

Sport in British Society



Faculty Contact Information

Name:

Email:

Office Hour information:

Course Information

Course Description

This course provides an opportunity to understand sports in a British context. The module is presented from a historical and contemporary perspective and examines a series of themes and issues, primarily through sports history and the sociology of sport, with supplementary references to economics, politics, and the media.

Course Goals

The course provides students with the skills to analyse sports as historical and social phenomena and to use them as an analytical tool to illuminate contemporary situations and problems in the international arena. It also intends to provide an insight into the wide range of British sports and sports organisations through practice and study visits. In so doing, the course seeks to apply a historical and sociological lens to the world of sports and athletics through the incorporation of academic writing, popular media, and personal experiences and observations.

Student Learning Outcomes

At the end of this course, students will:

1. Analyse the role of sport in the construction of local, national, and international identities.
2. Consider the relationship between sport, politics, and ethics.
3. Examine the social structures and cultural trends influencing sports participation and consumption.
4. Assess the impact of commercialism and globalisation on contemporary sport.
5. Explain the evolution of sport in the U.K. over time

Course Assignments, Grading, and Assessment

Assignment	Percentage	Grading Requirements
Attendance and Participation	20%	
Essay	20%	Please see rubric on MyStudy
Summative essay	40%	Please see rubric on MyStudy
Oral Presentation	20%	Please see rubric on MyStudy

Brief Assessment Overview

Assessment 1: Essay (2,000 words)

Due:

Write an essay on what sport means to you, reflecting on how American sports are played in the rest of the world. Final essay to be no less than 2000 words and no more than 2500 words.

Assessment 2: Oral Presentation

Due:

Oral presentations in pairs examining a UK sport or organisation. Students are free to discuss topics of their choice and research well beyond the superficial basic understandings of the system. Presentations should last 15 minutes with both parties presenting in equal measure.

Assessment 3: Summative Essay

Due:

Based on your engagement with sport (class discussion, games watched, articles read etc.) reflect on your thinking about sport as a whole and how it has evolved since the start of the course.

Grading

Grade	Knowledge & Content	Methodology & Structure, Language & Style	Understanding, Reflection & Critique	Integrative thinking & demonstration of experiential learning
A (93- 100%) A- (90-92%)	Interesting topic handled with intelligence, originality, and depth; wealth of supporting material, smoothly integrated into the text; tone is evident and maintained throughout; no factual inaccuracies	Material is unified and well focused; organization is clear, logical and purposeful throughout the essay; well-chosen examples. Uses sophisticated sentences effectively; usually chooses words aptly; observes conventions of written English and manuscript format; makes few minor or technical errors	Well-chosen examples; persuasive reasoning used to develop and support thesis consistently: uses quotations and citations effectively; causal connections between ideas are evident	Gives full insight into the nature of an event, experience, or artifact; achieves complete integration of knowledge from diverse disciplines to interpret an issue. Shows clear understanding of cultural impact through appropriate examples
B+ (87-89%) B (83-86%) B- (80-82%)	Content is above average; worthwhile topic; satisfactory depth of development; supporting details for the thesis and topic sentences are specific, concrete, and plentiful; has only minor factual inaccuracies	Material is unified and well focused; pattern of organization is clear, logical, and well executed; makes an effort to organize paragraphs topically. Some mechanical difficulties or stylistic problems; may make occasional problematic word choices or	Pursues thesis consistently: develops a main argument with clear major points and appropriate textual evidence and supporting detail; makes an effort to organize paragraphs topically	Gives some insights into the nature of an event, experience, or artifact; achieves partial integration of knowledge from diverse disciplines to interpret an issue; some understanding of cultural impact through appropriate examples

		awkward syntax errors; a few spelling or punctuation errors or cliché; usually presents quotations effectively		
C+ (77-79%) C (73-76%) C- (70-72%)	Worthwhile topic; supporting material for thesis and topic sentences is general and abstract rather than specific and concrete; most information is correct	Organization is clear, logical, and coherent; some ideas unsupported; fails to integrate quotations appropriately. More frequent wordiness; several unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; one or two major grammatical errors	Only partially develops the argument; shallow analysis; some ideas and generalizations undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately	Able to explain to a limited extent, the quality of a performance, event, or artifact; gives few insights into event, experience; discusses few qualities of an experience; a limited understanding of cultural impact with few examples
D (60-69%)	Trivial subject; very few supporting details for the thesis and topic sentences; has some correct & incorrect information	Not logically organized; digresses from one topic to another; no clear organizational pattern. Some major grammatical or proofreading errors (subject-verb agreement; sentence fragments); language marred by clichés	Frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence	Little integration of experience and narrative; limited insight of issues and insufficient understanding of cultural impact
F (0-59%)	Consists of unsupported generalities and/or the repetition of commonplace ideas; lacks originality and insight; information is inaccurate or absent	Does not follow the instructions; rambling, disorganized and incoherent. Numerous grammatical errors	Little or no development; may list incorrect facts or misinformation; uses no quotations or fails to cite sources or plagiarizes	Little or no integration experience and narrative; lack of insight and fails to understand cultural impact

Policies specific to this course

- **Co-curricular Activities and Field Trips:** Field trips for your FIE courses have been planned to help students achieve the learning objectives of the course and are required. They take place during class time unless otherwise notes. Details about required visits appear on the class by class schedule below. Please note that any make up for missed co-curricular activities are at the personal expense of the student.
- **Late submission of work:** Written work may be submitted later than the due date only with express permission from the faculty. Credit is not given for work received late, except in exceptional circumstances of personal illness or similar (which must be made known to FIE at the time). Documentation of exceptional circumstances from a third party, such as a doctor's note, may be required. Any extensions made beyond the last class meeting must be committed to writing and include information on the exceptional circumstances that require the extension, the nature of work yet to be submitted, and the date by which

the work will be received. If said work is not received by the agreed extension date, barring further exceptional circumstances, the work will not be given credit.

- **Late arrivals to class or site visit:** Please arrive on time. Lateness, particularly on days with co-curricular visits, results in missed course material. Faculty may use their discretion to mark a student as 'Absent' if they feel the student has arrived too late or left too early to be considered 'Present' for that session.
- **Trigger Warnings:** Some topics covered in class may expose students to past traumas and evoke a negative reaction. Sensitive topics can vary, such as sexual violence, death, racism, or xenophobia. I want this to be an inclusive space where every student feels comfortable; therefore, I will provide content warnings before lectures for sensitive subject matters. Content warnings are meant to give students a forewarning so they can prepare for their emotional safety. It is important to note that anything in the environment could be a trigger for someone's trauma, such as smell, sound, or texture; it is impossible to account for all possible triggers, and ask for grace as I do my best as an educator to warn students of potentially distressing content during lectures, assignments and/or discussions.

Attendance and Participation

- Regular attendance is essential in order to pass a course. A class constitutes lectures, student presentations, discussions, seminars, co-curricular activities, tests, and examinations. In addition, under UK Home Office regulations class attendance is mandatory.
- Class attendance and participation is formally recorded and incorporated into a student's final grade.
- In addition to physical presence in class, a student's participation in a class is evaluated on the mastery of assigned course readings as reflected in a consistent, valid contribution to class discussions, in-class exercises, and in asking questions that enrich the on-going discourse. Consistency and validity in participation is expected in every class. Limited participation will have a negative impact on a student's participation score.
- When unexpected events cause students to miss a class, it is the student's responsibility to initiate contact with the faculty member to notify them in advance, or as soon as is reasonably possible.
- Absence from class does not relieve a student of responsibility for assignments. Students bear the ultimate responsibility for all missed class material and assessment.
- If a student misses 25% or more of a course, then they may be awarded a failure for the course and/or not permitted to finish the course.
- [See the full attendance policy here](#)

Required Readings

Essential readings and other documentation for class discussions will be available online via MyStudy@FIE.

Holt, R. (1990). Sport and the British: A Modern History. United Kingdom: Clarendon Press.

Bairner, A. (2001). Sport, Nationalism, and Globalization: European and North American Perspectives. United States: State University of New York Press.

Girginov, V., Parry, J., Parry, S. J. (2005). The Olympic Games Explained: A Student Guide to the Evolution of the Modern Olympic Games. United Kingdom: Routledge.

Polley, M. (2011) The British Olympics: Britain's Olympic Heritage 1612-2012. Swindon: English Heritage.

Additional Resources and Readings

Brown, A. 'Not for sale? The destruction and reformation of football communities in the Glazer takeover of Manchester United', *Soccer and Society* 2007, 614-35;

Cashmore, E. (2010) Making Sense of Sports. London, United Kingdom: Routledge.

Coakley, J., & Pike, E. (2014) Sports in Society: Issues and Controversies. London, United Kingdom: McGraw Hill.

Craig, P., & Beedie, P. (2010) Sport Sociology. London, United Kingdom: Learning Matters.

Essex, Stephen and Brian Chalkley, 'Olympic Games: Catalyst of Urban Change', *Leisure Studies* 1998 (17-3): 187-206.

Hamil, Sean and Geoff Walters, 'Financial performance in English professional football: an inconvenient truth', *Soccer and Society* 2010, 254-72.

Horne, J., Tomlinson, A., Whannel, G., & Woodward, K. (2013) Understanding Sport: A Socio-Cultural Analysis. London, United Kingdom: Routledge.

Jarvie, G. (2012) Sport, Culture and Society: An Introduction. Abingdon, United Kingdom: Routledge.

Marjoribanks, T., & Farquharson, K. (2012) Sport and Society in the Global Age. Basingstoke, United Kingdom: Palgrave Macmillan.

Molnar, G., & Kelly, J. (2013) Sport, Exercise and Social Theory. Abingdon, United Kingdom: Routledge.

Nauright, John and John Ramfjord, 'Who owns England's game? American professional sporting influences and foreign ownership in the Premier League', *Soccer and Society* 2010: 428-41.

Polley, M. (1998). Moving the Goalposts: History of sport and society since 1945. Routledge.

Wagner, Ulrik, Rasmus K. Storm and Klaus Nielsen, When Sport Meets Business (SAGE 2017).

MyStudy@FIE

MyStudy@FIE is FIE's virtual learning environment based on the open-source platform Moodle. Students are required to access MyStudy@FIE for course information, readings, link to resources, assignment submissions and communication with faculty.

FIE's Values in the Curriculum

A unique aspect to FIE's curriculum is our courses reflect an engagement with values of 1) knowledge and inclusivity, 2) ethics and human rights, 3) social and cultural engagement, and 4) sustainability. For information about each of these values and how each of FIE's courses aligns with them, please see [Our Values](#).

Topics

- A History of Sport in the UK
- A Comparison of Sport in the UK and US
- Sport and the Media
- Sport, Globalisation and Commodification
- Sustainability and Sport
- Sport, Politics and Nationalism
- Olympic Values
- A Critical Analysis of the Legacy of the 2012 London Olympics

Possible co-curricular activities

- Visit to the Olympic Park, center of the 2012 London Olympics and Paralympics
- Walking tour of London's sports history
- Visits to professional sporting clubs and venues, focusing on British sports such as football (soccer), rugby and cricket and horse racing
- Newham Sports Academy
- Academy of Sports
- Chelsea Football Club
- Wembley Stadium
- Wimbledon All England Lawn Tennis & Croquet Club

Academic Integrity

By enrolling at FIE, you have joined an academic community and you are expected and required to act honestly regarding the work you submit for assessment in your courses. Academic integrity is closely related to the concept of good academic practice.

Any attempts to Cheat; Fabricate; Plagiarise; Collaborate without Authorisation; Participate in Academically Dishonest Activities; and/or Facilitate Academic Dishonesty will be viewed as a breach of this regulation.

[Please see FIE's Academic Integrity Policy in full.](#)

Most students do not have any problems understanding the rules and expectations about acting honestly at university. If you have any questions you must talk to your faculty or a member of FIE's Academic Team.

Writing and Language Support

FIE's Writing Support Tutors are available to assist students of all levels of expertise with all phases of the writing process. Available year-round and to all students. To book an appointment or for more information visit www.fie.org.uk/wst.

Please note that FIE allows the use of a foreign language/English dictionary in exam situations for students where English is not their primary language UNLESS the use of the dictionary would give the student a significant advantage (e.g. where the exam is aimed at getting the students to define terms that might be found in the dictionary).

Accommodations for Students

Students who wish to use academic accommodations at FIE can register to do so via FIE's Administration Team, by providing the appropriate supporting documentation. Students who have approved FIE academic accommodations should discuss them directly with their faculty member(s) within or around the first few class sessions, or via email. Exams are facilitated by FIE faculty and students should give 2 weeks' notice to faculty members if use of approved exam accommodations is required. The Administration team can assist students and faculty with liaison and facilitation as needed.

Additional Policies and Resources

Mental Health and Stress Management Support

FIE's qualified and accredited counsellor is Dr Deborah Hill, who offers appointments via video call and over the phone. The first three appointments are free of charge and ongoing sessions can be arranged directly with Dr Hill. To make an appointment with Dr Hill, simply email studentlife@fie.org.uk.

If you have a counsellor from back home that you are seeing, we strongly encourage you to maintain contact with them throughout your time studying abroad with FIE.

Diversity and Inclusivity

FIE regards its housing and classroom facilities as safe spaces to live, study, and work with students, faculty, and staff who are understanding, supportive, and trustworthy. Inappropriate, derogatory comments and/or actions, harassment, bullying, victimisation and discrimination are not tolerated. Any such behaviour will be investigated and dealt with appropriately. Students must be respectful of diverse opinions and of all class members regardless of personal attribute and use inclusive language in written and oral work.