety App](#)

Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy S2017-05 for more information: <http://www.capilanou.ca/about/governance/policies/Policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,

- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including [B.401 Sexual Violence and Misconduct Policy](#) and [B.401.1 Sexual Violence and Misconduct Procedure](#).

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

DEPARTMENT OR PROGRAM OPERATIONAL DETAILS

Participation:

This mark, if included as part of the assessment items by the instructor, is based on both the frequency and quality of the student's comments, questions, observations, and involvement, with the emphasis on quality. The quality is determined by, among other things, the relevance, insight and clarity of remarks. Preparing the required readings will support a student's ability to participate. The participation mark is also influenced by professionalism (as described below), attitude and punctuality.

Professional Behaviour:

Students must demonstrate a professional attitude and behaviour toward work, fellow students and their instructors. Each student should demonstrate reliability, respect for and cooperation with colleagues. A willingness to work calmly and courteously under difficult conditions as well as a determination to achieve first-class work while meeting deadlines is necessary. Students should display a constructive response to criticism. Professional behaviour include appropriate language use. Appropriate language use involves using respectful, moderate, and inclusive language at all times.

Copyright Policy:

Students are expected to familiarize themselves with and abide by the University's Copyright Policy. The University's Copyright Policy is published on the University website.