

# Sport in Society

SPRT 1030 SECTION A  
FALL 2025/TERM F

## Course Information

Course Instructor: Sarah Zipp  
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Course Time & Days: Monday 9:30am  
Class Location: MK 2065  
Office Hours: Mondays 1-2pm  
Zoom: Wednesdays by appointment

## Course Overview

### Course Description

This course introduces students to the various ways that sport shapes and is shaped by social forces such as nationalism, migration, corporate investment, military conflict and social identities (including gender, sexuality, race, ethnicity and Indigeneity.) The course explores how diverse sporting practices are organized and administered, and the social values and ethics which determine what gets defined as sport.

### Course Learning Objectives

By the end of this course, students will be able to:

1. Discuss a range of social issues that affect sport and create conditions that require critical analysis to understand their continued impact on sport and sport systems;
2. Demonstrate an understanding of the key concepts and theories that related to sport within a society;
3. Examine the impacts of the sociological concepts on participation and activities relevant to sport.

### Communication Guidelines

The main form of communication with you regarding this course will be through email and eClass. Please be sure that you **regularly check your YorkU email address** for announcements about the course.

Students are encouraged to attend office hours (noted on page 1) in order to ask questions and get personalized help with this course. Email correspondence with Prof. Zipp is acceptable, but students should expect 24-48 hours turn-around time, and email responses will only occur during Mon-Fri business hours. No assignments will be accepted via e-mail.

Following the return of graded assignments, students may contact the marker/grader via email to discuss their grade (see Grade Appeal section for rules regarding this type of communication). The marker/grader will reply to emails within 48 hours.

For all email correspondence, please use your official YorkU email account and include the course code in the subject line. It is expected that the students will communicate in a professional manner at all times. Emails must include the full name of the student. Anonymous, unsigned, or disrespectful emails will be ignored and reported.

It is expected that you have read this syllabus and understand the information contained within it. Should you email the professor or marker/grader with questions that are answered in this syllabus, expect a very curt email replay along the lines of “Read the syllabus”.

## Required Course Materials

### Required Textbook:

**Title:** Sports in Society: Issues & Controversies

**Author(s):** Jay Coakley

**Edition / Year:** 2021 or 2025 are both acceptable

**Publisher:** McGraw-Hill Education

**ISBN:** 978-1-260-57140-0

The textbook is available for purchase online through the Day1Digital (D1D) eText program. Please use the D1D link on eClass or visit York’s online bookstore.

## YorkU Technical Supports

Several platforms will be used in this course (e.g., eClass, Zoom, Google Drive, etc.) where students will interact with the course materials and each other.

Here are some useful links for computing information, resources, and help:

- [Student Guide to eClass](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [eLearning Getting Started \(LA&PS eServices\)](#)

- [Student Guide to Remote and Online Learning](#)

To determine Internet connection and speed, there are online tests, such as [Speedtest](#), that can be run. If you need technical assistance, please consult the [University Information Technology \(UIT\) Student Services](#) web page or write to [askit@yorku.ca](mailto:askit@yorku.ca).

## Course Evaluations

Assessment	Due Date (By midnight)	Weight %
Video Q & A	Sept 16 <sup>th</sup>	5%
Current Events Review (Paper, Podcast or Poster) Groups of 2	<ul style="list-style-type: none"> <li>• Sept 29<sup>th</sup></li> <li>• Oct 19<sup>th</sup></li> <li>• Nov 16<sup>th</sup></li> </ul>	10%x3 30% (total)
Participation Trends Project I Wiki Page	November 24 <sup>th</sup>	25%
Participation Trends Project II Video Presentation	Dec 1 <sup>st</sup>	20%
Participation Trends Project III Reflection & Peer Evaluation	Dec 8 <sup>th</sup>	10%
Professional Development Certificates	Submit as completed in term. Final day to submit December 1 <sup>st</sup>	5% (2 certificates)
Participation – Extracurricular Activities		5% (2 events)
<b>TOTAL</b>		<b>100%</b>

## Assessment Descriptions

### **Video Q & A (5%)**

Working individually, students are required to produce a recorded video answering questions that will be posted to eClass based on reading and lecture content. Videos will be a maximum of three (3) minutes.

### **Current Events Review (10% each, 30% total)**

Students will work in group of two (2) to create a paper, podcast or poster at three (3) different points during the term, answering a question provided in class. The question topic will draw on material from class that relates to a current event or issue.

Questions will be posted at least 2 weeks before the due date for each assignment, along with a Q&A period in class to help clarify the question and expectations for the assignment. Students are allowed to select a partner for each review. If a student is unable to find a partner or there is an odd number of students, the instructor will assign a partner or alter groups as needed.

Each student will choose their preferred format to answer the question – a paper (1,200 words maximum), a podcast (audio or audio/video, max 10 minutes), or interactive poster (1 page). However, each student must use at least two (2) different formats (e.g. 2 podcasts and 1 paper) over the entire term. The format is designed to give students flexibility to work in their strength areas, while also trying new ways of communicating information. Students are required to include three (3) reference sources for each assignment, using APA style in (appearing as Reference page for paper, closing/outro of podcast, or addendum Reference page of poster. More details will be provided in class sessions.

### **Participation Trends Project (50% total)**

A central purpose of SPRT 1030 is for students to engage with colleagues in order to develop an understanding of how the meaning and experiences of sport vary based on different social groups of participants. This project aims to connect the class material to real world application in Canada, while working on students' numeracy/data skills, research and writing skills, and ability to work in small groups (partners).

Working individually, students will examine sport participation trend data of a specific social group in Canada (or Ontario). For example, swimming participation trends for Asian-Canadians, or sledge hockey for people with disabilities, or basketball participation amongst girls under age 18. Students will work individually to explore different data sets to find a social group and useful data to design their project around. Finding sufficient *data set of participation trends over time* (5 years or more) is vital to developing a successful project. Don't worry – nobody needs to be a statistician!

Students will only need to understand basic descriptive statistics (averages, medians, etc.).

The overall aim of the project is to situate these data in the broader context of social issues that can create barriers to participation for different social groups. Students will research factors that prevent or hinder people in these groups from accessing sport, and highlight approaches or initiatives that address these barriers. More details will be provided in class sessions and on e-class.

Key sources for data:

[Statistics Canada](#)

[Canadian Fitness and Lifestyle Research Institute](#)

[Public Health Ontario](#)

<b>Participation Trends Project Wiki Page</b>	<b>November 24<sup>th</sup></b>	<b>25%</b>
<b>Participation Trends Project Presentation</b>	Dec 1 <sup>st</sup>	20%
<b>Participation Trends Project Reflection &amp; Peer Evaluation</b>	<b>Dec 8<sup>th</sup></b>	<b>10%</b>

### **Professional Development & York U Certificates (5%)**

Students will take short courses offered for free by external providers (e.g. Canadian Center for Ethics on Sport, National Coaching Certification Program, Athletes365, Front Office Sports, Safe Sport International, NCAA, Digital literacy, etc.). These courses augment the topics in the course, covering areas such as match manipulation, clean sport, anti-racism, safe sport, athlete's agreements etc.). The purpose of the short courses is to augment the class learning and provide students with the opportunity to add micro credentials to their resume once the courses are complete.

### **Participation – Extracurricular Activities (5%)**

Students must attend at least two (2) sport events or activities on campus, including attending a York U varsity game/match/tournament, participating in a York U sport club or intramural event/team, or attending another sporting event held on campus (e.g. AFC Toronto event). Students who volunteer to work at these events through out Athletics and Recreation department (see e-class for details) can earn bonus points. Students who take a leadership role in participating and encouraging participation in class may also receive bonus points, at the discretion of the instructor. Submit a selfie

photo of yourself at the event for proof of attendance along with a brief guided reflection on the experience.

**All instructions for assignments will be posted on eClass and discussed in class.**

### Late Work Policy

Assignments are due on the day and time noted in the assignment instructions. 10% will be immediately deducted if assignments are not submitted at the time of the dropbox closing. An additional 10% will be deducted each day (i.e., every 24 hours) - including weekends - until the assignment is submitted. Assignments will not be accepted after five (5) days (including weekends) have passed since the due date.

**If a student is experiencing a personal situation that may warrant an extension, they must communicate with the instructor **in advance of the deadline**. Examples of legitimate personal situations that may warrant an extension on an assignment include:**

- Incapacitating illness;
- Death in the family;
- Accommodations for religious observances – see YorkU policy below.

**Examples of UNACCEPTABLE reasons for missing a due date include:**

- Vacations;
- Varsity sports practices;
- Work/volunteer schedules;
- Student's forgetfulness or carelessness in planning their schedule;
- Multiple assessments taking place on the same day.

### Missed Tests and Exams

There will be no makeup exams scheduled in this course. Missing the midterm will result in the weight of the midterm being added to your final exam (i.e., 20% + 20% = 40% final exam).

Students are strongly urged not to make any commitments (e.g., travel or vacations) during the examination period as unforeseen circumstances can result in exams being rescheduled. Consequently, students are required to be available for examinations during the examination periods of all terms in which they register.

Please review York University's [deferred standing policy](#) if they believe that they not be able to complete the final exam.

## Grade Appeals

Any problems associated with your graded work (grading error, missing graded assignment) **must be brought to the attention of the teaching team (Prof. Zipp and marker/grader) within one week after graded material has been returned.**

Otherwise, the teaching team will not be able to negotiate an alternate arrangement with you. Therefore, stay on top of things, monitor your work, and make sure that inform the teaching team immediately if there are problems.

The teaching team will not entertain any end of semester negotiations about grades. However, the teaching team will support you in every way possible during the semester to ensure that you perform to the best of your ability as long as you communicate any difficulties or concerns with the material with the professor. Therefore, it is recommended that you take full advantage of the professor's office hours to ensure your success. Your grade in the course is a direct reflection of your engagement in your own learning process.

## How to Use Citations in this Course

This course and the discipline of sport management relies on APA formatting for citations. It is recommended that students acquire the APA manual and/or use the on-campus resources noted below.

**APA. (2020). *Publication Manual of the American Psychological Association*, (7<sup>th</sup> ed.).** This is the standard publication manual for APA formatting, and will serve as an excellent resource throughout your studies. It is available at the bookstore and a copy is on reserve at the library.

Resources to help with citations:

- [I need to cite and reference, Learning Commons](#)
- [Drop-in Research Support](#), YorkU Libraries
- [Writing Centre](#)
- [SPARK Student Papers & Academic Research Kit](#)

## Grading

The grading scheme for this course conforms to the 9-point system used in undergraduate programs at York University. For a full description of the York grading system, visit the York University [Academic Calendar](#).

Grade	Grade Point	Percent Range	Description
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	(marginally below 50%)	Marginally Failing
F	0	(below 50%)	Failing

## Course Schedule

### Important Dates

- September 16<sup>th</sup> - Last date to add a course without instructor permission
- November 4<sup>th</sup> - Last date to drop a course without receiving a grade
- December 2<sup>nd</sup> – Last day of fall classes
- December 3<sup>rd</sup> – Fall study day
- December 4<sup>th</sup> – Exam period begins

Explore the York University [Academic Calendar](#) to find a list of important dates, such as class start/end dates, drop deadlines, holidays and more.

### Weekly Course Schedule

Note: This schedule is subject to change. Students will be notified of any changes in advance and no due dates will ever be moved forward in time. Check your email and e-class announcements for changes.



Week	Topic(s)	Readings and Activities	Assessment
Week 1 Sept. 8	<ul style="list-style-type: none"> <li>Course Overview</li> <li>Why Study Sport with a Social Lens – Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 1</li> </ul>	
Week 2 Sept. 15	<ul style="list-style-type: none"> <li>Knowledge production</li> <li>Sports and Socialization</li> </ul>	<ul style="list-style-type: none"> <li>Chapters 2 &amp; 3</li> </ul>	Video Q&A (due Sept 16 <sup>th</sup> )
Week 3 Sept. 22	<ul style="list-style-type: none"> <li>Children &amp; youth sport</li> <li>Guest speaker: Linda Flanagan!</li> <li>Participation Trends Project Overview</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 4</li> <li>Take Back the Game with Linda Flanagan (<a href="#">podcast</a>)</li> </ul>	
Week 4 Sept. 29	<ul style="list-style-type: none"> <li>Olympism and national identity in sport</li> <li>Evolution of Sport</li> </ul>	NO IN CLASS SESSION! <ul style="list-style-type: none"> <li>Chapelet, GO Conference materials on e-class</li> </ul>	Current Events Review #1
Week 5 Oct. 6	<ul style="list-style-type: none"> <li>Gender and Sport</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 7</li> <li>Zipp &amp; de Soysa (2019)</li> </ul>	
Reading Week Oct 11-17			
Week 6 Oct. 20	<ul style="list-style-type: none"> <li>Sport and Indigenous communities</li> </ul>	<ul style="list-style-type: none"> <li>See e-class</li> </ul>	Current Events Review #2
Week 7 Oct. 27	<ul style="list-style-type: none"> <li>Deviance &amp; Violence</li> <li>Canada Basketball</li> </ul>	<ul style="list-style-type: none"> <li>Chapters 5 &amp; 6</li> </ul>	
Week 8 Nov. 3	<ul style="list-style-type: none"> <li>Sport &amp; Social Class</li> <li>Sport &amp; The Economy</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 9</li> <li>Chapter 11</li> </ul>	
Week 9 Nov. 10	<ul style="list-style-type: none"> <li>Race, Ethnicity, and Religion in Sport</li> <li>Guest Speaker</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 8</li> <li>See e-class</li> </ul>	
Week 10 Nov. 17	<ul style="list-style-type: none"> <li>Sport and Politics</li> <li>Guest Speaker</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 13</li> </ul>	Current Events Review #3

Week	Topic(s)	Readings and Activities	Assessment
Week 11 Nov. 24	<ul style="list-style-type: none"> <li>Sport and Media</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 12</li> </ul>	Participation Trends Project: Wiki Page
Week 12 Dec. 1	<ul style="list-style-type: none"> <li>The Future of Sport</li> <li>Course Wrap-up and Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 16</li> </ul>	Participation Trends Project: Video Presentation  Professional Development Certificates, Sporting events attendance
Post Lectures Due Dates (Dec. 3 – 9)			Participation Trends Project: Reflection & Peer Evaluation

**\*Please note that the course schedule is subject to change at the discretion of the instructor.**

**\*\*All students are responsible for accessing any additional reading content noted by the professor through the library unless otherwise directed.**

## Course Policies

Please review the course policies in this section. All students are expected to familiarize themselves with the following information:

- [Student Rights & Responsibilities](#)
- [Academic Accommodation for Students with Disabilities](#)

## Academic Integrity

Academic integrity is a fundamental and important value of York University. As a York student, you are responsible for understanding and upholding academic integrity by completing your own work. Connect with reliable [on-campus resources](#) that can support your work in ways that uphold academic honesty values of honesty, trust, fairness, responsibility, and courage. To better understand the serious consequences of breaching academic honesty policies, familiarize yourself with the [Senate Policy on](#)

[Academic Conduct](#). You can learn more about upholding academic integrity in your courses by exploring the [Guiding Principles for LA&PS](#) webpage.

## Generative Artificial Intelligence (GenAI)

Students are not permitted to use generative artificial intelligence (AI) in this course. Submitting any work created (in whole or part) through the use of generative AI tools will be considered a violation of York University's [Senate Policy on Academic Honesty](#). Using AI apps such as ChatGPT, GPT-3, DALL-E, translation software among others to complete academic work **without your instructor's knowledge or permission**, is considered to be a breach of academic honesty. For more information, please review [AI Technology & Academic Integrity: Information for Students](#).

If you're not sure whether using an AI app for your academic work is acceptable, it is recommended that you:

- Carefully review the guidelines for your assessments
- Check for any messages from your instructor on eClass
- Ask your instructor or TA if they are permitting the use of these tools

## Turnitin

To promote academic integrity in this course, students will normally be required to submit their written assignments to Turnitin (via the course's eClass site) for a review of textual similarities and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website. York students may opt out of using Turnitin. If you wish to opt out, you should contact your instructor as soon as possible.

## Accessibility

York University is committed to creating a learning environment which provides equal opportunity to all members of its community. If you anticipate or experience any barriers to learning in this course, please discuss your concerns with your instructor as early as possible. For students with disabilities, contact [Student Accessibility Services](#) to coordinate academic accommodations and services. Accommodations will be communicated to Course Directors through a Letter of Accommodation (LOA). Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

## Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community and making reasonable and appropriate [accommodations to adherents for observances of special significance](#). Should any of the dates specified in this syllabus for course examinations, tests, or deadlines conflict with a date of religious significance, please contact the instructor within the first three (3) weeks of class. If the date falls within the formal examination periods, you must complete and submit a [Religious Accommodation for Examination Form](#) at least three (3) weeks before the start of the exam period.

## Intellectual Property

Course materials are designed for use as part of this particular course at York University and are the intellectual property of the instructor unless otherwise stated. Third-party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor's express permission. Course materials should only be used by students enrolled in this course.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's [Code of Student Rights and Responsibilities](#), [Academic Integrity](#), and/or legal consequences for copyright violations.

## Student Support and Resources

York University offers a wide range of student supports resources and services, including everything from writing workshops and peer mentorship to wellness support and career guidance. Explore the links below to access these on-campus resources:

- [Academic Advising](#) is available to provide students support and guidance in making academic decisions and goals.
- [Student Accessibility Services](#) are available for support and accessibility accommodation when required.
- [Student Counselling, Health & Wellbeing](#) offers workshops, resources, and counselling to support your academic success.
- [Peer-Assisted Study Sessions \(PASS\) Program](#) provides student study sessions for students to collaborate and enhance their understanding of course content in certain courses.

- [Student Numeracy Assistance Centre at Keele \(SNACK\)](#) supports students in courses involving math, stats, and Excel.
- [The Writing Centre](#) provides multiple avenues of writing-based support including drop-in sessions, one-to-one appointments, a Multilingual Studio, and an Accessibility Specialist.
- [Centre for Indigenous Student Services](#) offers a community space with academic, spiritual, cultural, and physical support, including writing and learning skills programs.
- [ESL Open Learning Centre \(OLC\)](#) supports students with building proficiency in reading, writing, and speaking English.
- [Learning Skills Services](#) provides tips for time management, effective study and learning habits, keeping up with coursework, and other learning-related supports.
- [Learning Commons](#) provides links to supports for time management, writing, study skills, preparing for exams, and other learning-related resources.
- [Roadmap to Student Success](#) provides students with timely and targeted resources to help them achieve academic, personal, and professional success.
- [Office of Student Community Relations \(OSCR\)](#) is responsible for administering the [Code of Student Rights & Responsibilities](#) and provides critical incident support.
- [Peer Mentorship](#) helps students transition through their first year by connecting them with upper-year students. The mentors can help find supports and resources. They also lead a community hub on campus.
- [goSAFE](#) is staffed by York students and can accompany York community members to and from any on-campus location, such as the Village Shuttle pick-up hub, parking lots, bus stops, or residences.

For a full list of academic, wellness, and campus resources visit [Student Support & Resources](#).