



**EL CAMINO COLLEGE**  
**COURSE OUTLINE OF RECORD – Approved**

**I. GENERAL COURSE INFORMATION**

**Subject and Number:** Physical Education 212  
**Descriptive Title:** Sport and Society  
**Course Disciplines:** Kinesiology  
**Division:** Health Sciences and Athletics

**Catalog Description:**

This course examines the role of sport in modern society. Students will reflect on the ways in which sport influences and shapes global attitudes among nations. It also investigates the historical, social, economic, and political impact of sport on society.

**Conditions of Enrollment:**

**Recommended Preparation:** English 1 or eligibility for English 1A or qualification by appropriate assessment

**Course Length:**  Full Term **Other (Specify number of weeks):**  
**Hours Lecture:** 3.00 hours per week TBA  
**Hours Laboratory:** 0 hours per week TBA  
**Course Units:** 3.00

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:**  **Effective Date:** Proposed  
**Transfer UC:**  **Effective Date:** Proposed

**General Education:**

**El Camino College:** 5- Health and Physical Education  
**CSU GE:** Area E- Lifelong Understanding and Self-Development  
**IGETC:** Area 4- Social and Behavioral Sciences 4J- Sociology and Criminology

## **II. OUTCOMES AND OBJECTIVES**

**A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)**

1. Students will identify different social theories.
2. Students will compare and contrast historical influences in sport.
3. Students will analyze globalization in sport.

**B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)**

1. Identify different social theories relate to sports in society. (Objective Exams)
2. Analyze how social theories apply to sports. (Written Homework)
3. Compare and contrast historical influences on sport. (Essay Exam)
4. Analyze the role of sport in socialization. (Term Paper)
5. Analyze the globalization of sport. (Written Homework)
6. Identify the relationship between sport and the regional economy. (Written Homework)
7. Identify the relationship between sport and the national economy. (Reading Reports)
8. Identify the relationship between sport and the global economy. (Written Homework)
9. Observe and evaluate the relationships between sport and international politics. (Reading Reports)
10. Analyze how the media portrays athletes. (Term Paper)

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	4	I	<p>Introduction to Major Concepts</p> <ul style="list-style-type: none"> <li>A. Traditional and alternative definitions of sport</li> <li>B. Position that sports occupy across different world cultures</li> <li>C. Social theories of sport: Functionalist, Conflict, Critical, Feminist, Interactionist</li> <li>D. Cross cultural analysis of how sport affects, influences and shapes culture and global attitudes around the world</li> <li>E. Description of the characteristics of sport across different cultures and societies</li> </ul>
Lecture	5	II	<p>Historical Influences</p> <ul style="list-style-type: none"> <li>A. Games in Ancient Greece, Rome and Europe</li> <li>B. Influence of the Renaissance, Reformation and Enlightenment</li> <li>C. Olympic games: impact on international politics               <ul style="list-style-type: none"> <li>1. Social and cultural context throughout their history</li> <li>2. Olympic games as a platform to promote and advance political and economic goals</li> </ul> </li> </ul>
Lecture	4	III	<p>Role of Sport in Socialization Process</p> <ul style="list-style-type: none"> <li>A. Becoming an athlete</li> <li>B. Burnout</li> <li>C. Sport and its relation to increased health and well-being</li> <li>D. Effect of sport on social and cultural lives</li> <li>E. Social status of sport participants across different cultures</li> </ul>
Lecture	4	IV	<p>Youth Sports</p> <ul style="list-style-type: none"> <li>A. Development of organized youth team sports</li> <li>B. Major trends in youth sports</li> <li>C. Informal vs. formal experiences in youth sports</li> <li>D. Social and cultural factors that influence youth sports across the world</li> </ul>
Lecture	4	V	<p>High School Sports</p> <ul style="list-style-type: none"> <li>A. High school athletes</li> <li>B. Sports culture in high school</li> <li>C. The economy of high school sports</li> </ul>
Lecture	4	VI	<p>Intercollegiate Sports</p> <ul style="list-style-type: none"> <li>A. Collegiate athletes</li> <li>B. Graduation rates</li> <li>C. Academic vs. athletic demands</li> <li>D. Diversity of athletic experiences</li> <li>E. Commercialization</li> </ul>

Lecture	5	VII	Deviance in Sports A. Sport ethic B. Different social structures C. Deviance off the field D. Definition of sport deviance across cultures E. Performance enhancing substances F. Violence on and off the field and across cultures
Lecture	4	VIII	Gender and Sport A. Participation among genders B. Title IX C. Gender ideology in sports D. Gender participation across cultures
Lecture	4	IX	Race and Ethnicity and its Effect on Sports A. Participation among racial and ethnic minorities B. Dynamics of racial and ethnic relations in sport C. Global analysis of racial and ethnic participation in sport
Lecture	6	X	Sports and the Economy A. Social class and sport participation B. Sports as a business around the world C. Commercialization of sport around the world: professional and amateur D. Economic and career opportunities in sports E. Effect of sport on economies around the world
Lecture	6	XI	The Global Media and Sports A. Radio B. Television C. Newsprint D. World Wide Web E. Sport Journalism F. Effect of different sports media on their culture and society G. Differences among sports media across nations and cultures
Lecture	4	XII	Politics and Sport A. Sport/government connection around the world: nationalism, unity, economic development B. Sport and the global political process
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

#### **IV . PRIMARY METHODS OF EVALUATION AND SAMPLE ASSIGNMENTS**

##### **A. PRIMARY METHOD OF EVALUATION**

Substantial writing assignments

##### **B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION**

In a one-page paper, analyze how the media portrays the athletes, the sport, the venue and the coaches during a sporting event. Elaborate on what words were being used to describe the athletes, the event and the spectators. Describe the picture being painted by the media. Analyze the overall feeling the media tries to portray and describe any symbolism being used. If there were any athletes starring in commercials during the sporting event define the attributes of the athlete and convey the message being sent to the target audience.

##### **C. COLLEGE LEVEL CRITICAL THINKING ASSIGNMENTS**

1. In a two-page paper, analyze the types of commercials being played during at least three different sporting events. Compare and contrast the differences in the commercials being broadcast during those sporting events. Describe how the sport itself determines the type of commercials being played. Explain the types of sports that have luxury car commercials played and the types of sports that do not. Describe the intended audience for each sporting event.
2. In a five-page paper, explain the history of Title IX. Include the law basics, the intention of the law and those who are affected most by this law. With Title IX in mind, create a plan to positively use this law at your local college. Analyze strategies to increase gender equity, re-distribute funds, add staff members or teams to the already existing teams. Describe what areas might have to give up certain funds or advantages in order to stay in compliance.

##### **D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS**

Essay Exams  
Objective Exam  
Presentation  
Quizzes  
Term or Other  
True/False  
Written Home  
Multiple Choice

#### **V. INSTRUCTIONAL METHODS:**

Lecture  
Group Activities  
Discussion  
Multimedia presentations

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instructional delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

## VI. WORK OUTSIDE OF CLASS

Study

Answer questions

Required reading

Written work (such as essay/composition/report/analysis/research)

Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting)

**Estimated Study Hours Per Week: 6**

## VII. TEXTS AND MATERIALS

### A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Coakley, Jay. *Sport and Society: Issues and Controversies*, 11<sup>th</sup> ed. Colorado Springs: McGraw Hill, 2015, ISBN: 9780078022524. 66.25

### B. ALTERNATIVE TEXTBOOKS

### C. REQUIRED SUPPLEMENTARY READINGS

### D. OTHER REQUIRED MATERIALS

Handouts

## VIII. CONDITIONS OF ENROLLMENT

### A. Requisite/s (Course and Non-Course Prerequisite/s and Corequisite/s). Add rows as needed.

Requisites	Category and Justification
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### B. Requisite Skills - Match skills from prerequisite course/s or non-course prerequisites without which a student would be "highly unlikely to succeed."

Requisite Skills – Matching
Requisite Skill Needed: Course title and number and objective related to that skill:

### C. Recommended Preparations (Course and Non-Course) Add rows as needed.

Recommended Preparation	Category and Justification
English 1	<b>Category:</b> Course <b>Justification:</b> This course involves reading college level textbooks, developing written projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills.
Eligibility for English 1A or qualification by appropriate assessment	<b>Category :</b> Non-Course <b>Justification:</b> This course involves reading college level textbooks, developing projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills.

**D. Recommended Skills. Match skills from recommended courses or non-course prerequisite that would “enhance a students’ ability to succeed in the courses”.**

<b>Recommended Skills – Matching</b>
Reading and comprehending college-level textbooks and the ability to write well-written essays would serve the student well and enhance their success in the course.
ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts.
ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

**E. Enrollment Limitations**

<b>Enrollment Limitations and Category</b>	<b>Enrollment Limitations Impact</b>

**Course created by: Jessica Rapoza**

**BOARD APPROVAL DATE: 11/18/2019**

**LAST BOARD APPROVAL DATE:**

**Last Reviewed and/or Revised by**