

Sports in Australian Society

Course Details

Course Designator & Number: SDNY 3032

Number of Credits: 3

Language of Instruction: English

Contact Hours: 45

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 multiculturalism, 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."

Course 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.

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.

Course Prerequisites

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.

Required Reading / Materials

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*
- *Journal of the Sport Marketing Association*
- *Sport, Education and Society*
- *Sport in History*

Grading

Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of How Grades Are Weighted

Assignments	Percentage of Grade
Participation & tutorial presentation	20%
Field Trip Report	30%
Group Report	30%
Group Presentation	20%
Overall grade	100%

Assessment Details

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 Content

Unit 1

Theme

- Historical context of prominence of Australian sport and relationship with the socio economic development of the nation.

Unit 2

Theme

- Impact of place and Australian spaces on sporting and cultural life, including the beach/surf, the bush, the country, suburbia.

Unit 3

Sport And Recreation In Building Community And Public Health

Unit 4

Role Of Ethics, Power And Equity In Sporting Contexts

Unit 5

Social Differences And Inequality

- such as income, gender, ethnicity, religion, disability, sexuality and education.

Unit 6

Changing Face Of Women In Society, Sport And Feminine Identity

Unit 7

Theme

- Tensions between the traditional model of amateur sport and the emerging model of professionalism, globalization, commercialization and sport as a commodity in Australia.

Unit 8

Theme

- Integrity in sport: drugs in sport, influence of gambling on results, technology, gene manipulation and bio medical enhancements.

Unit 9

New Technologies And Social Interactions

- the power of social media on sport and identity

Unit 9

Theme

- Future of Australian sport, influence of the Asian century on Australian Sport and influences of emerging social and cultural trends.

Policies

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).