



The University of Southern Queensland

## Course specification

The current and official versions of the course specifications are available on the web at  
<<http://www.usq.edu.au/coursespecification/current>>.  
Please consult the web for updates that may occur during the year.

### Description: Sociocultural Foundations of Physical Activity

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDO	3461	87492	1, 2009	ONC	1.00	Springfield

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE002
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070303

## STAFFING

Examiner: Alice Brown  
Moderator: Helmut Geiblinger

## RATIONALE

In contemporary society, sport and associated physical activity assume an increasing significance, both in terms of their association with community identity and with senses of individual worth and belonging. As such, these social phenomena have been subjected to academic scrutiny with the intent to uncover the ways in which a basic human function - movement - has been appropriated to nationalistic, economic and exploitative self-image purposes. The role of popular cultural agencies in embedding particular body images and participatory ethos in the popular imagination has also warranted serious investigation. Teachers of health, physical education and related areas need to be aware of the power of the applications of sport and movement to structure particular orientations to the Self and Others and to subsequently consider the effects of their curricular and pedagogical activities on those they teach. Such teachers need to be able to draw upon the explanatory power of cultural studies and sociology in coming to understand the social functions of sport and physical activity in contemporary society.

## SYNOPSIS

This course adopts a critical approach to physical activity, sport and recreation and challenges the taken for granted assumptions that such forms of human movement provide participants with various forms of capital: social, cultural and emotional. This course proposes the view - for analytical purposes - that sport (and other forms of physical activity) is a microcosm of a larger community and as such reproduces and emphasizes the dominant ideologies of that community. This analysis covers questions of what stands for sport, what its meanings are, who plays it, and who does not, and explores avenues for the potentially empowering and socially-beneficial work of teachers of physical education.

## OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On completion of this course students will be able to:

1. analyse the nature of sport in a cultural context (Powerpoint Presentation and Assignment)
2. understand how power structures in sport influence the portrayal of sport (Powerpoint Presentation, Assignment and Examination)
3. understand how the body is socially constructed through sport, physical activity and recreation (Powerpoint Presentation, Assignment and Examination)
4. understand and describe the relationship between sport, ideology and the concept of governance Assignment and Examination)
5. understand how school physical education is influenced by an inter-disciplinary approach (Assignment)
6. analyse sporting behaviour at all levels from an ethical perspective (Assignment)
7. describe the role of business in modern sport and critique the relationship between sport, the media and business (Assignment and Examination)
8. critique the growth of sport in the developing world with reference to nationalism and globalisation (Examination).
9. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing. (All assessments)

## TOPICS

	Description	Weighting (%)
1.	Popular culture and the Body	25.00
2.	Sport and the body	25.00
	2.1. disciplining bodies; exercise and health	
	2.2. participation; active and passive	
	2.3. physical activity, sport and gender	
	2.4. augmenting the body; discourses of corporeality	
3.	Physical activity, sport and philosophy	25.00
	3.1. physical activity and knowledge	
	3.2. knowledge of physical activity	
	3.3. sport and community ideology	
	3.4. movement and art	
	3.5. Contributions of the media	

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|------|---|-------|
| 4.   | Sport, physical activity and recreation in the modern world | 25.00 |
| 4.1. | nationalism and globalisation                               |       |
| 4.2. | developing countries and oppressive industries              |       |
| 4.3. | the business of sport, leisure and physical activity        |       |

### **TEXT and MATERIALS required to be PURCHASED or ACCESSED**

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Kirk, D, Nauright, J, Hanrahan, S, MacDonald, D & Jobling, I 1996, *The socio-cultural foundations of human movement*, MacMillan Education Australia, South Melbourne.

### **REFERENCE MATERIALS**

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Whether you are on, or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library>. The gateway to education resources is here... <http://www.usq.edu.au/library/faculties/education/default.htm>

Cashmore, E 2005, *Making sense of sports*, 4th edn, Routledge, New York.

Hargreaves, J 1994, *Sporting females: critical issues in the history and sociology of women's sports*, Routledge, London.

Leonard, WM 1998, *A sociological perspective of sport*, 5th edn, Allyn & Bacon, Boston.

McKay, J, Messner, MA & Sabo, D 2000, *Masculinities, gender relations, and sport: research on men and masculinities*, Sage Publications, London.

Polley, M 1998, *Moving the goalposts*, Routledge, London.

Veal, AJ & Lynch, R 2006, *Australian leisure*, 4th edn, Pearson Longman, Frenchs Forest, NSW.

### **STUDENT WORKLOAD REQUIREMENTS**

ACTIVITY	HOURS
Assessments	40.00
Directed Study	20.00
Lectures	26.00
Private Study	31.00
Research	20.00
Tutorials	13.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
POWERPOINT PRESENTATION	10.00	10.00	21 May 2009
RESEARCH ASSIGNMENT	50.00	50.00	21 May 2009
EXAMINATION	40.00	40.00	END S1 (see note 1)

### NOTES

1. APA style is the referencing system required in this course. Students should use APA style in their assignments to format details of the information sources they have cited in their work. The USQ library provides advice on how to format information sources using this system. [http://www.usq.edu.au/library/help/ehelp/ref\\_guides/apastyle/default.htm](http://www.usq.edu.au/library/help/ehelp/ref_guides/apastyle/default.htm) Students will be advised of the examination date for this course when the official timetable for the semester has been finalised.

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
It is the students' responsibility to attend and participate appropriately in all activities scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration
- 2 Requirements for students to complete each assessment item satisfactorily:  
To satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks.
- 3 Penalties for late submission of required work:  
If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 4 Requirements for student to be awarded a passing grade in the course:  
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.
- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the aggregate of the weighted marks obtained for each of the summative assessment items in the course.
- 6 Examination information:  
Closed Examination: Candidates are allowed to bring only writing and drawing instruments into the closed examination.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
Any Deferred or Supplementary examinations for this course will be held during the next examination period.
- 8 University Regulations:  
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene

University Regulations. These regulations can be found at the URL  
<http://www.usq.edu.au/corporateservices/calendar/part5.htm>

## **OTHER REQUIREMENTS**

- 1 Students will require access to e-mail and have Internet access to USQConnect for this course.
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