Course: HKIN 1161  
Course Title: Leisure and Sport in Society  
Sections: 001 / 002  
Credit Hours: 3  
Lecture/Seminar/Lab Hours: 3:1:0  
Term: 2011 / 10 (Spring)  
Days/Times:  
Section 1  
T 0830 - 1020 hrs  
R 0830 - 1020 hrs  
Section 2  
T 1030 - 1220 hrs  
R 0830 - 1020 hrs  
Tutorial  
R 1030 - 1220 hrs  
Location: T = Bldg 'B' Room B 029 and R = Bldg 'A' Room A 136B + Tutorial = G103a  
Current Transfer Status:  
UBC = HKIN 161  
SFU = SA 1SOC B-Soc  
UBCO = HMKN 102  
TWU = HKIN 325  
UFV = KPE 161  
TRU = PHED 211  
UVIC = PE 143  
TRU-OL = PHED 1XX  
UVIC = EPHE 143  
VIU = PHED 260  
UNBC = No Credit  
Instructor: Susan M. M. Todd  
Office: B 029e  
Telephone: 604-323-5329  
E-mail: stodd@langara.bc.ca  
Fax: 604-732-4986  
WebCT: http://www.langara.bc.ca via myLangara  
Office Hours: Posted on office door  
Course Description:  
Introduction to the political, economic and social basis of leisure and sport: concepts, myths, theories and problems.  
Prerequisite: None.  
Course Text (Required):  
Recommended Resources:  


**Learning Outcomes:** By the end of this course each student is expected to …

- demonstrate a comprehension of the terminology and specialized areas of study associated with contemporary sport, exercise science, physical education and recreation.

- identify career opportunities in sport, exercise science, physical education and recreation, as well as discuss strategies to maximize individual educational opportunities.

- demonstrate awareness of, and ability to discuss and describe, philosophical and socio-cultural perspectives related to current issues, concerns and trends in the areas of sport, exercise science, and physical education.

- demonstrate ability to utilize social theories to analyze and interpret sport scenarios and propose plausible alternatives.

- demonstrate an understanding of, and appreciation for, the historical context of sport, exercise science, physical education and recreation.

- identify events that served as catalysts for the growth of sport, exercise science and physical education.

- identify, examine, and discuss the dimensions of contemporary issues and concerns related to sport, exercise science and physical education, and their influences.

- discuss and describe how sport, exercise science and physical education professionals can capitalize on the increased public interest in health and physical activity.

- discuss how the changing nature of education and technological advances will influence sport, physical education and exercise in the future.

- demonstrate basic literacy search and review techniques, including effective development of an argument and supportive rationale utilizing logic and factual information.

- demonstrate personal and social responsibility in all course activities and assignments.

January 2011
Course Content:

1. Introduction to Sport, Exercise Science, Physical Education, Leisure and Recreation
   a. Orientation, purposes and concepts
   b. Terminology
   c. Associations
   d. Introduction to Blackboard and Library search procedures

2. Educational Planning and Career Opportunities and Preparation
   a. Post-secondary Options
   b. Professional Associations
   c. Career Opportunities in performance and other sport-related careers
   d. Trends and Projections

3. Traditional Philosophies and Social Theories
   a. Why study philosophies and social theories
   b. Branches of Philosophy
   c. Traditional Educational Philosophies
   d. Ethical Standards and Codes of Conduct
   e. Social Theories
     - How Social Theories enhance comprehension of sports in society
   f. Individual professional philosophy

4. Historical Development and Influences: how history helps understand sports today
   a. Ancient World and origin of Olympic Games
   b. Middle Ages through to The Enlightenment
   c. European Heritage
   d. Colonial Period in USA and Canada
   e. Modern Olympics
   f. Twentieth Century to Present
     - Physical activity patterns
     - Geographical and social influences on sport
   g. Implications that will guide the professional future

5. Contemporary Issues and Influencing Factors such as …
   a. Governments, Politics, and Policies
     - School and the educational systems
     - Sport systems
   b. Deviance / Violence
   c. Demographic and Stratification Variables
     - Gender Equality and Equity
     - Racial/ethnic stratification
     - Economics
   d. Children and Youth
   e. Media, Messages and Popular Culture
   f. Commercial aspects, Consumerism, Economics

6. The Future:
   a. Opportunities and Challenges
Proposed Weekly Schedule and Reading Assignments: (Variation in timing may occur)

<table>
<thead>
<tr>
<th>Week of</th>
<th>Content</th>
<th>Readings</th>
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<tbody>
<tr>
<td>January 10, 2011</td>
<td>Identification of Provisional Pods &amp; Practice Discussion I</td>
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<td>Introductory Pod – Terminology Matching</td>
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<td>Course Orientation and Overview</td>
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<td>Terminology Overview</td>
<td>Chapter 1, pp. 1 - 24</td>
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<td>January 17, 2011</td>
<td>Pod Discussion II: Lifestyle &amp; Career Preference Assessment</td>
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<td>Pod Discussion II - Report to Sections</td>
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<td>Ethical Decision Making &amp; Reference to NCCP Module</td>
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<td>- Codes of Conduct</td>
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<td>Pod Discussion III: Ethical Decision Making</td>
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<td>Introduction to Social Theories</td>
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<td>February 7, 2011</td>
<td>Pod Discussion III: Report to Sections</td>
<td>Chapter 2, pp. 25 – 46</td>
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<td>Pod Discussion IV: Social Theories</td>
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<td>February 14, 2011</td>
<td>Pod Quiz: Philosophies &amp; Social Theories</td>
<td>“Library: Introduction to Research”</td>
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<td>Historical Overview</td>
<td>Chapter 3, pp. 47 - 78</td>
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<td>Pod Discussion V: History Investigations</td>
<td>Handout</td>
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<td>February 17 - 18, 2011</td>
<td>Spring Break - No Classes</td>
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<td>February 21, 2011</td>
<td>Pod Discussion V: History – Presentations &amp; Period Highlights</td>
<td>Chapter 13, pp. 418 – 455</td>
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<td>Contemporary Issues and Influences</td>
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<td>- Politics</td>
<td>Chapter 10, pp. 299 – 331</td>
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<td>- Social Class</td>
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<td>Assignment II Due: Career Interview</td>
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<td>February 28, 2011</td>
<td>Exam I: Tuesday, March 1, 2010</td>
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<td>Assignment IV: Investigation Report Group Work</td>
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<td>March 7, 2011</td>
<td>Library Assignment Review</td>
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<td>Pod Discussion VI / Quiz &amp; Report to Sections</td>
<td>Chapter 11, pp. 332 - 372</td>
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<td>Contemporary Issues and Influences</td>
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<td>- Economy</td>
<td>Chapter 12, pp. 373 - 417</td>
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March 14, 2011  
**Pod Discussion VII & Report to Sections**  
Contemporary Issues and Influences  
- Gender Issues  
  - Chapter 8, pp. 220 – 258  
- Race & Ethnicity  
  - Chapter 9, pp. 259 – 298

March 21, 2011  
**Pod Discussion VIII / Quiz & Report to Sections + Video**  
Contemporary Issues and Influences  
- Sports and Socialization  
  - Chapter 4, pp. 79 – 109  
- Deviance / Violence  
  - Chapter 6, pp. 144 - 185  
  - Chapter 7, pp. 186 – 219

March 28, 2011  
**Pod Discussion IX / Quiz & Report to Sections**  
Contemporary Issues and Influences  
- Children & Youth  
  - Chapter 5, pp. 110 – 143

March 14, 2011  
**Pod Discussion VII & Report to Sections**  
Contemporary Issues and Influences  
- Gender Issues  
  - Chapter 8, pp. 220 – 258  
- Race & Ethnicity  
  - Chapter 9, pp. 259 – 298

March 21, 2011  
**Pod Discussion VIII / Quiz & Report to Sections + Video**  
Contemporary Issues and Influences  
- Sports and Socialization  
  - Chapter 4, pp. 79 – 109  
- Deviance / Violence  
  - Chapter 6, pp. 144 - 185  
  - Chapter 7, pp. 186 – 219

March 28, 2011  
**Pod Discussion IX / Quiz & Report to Sections**  
Contemporary Issues and Influences  
- Children & Youth  
  - Chapter 5, pp. 110 – 143

**Assignment IV Due: Investigation Report**

April 4, 2011  
**Pod Discussion IX / Quiz & Report to Sections**  
Contemporary Issues and Influences  
- Issues, Challenges & the Future  
  - Chapter 15, pp. 482 – 513

Review for **Final Exam**

April 8, 2011  
**Study Day**

April 12 - 20, 2011  
**Exam II: Scheduled during Final Exam Period**

**Course Assignments and Evaluation:**

1. **Library Assignment** ................................................................. 5%  
   Due Date: Tuesday, February 15, 2011

2. **Career Interview:** ............................................................... 15%  
   Due Date: Thursday, February 24, 2011

3. **Pod Discussions & Quizzes:** ............................................ 20%  
   As scheduled during class

4. **Group Investigation & Report:** ......................................... 25%  
   Due Date: Thursday, March 31, 2011

5. **Exam I:** ........................................................................... 15%  
   Date: Tuesday, March 1, 2011

6. **Exam II:** Scheduled during Final Exam Week .................. 20%  
   Date: April 12 - 20, 2011

   **Total Marks Possible = 100%**

   **Students must complete all assignments!**
### Department Guidelines for Grading:

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<td>B+</td>
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### Course Policies:

The course is challenging and moves at a fast pace. The following guidelines will assist students in maximizing their results:

1. **Attendance:**
   Students must attend all classes, lectures, and seminars. Irregular attendance may result in exclusion from classes. Absence for any cause in no way relieves students of their responsibility to complete the course work to the satisfaction of the instructor. If students are unavoidably absent because of illness or some other acceptable reason, they are still responsible for class work or assignments missed.

Students are also responsible for advanced preparation for scheduled topics and discussion, punctual submission of quality assignments, and participation in classroom discussion and group work in a knowledgeable and considerate manner.

Students whose attendance, ability to complete assignments, or performance on exams may be severely affected from medical, emotional or other problems must notify the instructor as soon as possible. Students will be asked to provide supportive medical documentation from a physician.
2. Assignments and Exams:
Submission of quality assignments: All written work will be evaluated for effective communication skills. Since effective writing skills are a normal expectation of students, marks will be deducted for ineffective writing.

Assignments Due Dates: If you know in advance that you will be absent on the day the assignment is due, you must submit the assignment prior to the due date. In other circumstances, such as authorized absence with documentation, you should consult with the instructor about handing in assignments late.

Students are urged to read the assigned text chapters and supplemental readings prior to discussion of the topic in class and project work.

Examinations: Students who do not write mid-term exams, as scheduled, must notify the instructor in advance and, based upon the circumstance, appropriate arrangements will be determined. Students who do not write the final examination on the scheduled date must provide acceptable supportive medical documentation. Students must then submit the information to Student Services.

3. Special Accommodations:
The College accommodates students with disabilities who have registered with the Disability Services. The College also accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please notify your instructor in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar authorized commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

4. College Policies
Academic Dishonesty: Please review the Langara Calendar “Academic regulations” for the College policy on cheating, plagiarism and other forms of academic dishonesty.

It is also advisable that students familiarize themselves with the policies of Langara College, particularly those related to Academic Conduct and the Code of Conduct. For more information please refer to: [http://www.langara.bc.ca/about-langara/policies/student.html](http://www.langara.bc.ca/about-langara/policies/student.html)