

14-77
AP-10/21/14
Senate Info 11/4/14

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: HPED 225, Social Issues in Sport

Instructor(s) of Record: Ron Trenney & David Lorenzi

Phone: X6918 Email: trenney@iup.edu, Dlorenzi@iup.edu

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

David Lorenzi 9/25/14
Signature of Department Designee Date

Endorsed:

Ron Trenney 9/25/14
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Gail Sedquist 10/22/14
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course Rejected as distance education course

Thomas S. Mahoney 10/3/14
Signature of Provost Date

Forward form and supporting materials to Associate Provost.



OCT 22 2014

Received

SEP 25 2014

Liberal Studies

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: HPED 225 – Social Issues in Sport

Instructor(s) of Record: Dr. David Lorenzi & Mr. Ron Trenney

Phone: 724-357-4415, 724-357-6918

Email: David.Lorenzi@iup.edu, Trenney@iup.edu

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Both instructors have a strong background in health, physical education, athletics, and coaching education. Both have taught more than 10 sections of undergraduate distance education course work here at IUP, offering courses in both the traditional semester and both winter and summer formats. Additionally, Dr. Lorenzi has taught an online, graduate-level course (Motor Development for Special Populations) at West Virginia University. Both instructors integrate internet-based and online course assignments into other departmental courses that they regularly teach in classroom format.

2. How will each objective in the course be met using distance education technologies?

Objectives 1 & 3:

-O1 Identify various contemporary cultural and social issues as they relate to sport. These issues include, but are not limited to, the business of sport, deviance in sport, sport and disability, gender and sport, media and sport, and race and sport.

-O3 Recognize the relationships that exist between the disciplines of sociology and sport and the positive and negative impacts that each discipline both individually and collectively have on society.

Each topic presented will reflect contemporary societal issues as they relate to sport in American (e.g. racism in sport, deviance in sport, media influence in sport, etc.). The students will be required to examine each issue that is presented from a variety of different viewpoints. Video clips and supplemental readings will be utilized to present an issue followed by instructor and student generated discussion questions and responses. Students will be required to post and respond to discussion questions.

In addition to the posting and responding to discussion questions as previously presented, students will complete and submit reaction papers related to the contemporary resources reviewed. The culminating project for the course will be a research paper on a specific learning area that was discussed in class. Students will be required to go beyond the information that was presented in class to research the issue in-depth and from a variety of viewpoints. Students will need to locate supporting research and other information to support their findings. Finally, the students will be required to combine the material that was presented in the learning module with the information that was obtained via their research and synthesize the information in a research paper.

Objective 2:

-O2 Demonstrate skills in problem solving, critical thinking, synthesis, and a commitment to intellectual honesty as it pertains to social issues prevalent in sport.

As this objective suggests a portion of the course will focus on the development of skills related to problem solving, critical thinking and topic synthesis. Students, by means of reviewing both historical and contemporary issues, will be asked to use different methods of thought and analysis to review a particular topic and then case study activities will be utilized to encourage critical thinking and synthetic analysis as problem solving techniques.

In summary, Desire2Learn (D2L) technologies will be applied to meet the above objectives. The design of this course will focus on students' learning, motivation, and satisfaction. The students will be actively engaged in learning activities throughout the entire course. The instructors will implement the use of learning modules, chat rooms, and discussion boards to facilitate student engagement and learning. Each student will be required to submit discussion questions, opinions, and comments at the conclusion of each module. Additionally, all students will be required to respond to discussion questions and participate in chat room discussions. The delivery of course content in this format is designed to foster learning efficiency for each individual student and to encourage self-motivation for engaging in learning activities.

3. How will instructor-student and student-student, if applicable, interaction take place?

The online software to be utilized for this course affords numerous opportunities for students to be actively engaged with both the instructors and other students in the class via the use of an online bulletin board, chat room, assignment drop box, and discussion board. Assignments will prompt students to complete self-test of their understanding of required readings and discuss the results of the self-test with the course instructors.

4. How will student achievement be evaluated?

The online version of this course will be divided into three units of instruction, with each unit containing five learning modules for a total of 15 modules. Within each instructional unit, learning modules will be structured to deliver the course content via required textbook readings, supplemental readings, video clips, and discussion questions. Quizzes will be administered after the completion of each learning module using D2L technology as well as a unit exam made up of selective essay questions, 2 questions learning module. In addition, the module quizzes and unit essay exams students will complete two reaction papers for each unit and a final research paper. These writing assignments are designed for students to be able to demonstrate their understanding and application of course content that was presented within each learning module. Additionally, discussion board communications will be used to enhance the understanding of course content and to gauge student interests, motivation, and satisfaction.

5. How will academic honesty for tests and assignments be addressed?

A description of the university academic honesty policy will be included in the course syllabus. A wide variety of assessments will be implemented including quizzes, essays, research paper, and discussion board questions and answers. The evaluation techniques will use all of the safeguards available to prevent academic dishonesty. For example, D2L software provides several functions for the instructors to prevent dishonesty such as the control of exam time and generating randomly selected test questions from a question bank to ensure that individual students get different test questions. Rubrics will be used to evaluate the written assignments including essays and research paper.

- B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Please see On-Line Syllabus, a sample of one of the 15 Learning Modules and assessment samples attached.

Syllabus of Record

Catalog Description

HPED 225 Social Issues in Sport

3 class hours
0 lab hours
3 credits
3c-01-3cr

Prerequisites: None

Sport is a topic that permeates virtually all aspects of society. Investigates sport from historical, philosophical and social perspectives. Various social theories will be used to examine the interaction of sport and society through exploration of issues related to business, deviance, disability, gender, media, social class, politics, and race as they pertain to sport.

Ila. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes – EUSLO)

Objective 1:

Identify and define various cultural concepts as they relate to sport. These issues include, but are not limited to, the business of sport deviance in sport disability and sport, gender and sport, and race and sport.

Expected Student Learning Outcomes 1 and 3

Informed and Responsible Learners

Rationale:

Assignments will require students to demonstrate knowledge related to various contemporary cross-cultural and disciplinary issues related to sport. Assignments will also require students to have a working knowledge of the historical and philosophical significance which led to societal changes in sport (e.g. the passage of Title IX legislation and its effect on both female and male sports programming and participation).

Objective 2:

Demonstrate skills in problem solving, critical thinking, synthesis, and a commitment to intellectual honesty as it pertains to analyzing the social issues that are prevalent in sport.

Expected Student Learning Outcome 2:

Empowered Learners

Rationale:

Assignments will require students to review current literature, analyze case studies, and synthesize research as it relates to specific social issues in sport (e.g. race discrimination, gender bias, media influence, etc.).

Objective 3:

Recognize and critically analyze the relationships that exists between the disciplines of sociology and sport and the positive and negative impacts that each discipline both, individually and collectively, have on society.

Expected Student Learning Outcome 1:

Informed Learner

Rationale:

Assignments will require students to compare and contrast individual social and cultural characteristics of each discipline (sociology and sport) and examine how these characteristics influence one another and society as a whole.

III. Course Outline

- A. Introduction (3 hours)
 - 1. Course and Assignments
 - 2. Sociology – Why We study It
 - 3. Sport – Why We Study It

- B. The Effect of Sport on Society (6 hours)
 - 1. Trends in Sport Participation
 - a. Participants versus Spectators
 - b. Trends in Marketing
 - 2. The Business of Sport
 - a. Sport and the Economy
 - b. Collegiate Sports
 - c. Professional Sports
 - d. Recreational Sports
 - 3. The Interaction Between Media and Sport
 - a. Evolution of Sport Media
 - b. How Sport Affects the Media
 - c. Ideology of Sport Through the Media

- Exam 1 (1 hour)

- C. The Institution of Sport (3 hours)
 - 1. Youth Sport
 - a. Evolution of Youth Sport
 - b. Current Status of Youth Sport
 - c. Contemporary Issues in Youth Sport
 - 2. Interscholastic and Intercollegiate Sport
 - a. Interscholastic Sport
 - b. Collegiate Sport
 - 3. International/Olympic Sport
 - a. Globalization of Modern Sport
 - b. Nationalism versus Economics
 - c. Using Sport for Better World Understanding

- D. The Culture of Sport (10 hours)
 - 1. Sporting Behavior
 - a. Development of Moral Values
 - b. Moral Values Applied to Sport
 - c. Strategies for Good Sporting Behavior
 - 2. Social Class and Sport
 - a. Social Class and Sport Activity
 - b. Control of Amateur and Professional Sport
 - c. Class Mobility in Sport
 - 3. Religion and Sport
 - a. Historical Overview of Religion and Sport
 - b. Use of Religion in Sport by Athletes
 - c. Organizations Using Sport to Promote Religion
 - d. Conflict Between Religion and Sport

4. Politics and Sport
 - a. Government and Sport
 - b. Nationalism and Sport
 - c. Sport in Promoting Social Values
 - d. Politics within Sport
5. Deviance and Sport
 - a. Violence in Sport
 - b. Drug Use in Sport
 - c. Hazing in Sport
 - d. Gambling in Sport

Exam 2 (1 hour)

E. Special Populations (9 hours)

1. Race and Ethnicity in Sport
 - a. Historical Racial Discrimination in Sport
 - b. Using Sport to Promote Equality
 - c. Minorities as Sport Leaders
2. Gender and Sport
 - a. Women in Sport Pre Title IX
 - b. Women in Sport Post Title IX
 - c. Global Status of Women in Sport
3. Disability and Sport
 - a. Americans with Disabilities Act
 - b. Sport Participation for Individuals with Mental Disabilities
 - c. Sport Participation for Individuals with Physical Disabilities
 - d. Issues Related to Sport Participation for Individuals with Disabilities
4. Sport Participation for Older Athletes
 - a. Performance Sport for Older Adults
 - b. Participation Sport for Older Adults

Exam 3 (1 hour)

F. Social Change through Sport (8 hours)

1. Development through Sport
 - a. Benefits of Sport and Physical Activity
 - b. International Outreach Through Sport
 - c. Peace Initiatives Through Sport
 - d. Potential Funding Sources for Sport Development Programs
2. Future Trends in Sport
 - a. Social Trends
 - b. Effects of Social Changes
 - c. Conflict Between Performance Sport and Spectator Sport

Exam 4 (Final Exam during final exam week) (2 hours)

IV. Evaluation Methods

1. 60% - Examinations - exams will consist of multiple choice, true/false, and short answer style questions.

2. 20% - Short Essays – students will be required to write 4-5 page essays based on information presented throughout the semester. They will be asked to synthesize their personal knowledge and beliefs with didactic information presented in class.

3. 10% - Article Summaries – students will be assigned outside readings in addition to the required textbook assignments. These readings will be selected to supplement information that is presented in the textbook. For each unit, students will select a specific reading and write a review which will be 1-2 pages in length and include both a summary of the information presented and a personal reaction.

4. 10% - Video Reactions – students will be required to view one online video clip per unit related to specific course topics. The videos selected will be contemporary and designed to supplement information that is presented in the textbook. Each video reaction will be 1-2 pages in length and include both a summary and a personal reaction.

V. Grading Scale

Grading Scale: A 90%-100%, B 80%-89%, C 70%-79%, D 60%-69%, F 59% and below

VI. Undergraduate Course Attendance Policy

The IUP undergraduate attendance policy will be followed.

VII. Required Textbook

Woods, R. B. (2011). *Social issues in sport* (2nd ed.). Champaign, IL: Human Kinetics.

Supplemental Resources

Branta, C. F. (2010). Sport specialization: Developmental and learning issues. *Journal of Physical Education, Recreation, and Dance*, 81(8), 19-28.

Coakley, J. (2008). *Sport and society: Issues and controversies* (10th ed.). New York, NY: McGraw Hill.

DaCosta, L. (2006). A never-ending story: The philosophical controversy over olympism. *Journal of the Philosophy of Sport*, 33(2), 157-173.

Dworkin, S. L., & Messner, M. A. (2002). Gender relations in sport. *Sociological Perspectives*, 45(4), 347-352.

Goldberg, R. (2008). *Taking sides: Clashing views on controversial issues*. New York, NY: McGraw Hill

Harris, J. (2007). Gender issues in sport. *International Review for the Sociology of Sport*, 42(2), 217-221.

Huang, C., & Brittain, I. (2006). Negotiating identities through disability sport. *Sociology of Sport Journal*, 23(4), 352-375.

Powell, S. (2008). *Souled out? How blacks are winning and losing in sport*. Champaign, IL: Human Kinetics.

Rowe, D. C. (2003). *Sport culture and the media: The unruly trinity*. Champaign, IL: Human Kinetics.

Sacks, D. N., Petscher, Y., Stanley, C.T., & Tenenbaum, G. (2003). Aggression and violence in sport: Moving beyond the debate. *International Journal of Sport and Exercise Psychology*, 1(2), 167-179.

Sterkenburg, J.V., Knoppers, A., & De Leeuw, S. (2010). Race, ethnicity, and content analysis of the sports media: A critical reflection. *Media Culture Society*, 32(5), 819-839.

VIII. Special Resource Requirements

None

IX. Bibliography

DePauw, K. P., & Gavron, S. J. (2005). *Disability sport (2nd Ed.)*. Champaign, IL: Human Kinetics.

Harris, J. (2007). Gender issues in sport. *International Review for the Sociology of Sport*, 42(2), 217-221.

Margolis, J. (1999). *Violence in sports: Victory at what price?* Berkley Heights, NJ: Enslow.

McDonald, M. (2005). Mapping whiteness and sport: Introduction to the special issue. *Sociology of Sport Journal*, 22(3), 245-256.

Morgan, W. J. (2007). *Ethics in sport (2nd ed.)*. Champaign, IL: Human Kinetics.

Powell, S. (2008). *Souled out? How blacks are winning and losing in sports*. Champaign, IL: Human Kinetics.

Rowe, D. C. (2003). *Sport, culture, and the media: The unruly trinity (2nd ed.)*. New York, NY: McGraw-Hill.

Sacks, D. N., Petscher, Y., Stanley, C. T., & Tenenbaum, G. (2003). Aggression and violence in sport: Moving beyond the debate. *International Journal of Sport and Exercise Psychology*, 1(2), 167-179.

Sage, G. (1998). *Power and ideology in American sport (2nd Ed.)*. Champaign, IL: Human Kinetics.

Vernacchia, R. A. (1990). Ethical issues of drug use in sport. R. Tricker, D. Cooks (ed.), *Athletes at risk: Drugs and sport*. Dubuque, IA: Brown and Benchmark.

Woods, R.B. (2007). *Social issues in sport*. Champaign, IL: Human Kinetics.

HPED 225 – Social Issues in Sport (3 credits)

Online Course

Instructors: David Lorenzi, Ed.D, CAPE
Office: 239 Zink Hall
Phone: 357-4415
E-Mail: dlorenzi@iup.edu

Ron Trenney, M.Ed, ATC
202A Zink Hall
357-6918
trenney@iup.edu

Office Hours: E-mail

CATALOG DESCRIPTION

Sport is a topic that permeates virtually all aspects of society. Investigates sport from historical, philosophical and social perspectives. Various social theories will be used to examine the interaction of sport and society through exploration of issues related to business, deviance, disability, gender, media, social class, politics, and race as they pertain to sport.

COURSE OBJECTIVES

At the conclusion this course the student will be able to:

- A. identify various contemporary cultural and social issues as they relate to sport. These issues include, but are not limited to, the business of sport, deviance in sport, sport and disability, gender and sport, media and sport, and race and sport.
- B. demonstrate skills in problem solving, critical thinking, synthesis, and a commitment to intellectual honesty as it pertains to social issues prevalent in sport.
- C. recognize the relationships that exist between the disciplines of sociology and sport and the positive and negative impacts that each discipline both individually and collectively have on society.

REQUIRED READING

Woods, R.B. (2011). *Social Issues in Sport* (2nd Ed.). Champaign, IL: Human Kinetics.

Various assigned readings and video recourses related to presented materials, as outline on D2L course site.

CLASS POLICIES

Academic Dishonesty

The academic honesty policy enforced shall be in accordance with the Indiana University of Pennsylvania Honesty Policy (IUP Student Handbook – Academic Integrity Policy and Procedures, see <http://www.iup.edu/registrar/catalog/acapolicy>). Please note that you are expected to do your own work for this online class. Representing someone else's

work for your own, cheating, and/or plagiarism will not be tolerated and will result in an "F" grade for that assignment or examination. A second incident will result in an "F" grade for the entire course and possible Departmental, College, and/or University disciplinary action.

Provisions for Students with Special Needs

Students requiring accommodations for special needs should inform the instructor immediately. Please do not wait until difficulty is encountered to communicate such requests. Disability support services available to eligible IUP students, see <http://www.iup.edu/advising/testing/dss.html>).

GRADING SCALE & CRITERIA

A = 90 – 100%
B = 80 – 89.9%
C = 70 – 79.9%
D = 60 – 69.9%
F = 0 – 59.9%

COURSE REQUIREMENTS

Reaction Papers

Students will be required to write six, 1-page reaction papers based on information provided during each unit of this course (two reaction papers per unit). Students will be asked to read an article or view a video clip related to one or more of the unit topics and provide a personal reaction to the content. **The first third of the paper should include a brief summary of the content reviewed and the final 2/3rds will be a personal reaction to this content.** Please consider such items as how the content is influenced by, or has an influence on American society as well as your personal opinion on the topic.

(10 pts each)

Each paper will be single spaced, have no more than 1 inch margins, typed in Times New Roman format at 12 font size. The only heading accepted will have your name and assignment title on a single line at the very bottom of the page.

Research Paper

Each student will be required to select a topic to research from an approved list provided by the instructor (please see list in detailed paper requirements). Students will be required to research their selected topic and provide a comprehensive report supported by a minimum of 5 resources, ie. journal articles, texts, Internet resources, etc. The information should be analyzed, synthesized, and presented logically (using required headings) in its final format. General content of this paper will include a review of the topic selected, the topics interaction and relationship to society as well as examples of past "sport figures" or situations that relate to this topic, ie. Jesse Owens and racism, Billy Jean King and gender, 2006-2007 congressional hearings and drugs, 2008 Summer Olympics and human rights issues. (40 pts)

Each paper will be a minimum of 4 maximum of 6 pages in length, excluding a bibliography, and 1 ½ spaced, have no more than 1 inch margins, typed in Times New Roman format at 12 font size. The only heading accepted will have your name and assignment title on a single line at the very bottom of the page.

Unit Assessments

Throughout the course each student will complete a total of three unit exams. Each exam will include questions related to those topics (chapters) presented within a particular unit.

Each exam will include a number of short answer questions related to each chapter. Students must answer two of those questions provided and respond to each. Specific guidelines/requirements will be provided with each unit exam. (50 pts each)

Each unit exam will be typed – you are required to type both the question and your answer. Be sure to answer each question fully.

Quizzes

Students will complete an online quiz following each learning module. Each quiz will be worth 10 points x 15 modules = (150 pts)

COURSE OUTLINE

Unit #1: Studying Sport and Society

- Module #1: Course Introduction
-Defining Sport, Microcosm and Social Themes
-Review of Course Outline
- Module #2: How and Why We Study Sport (Chapters 1 & 2)
- Module #3: The Difference between Spectators and Participants (Chapter 3)
- Module #4: Sporting Behavior (Chapter 10)
-Morals and Values
-Ethics
- Module #5: Ethical Dilemmas

Unit One Assessment and Reaction Papers Due

Unit #2: Sport and Society

- Module #6: Business of Sport (Chapter 4)
- Module #7: Politics and Sport (Chapter 16)
- Module #8: Media and Sport (Chapter 5)
- Module #9: Deviance and Sport (Chapter 18)
- Module #10: Religion and Sport (Chapter 15)

Unit Two Assessment and Reaction Papers Due



Unit #3: Sport and Culture

- Module #11: Social Class and Sport (Chapter 13)
- Module #12: Women and Sport (Chapter 12)
- Module #13: Special Populations and Sport (Chapter 14)
- Module #14: Race, Ethnicity and Sport (Chapter 11)
- Module #15: Future Trends in Sport (Chapter 20)

Unit Three Assessment and Reaction Papers Due Research Paper Due

Module 7 Politics and Sport

Objectives:


At the completion of this module the student will understand and be able to explain:



1. The interaction between local, national and international government and sport.
2. The use of governmental power in an attempt to protect the rights of all citizens.
3. The government's use of sport to promote identity, unity and social values among its citizens.
4. How political philosophy affects and is displayed by sport personalities, athletes, teams and organizations.

Assignments:

1. Read Chapter 16 of assigned textbook (Social Issues in Sport)
2. Review PowerPoint presentation that outlines the assigned text chapter. This presentation will be posted for student access or can be emailed as an attachment if requested (see attached presentation).
3. Read PDF file to be provided to student entitled "Outside the Lines: Ballpark Politics and Final Round" This transcript includes discussion related to baseball's abortion controversy and Augusta Golf Club female discrimination.
4. Review Olympic boycott Article and Blog postings found at:
<http://freedarko.blogspot.com/2008/08/it-was-so-familiar-then.html>
5. Post questions related to this module for instructor feedback and consideration for online class discussion.
6. Login to the unit discussion board and participate in an online dialogue related to both the general topic of politics and sport as well as the specific topic of China's history related to human rights and the image they portrayed during the Beijing Olympics.
7. Complete online chapter quiz (see attached).
8. Complete and upload online reaction questions and reaction paper (see attached).



Politics and Sport

Politics

Define Politics:

- Politics is the art and science of government, of influencing governmental policy, or of holding control over a government.

Government in Physical Activity and Health

The CDC

- Governments sometimes take on responsibility of the health and welfare of their citizens, in the United States this is the CDC. The CDC works to release information nationwide about the benefits of being active and how this impacts ones health.
- "30 minutes a day 5 days a week"

Government in Sport

Governments aiding sports

- Many governments work to endorse and support high end athletics. In the United States this is done primarily through the USOC (United States Olympic Committee). While they do not fund the committee they did furnish the location and facilities they currently use for training.

Government in Sport

Safeguarding the Public

- Another aspect of government and sport interaction is the regulation of dangerous or cruel sports such as bullfighting which is illegal, to skydiving which is closely monitored due to its level of danger.

Should dangerous sports be banned by the government?

Government in Sport

Protecting the Rights of Citizens

- The government has worked very hard to ensure that everyone who wishes to participate in Sports and athletic competition. Evidence of this is the creation of the ADA and Title IX Legislation.

Government in Sport

Protecting the Financial Interests of the Public

- Due to the vast amount of money invested in Sports in the United States government occasionally steps in to ensure that the money is only invested in ways that will benefit everyone involved while also keeping things fair. Such as not allowing government money to be used in the construction of stadiums and arenas.

Government in Promoting Identity and Unity among Citizens

Bringing People Together

- Local, City and State governments use sports teams as a way to unify their populations behind a common interest such as how their team has been doing throughout the season, sustained injuries and their future.

Nationalism and Sport

Symbolism and Patriotism



- In many ways sports work on a National level the same way they do locally. With the games opening to the National Anthem, the American Flag raised above the stands and sometimes over the field it reminds everyone who is competing and where they are from.

Sport in Promoting Social Values

Social Integration

- In the United States, sport is a conservative institution that promotes traditional values and can integrate people into society

Sport in Promoting Social Values

Sport as an Opiate of the Masses

- Various Critics throughout history ascertain that sports have been used to draw attention away from other negatives, such as economic downturns and wars. This is used especially in nations where the general populace is poor as it gives them something to all get behind.

Sport in Promoting Social Values

Sport and the Status Quo



- Generally in the United States people affiliated with sports are conservative in that they prefer to go with tested methods that work, and only a few people stand out in the liberal category as they attempt to develop new strategies and plays.

Sport in Promoting Social Values

Using Sport to Change Society

- Is it possible to change peoples attitudes, feelings, and beliefs through the sport experience? Some people may respond quickly with personal examples while others may be more cautious. Over the years sports have clearly been used to dramatize certain social inequities or injustices, racism, gender bias, and homophobia.

<http://youtube.com/watch?v=suY-JeVEuA8>

Sport in Promoting Social Values

Use of Sport by Politicians



- Many times politicians, all the way up to the President use sports as a link to the country, as a way to show themselves as normal individuals as well. This is done by Presidents who throw the first pitch of the Baseball season, going to the opening ceremonies of the Olympic Games and speak with League Champions.

<http://youtube.com/watch?v=Q1Lqm5emQj4>

Politics within Sport

The Internal Governance of Sports Leagues

- Every Sport is controlled internationally by a governing body that sets the rules of play, defines age groups, sanctions and sets up competitions. These groups are usually made up of people from every member nation and are elected internally.

Chapter Summary

How are Sports Used?

- Sports are used to promote healthy activity.
- Provide Local up to National Unity
- Provide a medium for politicians to unify people
- Give politicians a way to relate to the people within their country.

Beijing Olympic Troubles

- China-Darfur link
<http://youtube.com/watch?v=QZz-lxj3uN8>
- Torch Troubles
<http://nbc.com/sports/msnbc.com/id/21134540/vp/2473146824076674>
- LeBron and Kobe talk about Darfur
<http://sports.espn.com/nba/news/story?id=3308047>

Should the United States boycott the Beijing Olympics?

Should famous athletes be forced to take a stand on political issues?

Other Discussions

- Should Congress investigate steroids in Major League Baseball?
- Should Senator Specter be allowed to hold hearings on Spygate?

Module 7 Quiz

Politics and Sport

True and False

- 1 _____ Although viewed as principal authorities, governments rarely assume the responsibility of regulating amateur and professional sport.
- 2 _____ Evidence supports the notion that many governments both endorse and support high-end athletic programs.
- 3 _____ Generally speaking individuals associated with US sports are quite liberal in their outlook and beliefs.
- 4 _____ Although supported by many local, city and state institutions, sport is rarely used to unify and unite constituent groups and populations.
- 5 _____ Sport is often used to pass on traditional values such as learning to respect authority, perseverance, cooperation and other socialization skills.
- 6 _____ Although often given the platform, few athletes have used their popularity to share political views and beliefs in fear of affecting their fame and business interests.

Short Answer

- 7 8 Please list two examples of legislation that supports the notion of government's influence and/or authority over sport.

- 9 10 Provide two examples from your text where sport was used to "unify and/or promote" a city, state or country.

HPED 225 Social Issues in Sport
Module 7
Politics and Sport

Reaction Questions

Directions: Each student is required to answer those questions posed below. Students are to use that information obtained from their text, course resources and online discussion to synthesize their answer. Please answer your questions in a Word document format; be sure to number your responses with the corresponding questions. **Type the question and your answer.** Each question is worth five points. Please be sure to address all parts of each question fully.

Politics and Sport

- 01 **Discuss at least three major changes in sport that the government has accomplished in the United States.**
- 02 **Describe how government and sport interact internationally. Provide at least three examples of how governments use sports internationally.**
- 03 **Describe how political groups within sport organizations can direct the development and delivery of sport to consumers.**
- 04 **List and describe what may be considered as “legitimate” use of sport by the United States government.**

Reaction Paper

Please visit and read the articles at web links listed below. Please write your reaction to these links with the following the question in mind.

Are sports an appropriate venue for political protests?

http://sportsillustrated.cnn.com/basketball/college/women/news/2003/02/23/vet_protest_ap/

http://www.usatoday.com/sports/college/womensbasketball/2003-02-25-flag-protest_x.htm