



## **Learning Outcomes**

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

1. Define, analyze, and evaluate sport as a microcosm of society.
2. Describe, analyze, and evaluate family influences in sport.
3. Describe, analyze, evaluate, discuss, and debate gender, sexuality, race, ethnicity, social class, and ability status with respect to access, participation, and equity in sport and physical activity.
4. Describe, analyze, and debate theories used to explain issues of gender, sexuality, race, ethnicity, social class, and ability status in sport and physical activity.
5. Describe, analyze, and evaluate forms of sport deviance and violence.
6. Describe, analyze, and debate social expectations for sport participants at all competitive levels and across a variety of contexts.
7. Identify current research topics of sport in society.

## **Instructional Method**

The course will be delivered primarily in person. Course content will often involve student engagement through group discussions, activities, and/or question-and-answer periods. Students are highly encouraged to attend all class sessions. Occasionally, asynchronous online content (e.g., recorded lectures) may replace in-person course delivery (e.g., if the course instructor or a guest speaker is ill). If/when public health guidelines necessitate/allow, the delivery format for the course may be revised to include online (synchronous or asynchronous instruction and evaluation). Students are expected to regularly check MyCourses for updates and information pertaining to all aspects of the course.

## **Times and Locations**

Lectures: Tue

## Supplemental Readings

Additional required and recommended readings and other course materials will be uploaded to MyCourses.

## Recommended Resources

For formatting of assignments, students should refer to the *Publication Manual of the American Psychological Association* (7th ed.) (2020). Washington, D.C.: American Psychological Association.

## Course content

This course is concerned with sociocultural and socio-psychological aspects associated with sport and physical activity, primarily in the North American context. The course will consider theory and evidence on *selected topics* such as:

- The sociology of sports: What it is and why study it?
- Producing knowledge about sports in society: How is knowledge produced in the sociology of sport?
- Sports and socialization: Who plays and what happens to them?
- Organized youth sports: Whose interests do they serve?
- Gender and sports: Is equity possible?
- Race and ethnicity: What role do they play in sports?
- Social class: Do money and power matter in sports?
- Age and ability: Barriers to participation and inclusion.
- Deviance in sports: Is it out of control?
- Violence in sports: Who suffers the consequences?
- Sports and the economy: What are the characteristics of commercial sports?
- Sports and the media: How do they interact and influence on another?
- Sports and politics: How do governments and global political processes influence sports?
- Sports in high school and college: Do competitive sports contribute to education?
- Sports and religion: Is it a promising combination?
- Sports in the future: What do we want them to be?

Though the topics above are listed as distinct concepts, we will also explore intersectional experiences of sport in society.

Content warning: Please be aware that some of the course content may be disturbing for some students. It has been included in the course because it directly relates to the learning outcomes. Please contact me, Dr. Duncan, if you have specific concerns about the course content.

## Assessments

Method	Description	Due Date	% of Final Grade
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Reflection #1

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le [guide pour l'honnêteté académique de McGill](#)).

### **Course Feedback**

I make great efforts to design and deliver a course that is interesting, engaging, and appropriately