



SDNY SOCY 3356 SPORT IN AUSTRALIAN SOCIETY

CAPA SYDNEY PROGRAM

Faculty name	:	First Name and Surname
E-mail	:	Email address
Class times	:	Day and time
Classroom location	:	Name and number of classroom
Office Hours	:	Day and Time or «by appointment»

Course Description

Sport holds a central role in the development of the Australian character and identity, through the interaction with the expanse of the new environment of the early settlers, evolving during the colonial era of the nineteenth century. Sport helped forge and provides a focus for Australian nationalism whether that be individual achievements or as a team, projecting Australians internationally on the global sporting stage. This course studies sport in Australian culture, the historical context, through to its importance in today's Australian society. Sport as a reflection of the masculine mono culture Australian identity of 19th century and early 20th century through to diversity of modern Australia multi-culturalism, indigenous recognition and social structures will be studied. Themes covered in this course include volunteerism, gender, race, ethnicity, sexuality, amateurism and professionalism, globalisation, integrity in sport (drugs in sport, influence of gambling on results, gene manipulation and bio medical enhancements) trends and challenges to the future of sport including doping in sport, rise of corporitisation of sport, innovation and technology impact on sport and the impact on Australian sport of the current the "Asian Century."

Student Learning Objectives

1. Evaluate historical context of prominence of Australian sport and relationship with the socio economic development of the nation.
2. Appreciate the impact of place and Australian spaces on sporting and cultural life, including the beach/surf, the bush, suburbia.
3. Understand the role of sport and recreation in community building.
4. Appreciate the role of ethics, integrity, power and equity in sporting contexts.
5. Discern how sport is shaped by social differences and inequality such as income, gender, ethnicity, religion, disability, sexuality and education.
6. Explain the differences, and identify tensions between the traditional model of amateur sport and the emerging model of professionalism, globalization and sport as a commodity in Australia.
7. Explore the future of Australian sport, influence of the Asian century on Australian Sport and influences of emerging social and cultural trends.

Requirements and Pre-requisites

No previous requirements or pre-requisites are required. This course assumes a basic level of knowledge of sports. Students from a variety of backgrounds and interests are encouraged to take this class. Students

will find the course provides a good foundation for internships and further studies in cultural studies, public policy, business, marketing or global studies.

Developmental Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

Course Methodology

This course follows a weekly face to face seminar based structure in class. During the seminar, lecture material will be delivered with case studies used in written and video format as a point of group class discussion. This will highlight major concepts and theories to be applied to current real world situations. Guest speakers with practical specialized knowledge will attend the seminar to deliver presentations. Field trips will allow students to experience Australian sporting organizations in context, meet members of sports organizations to hear and ask first hand questions. The online platform CAPA Canvas will supplement learning with printed and video learning materials and resources. Canvas will be used to foster online interaction and discussion between students, staff and guest presenters.

Assessment and Grading

Assessment	Weight
1. Participation & tutorial presentations	20%
2. Field Trip Report	30%
3. Group Report	30%
4. Group Presentation	20%

Descriptor	Alpha	Numeric	GPA	Requirements
Excellent	A	93+	4.0	Shows superior use and understanding of extensive literature beyond the readings and notes
	A-	90 - 92	3.7	
Good	B+	87 - 89	3.3	Shows significant use and understanding of extensive literature beyond the readings and notes
	B	83 - 86	3.0	
	B-	80 - 82	2.7	
Average	C+	77 - 79	2.3	Shows a clear understanding and some insight into the material in the reading and notes, but not beyond
	C	73 - 76	2.0	
Below Average/ Poor	C-	70 - 72	1.7	Fails to show a clear understanding or much insight into the material in the readings and notes
	D+	67 - 69	1.3	
	D	60 - 66	0.7-1.0	
Fail	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in Faculty Handbook

Class Participation and tutorial presentations (20%)

Each week, your Lecturer will look for lively discussion and debate. You are expected to read the appropriate material listed in the class schedule before each class. This is a mark for participation, NOT attendance (which is compulsory).

In addition, each week, one student will be asked to precis the additional readings set for the week and relate the weekly topic to an item of current affairs drawn from a recent (within the preceding month) media report in the press. You must find a relevant article through your own research. During class we will discuss the issues raised in the articles, their relevance for sport in society and policy implications. Assessment will be based on the demonstrated level of understanding of key concepts, the overall professionalism of the presentation, and the relevance of the news item as explained by the presenter.

Field Trip Report (30%)

Detail: By the end of the semester students will need to have submitted reports on the three field trips/guest speakers. After each field trip/guest speaker students will be required to submit a 1000-word response before the following class. Each field trip response must address the specific question provided in relation to the field trip, lecture and required readings. Students are expected to reference material correctly and should include three (3) additional references.

Assessment criteria: Relevant to the topic area, students will be assessed according to their ability to:

- analyse the role of a variety of educational and institutional directives on the development of sport in Australia

- critically analyse the relationship of sport to society and the construction of identities
- present an analysis of the meanings of sport given by a cultural or population group
- present a critique of their own understanding of the relationship between sport, nationalism, politics and policy
- analyse relevant research material and communicate findings effectively in a written format.

Group Presentation (20%) and Report (30%)

Detail: In groups of three students are to select a contemporary sport issue. Identify the key issues surrounding the debate, providing appropriate evidence (literature) to support any statements you make. You should provide a critical examination of the issue and provide the audience with a series of questions and themes to consider. The report is to be 2,500 words long. The presentations are 15 minutes long. Please see criteria below. Examples of debates include: comparative youth sport systems; drug use/alcohol in youth sport; ethics in sport such as doping and gambling; concussion in contact sports; sexuality and athletes going public; technology and sport.

Assessment criteria: Depending on the option chosen for your presentation, you must be able to demonstrate achievement of the relevant outcome(s). All students are expected to demonstrate:

- An understanding of a particular topic through critical examination of relevant research material
- An ability to critically analyse the role sport, schools, national bodies, politics and/or individuals take in forming meanings of identity based on sexuality, gender, ability, nationality or race

Course Materials

Prescribed Text

There is no prescribed text. See CAPA Canvas for weekly readings and Chapters.

General Reading

Adair, D., & Vamplew, W. (1997) *Sport in Australian history*, Sydney: Oxford University Press.

- Anderson, E. (2011), *Sport, Theory and Social Problems*, Routledge, London.
- Booth, D. (2001). *Australian beach cultures*. London: Frank Cass.
- Booth, D., & Tatz, C. (2000). *One-eyed: A view of Australian sport*. Sydney: Allen & Unwin.
- Broome, R. & Jackomos, A. (1998) *Sideshow alley*. Sydney: Allen & Unwin.
- Cashman, R. (1995) *Paradise of sport: the rise of organised sport in Australia*. Oxford: Oxford University Press.
- Cashman, R. (2002). *Sport in the national imagination: Australian sport in the Federation decades*. Brisbane. University of Queensland Press.
- Cashman, R., O'Hara, J. & Honey, A. (eds.) (2001) *Sport, Federation, Nation*. Melbourne: Oxford University Press.
- Caudwell, J. (ed.) (2006). *Sport, sexualities and query theory*. London: Routledge.
- Chapman, L., & Grubisic, B. (2009). *American hunks: The muscular male body in popular culture 1860-1970*. Vancouver: Arsenal Pulp Press.
- Choi, P. (2000). *Femininity and the physically active woman*. London: Routledge.
- Coakley, J., Hallinan, C., & McDonald, B. (2011) *Sport in society: Sociological issues and controversies*. Sydney: McGraw-Hill
- Dixon, S. & Bergmann, D. (2011) *Socrates, sport and students: A philosophical inquiry into physical education and sport*. New York: United Press of America.
- Georgakis, S., & Hitcheson, J. (2014). The 'games playing ethos' in Australian Independent Girls' Schools: from origins to the National Curriculum. *Sport in Society*, 17(6), 706-721.
- Georgakis, S., & Molloy, S. (2014). From old soccer to new football? Expert accounts of transformations on the world game in Australia post-Crawford Report. *Soccer & Society*, 1-18.
- Georgakis, S., Evans, J. R., & Warwick, L. (2014). The Academic Achievement of Elite Athletes at Australian Schools. *Journal of Education and Training Studies*, 3(1), 84-97.
- Georgakis, S., Wilson, R., & Ferguson, J. (2014). The Academic Achievement of Elite Athletes at an Australian University: Debunking the Dumb Jock Syndrome. *International Journal of Higher Education*, 3(2), p120.
- Hess, R. & Stewart, B. (1998) *More than a game: An unauthorised history of Australian rules football*. Melbourne: Melbourne University Press.
- Horne, J., Tomlinson, A., Whannel, G., & Woodward, K. (2012). *Understanding Sport: A socio-cultural analysis*. Routledge, London.
- Hughson, J.E. and Dyreson, M. (2009), *The Making of Sporting Cultures*, Taylor and Francis, London.
- Jefferson: McFarland. Giulianotti, R. (2005) *Sport: A critical sociology*. Cambridge: Polity Press.
- Kirk, D. (1998). *Schooling bodies: School practice and public discourse, 1880-1950*. London: Leicester University Press.
- Kirk, D. (2010) *Physical education futures*. London: Routledge.
- Kirk, D. (2011) *Physical education: Major themes in education*. London: Routledge. External Units Group (EDGU) University of Sydney Sport and Learning in Australian Culture 13 2016 1 EDUH4058

- Mangan, J. A. (2000) *Athleticism in the Victorian and Edwardian Public School*. London: Cass.
- Mangan, J. A., & Nauright, J., (2000). *Sport in Australasian society*. London: Cass.
- Markula, P., & Pringle, R. (2006) *Foucault, sport and exercise: Power, knowledge and transforming the self*. London: Routledge.
- Maynard, J. (2011) *The Aboriginal Soccer Tribe*. Sydney: Magabala Press.
- McKay, J. (1991) *No pain no gain: Sport and Australian culture*, Sydney: Prentice Hall.
- Messner, M. A., & Sabo, D. F. (Eds.). (1990). *Sport, men, and the gender order: Critical feminist perspectives*. Champaign, Illinois : Human Kinetics Books.
- Midwinter, E. (1986) *Fair game: Myth and reality in sport*, London, Allen and Unwin.
- Motram, D. (ed.). (2003) *Drugs in sport*. London, Routledge
- Nauright, J., & Chandler, T. (1995) *Making men: Rugby and masculine identity* London: Frank Cass.
- Nauright, J., & Parrish, C. (eds.) (2012) *Sport around the world: History, culture, practice*. Santa Barbara: ABC-CLIO.
- Park, R. & Vertinsky, P. (2010) *Women, sport, society*. London: Routledge.
- Petersen, B. (2011) *Peter Jackson: a biography of the Australian heavyweight champion 1860-1901*.
- Polley, M. (2007) *Sports history: a practical guide*. London: Palgrave-McMillan.
- Spivey, N. (1999). *The ancient Olympic Games*. New York: Oxford University Press.
- Stewart, R. (1992) Athleticism revisited: Sport, character building and Protestant school education in 19th century Melbourne, *Sporting Traditions*, 1, pp.35-50.
- Stewart, B., Nicholson, M., Smith, A. & Westerbeek, H. (2004) *Australian sport: Better by design? The evolution of Australian sport policy*. London: Routledge.
- Spaaij, R. (ed) (2010) *The social impact of sports*. London: Routledge.
- Stoddart, B. (1986) *Saturday afternoon fever: Sport in the Australian culture*, Sydney: Angus & Robertson.
- Stoddart, B., & Vamplew, W. (1994) *Sport in Australia*, Melbourne: C.U.P.
- Whimpress, B. (ed.) (2001) *The imaginary grandstand: Identity and narrative in Australian sport*. Adelaide: Australian Society for Sports History.
- Wright, L. & Clarke, G. (1999). Sport, the media and the construction of compulsory heterosexuality: A case study of women's Rugby Union. *International Review for the Sociology of Sport*, 34(3), p..227-243.

Journals

European Journal of Sport and Society
 Global Sport Management
 International Gambling Studies
 International Journal of History of Sport
 International Journal of Sport
 International Journal of Sport Communication
 International Journal of Sport Management
 International Review of for the Sociology of Sport
 Journal of Sport in Society

Weekly Topics

- Historical context of prominence of Australian sport and relationship with the socio economic development of the nation.
- Impact of place and Australian spaces on sporting and cultural life, including the beach/surf, the bush, the country, suburbia.
- Sport and recreation in building community and public health.
- Role of ethics, power and equity in sporting contexts.
- Social differences and inequality such as income, gender, ethnicity, religion, disability, sexuality and education.
- Changing face of women in society, sport and feminine identity
- Tensions between the traditional model of amateur sport and the emerging model of professionalism, globalization, commercialization and sport as a commodity in Australia.
- Integrity in sport: drugs in sport, influence of gambling on results, technology, gene manipulation and bio medical enhancements.
- New technologies and social interactions, the power of social media on sport and identity
- Future of Australian sport, influence of the Asian century on Australian Sport and influences of emerging social and cultural trends.

Attendance, Participation & Student Responsibilities

Attendance

CAPA has a mandatory attendance policy. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Attendance is mandatory and is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and ultimately in an F for the course.

Missing classes for medical reasons

If you need to miss a class for medical reasons or for a family emergency, you must send an e-mail to let the Director of Academic Affairs (DAA) or Resident Director know at least one hour in advance of your class or meeting by emailing jmiller@capa.org. Note that calling the CAPA Centre (02 9929 5253) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

Class Participation

Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

Academic Integrity

The faculty expects from you, the student, a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honour in his or her scholastic work and class behaviour. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

Use of electronic equipment in class

All devices such as laptops, I-pods, I-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs or the Resident Director at the beginning of Term.

Use of Electronic Translators

In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission

Late submission of papers due, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

Behavior during Examinations

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.