

## HTS 3089 QUP – SCIENCE, TECHNOLOGY, & SPORTS

### Early Short Summer Session 2015

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**Virtual office hours:**

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Tuesday 10a – 12p. Wednesday 3p – 5p,  
and by appointment

#### **Course Description:**

Sport is viewed by some scholars as socially constructed, and therefore, a product of society. This has prompted considerable international attention from researchers from a wide array of disciplines and subdisciplines. The sociology of sport is perhaps the most prominent, largest, and best established of the subdisciplines studying sport. Additionally, it was first to be studied and have dedicated courses taught in institutions of higher education. Sociology of sport draws on a variety of theoretical and methodological perspectives to study critical social processes. Underpinned by sociology of sport perspectives, this course critically explores the intersection of science, technology, and sports. Course discussions will examine:

- what constitutes a “sport”, science, technology and performance.
- sociological processes relevant to the intersection of science, technology, and sport.
- how scientists describe and interpret perceived human differences (e.g., race, sex) as related to sport performance.
- literature on the impact of science and technology on athletic performance.
- literature regarding safety, risk, and the role of medicine in sports.
- the role of architects and the built environment in sport.
- debates surrounding cyborg athletes and the future of sport.

#### **Learning Objectives:**

By the end of this course students should be able to:

- understand the social and cultural dimensions of sport, science, and technology.
- understand the underlying principles of significant debates on the impact of science and technology on sport.
- apply a sociological perspective and its methods to the intersection of sports, science (inclusive of the social sciences), and technology.
- demonstrate a working knowledge of core concepts, theories, and methodologies.
- understand the risks, ethics, and social responsibilities associated with sports, science, and technology.
- understand the relationship between science and ideology in sports.
- critically analyze and evaluate scholarly literature on various dimensions of science, technology, and sport.
- effectively use written and oral forms of communication to construct compelling arguments.
- effectively synthesize research findings.
- gain a deeper understanding of the course materials through collaborative learning with peers.
- gain sociological knowledge and perspectives on contemporary sporting practices.
- improve ability to articulate complex arguments.

**Core Area E:**

This course satisfies the requirement for Core Area E: Social Sciences - student will demonstrate the ability to describe the social, political, and economic forces that influence social behavior.

This course is about the intersections of sports, and studies of it, with science, technology, and society. Students will learn how the social, political, and economic forces at work in, and through, sport, influence social behavior through an examination of: topics concerning the role of technology in supporting, and contesting, social inequality through sports; debates surrounding the impact of science and technology, and perceived human differences (e.g. race, sex), on performance; and, literature regarding risk, ethics, and the role of media and politics in sport.

Students will demonstrate that they have met the Area E learning outcome through critical engagement with course readings, and the completion of research papers and presentations.

**Course format:**

This course will be offered entirely online. Students will be expected to commit the same amount of time engaging with course materials as they would for an on-campus summer course – i.e. 2½ hours 3 times per week, plus time allocated for completing course readings and assignments.

**Required readings:**

Most of the course resources will be available under the Resources link on T-square. However, students will be expected to rent access to the following two documentaries:

- Bell, C. (2008). *Bigger, stronger, faster* [Motion Picture]. Los Angeles: Magnolia Home Entertainment.
  - Available through Amazon Instant Video:  
[http://www.amazon.com/Bigger-Stronger-Faster-Chris-Bell/dp/B001LYV6K2/ref=tmm\\_aiv\\_title\\_0?\\_encoding=UTF8&sr=&qid=](http://www.amazon.com/Bigger-Stronger-Faster-Chris-Bell/dp/B001LYV6K2/ref=tmm_aiv_title_0?_encoding=UTF8&sr=&qid=)
- Pounder, C.C.H., Adelman, L., Cheng, J., et al. (2003). *Race: The power of an Illusion (Part 1 – RACE: The difference between us)* [Motion Picture]. San Francisco: California Newsreel.
  - Available through Vimeo On Demand: <https://vimeo.com/ondemand/race>

**Grading and Requirements:****Grading Scale:**

- **Participation: 20%**
  - Topic Assignments: 10%*
  - Course Reading Summary and Response: 10%*
- In lieu of in-class participation points, students will be responsible for completing summaries for selected course readings, and engaging in weekly topic-related course activities (e.g. quizzes, viewing guides, guiding questions) to further understanding of course concepts.
- **Quantified Self Project: 20%**
  - Students will participate in a body-focused Quantified Self Project for the duration of the course. Mirroring the Quantified Self movement, students will engage in self-tracking through various technologies and provide weekly reflections. For more on the Quantified Self movement, go to: [quantifiedself.com](http://quantifiedself.com).

- **Cyborg Round Robin: 15%**
  - Following Howe's (2011) definition of a cyborg as "a hybrid body resulting from fusion of a live organism and man-made technology" (p. 868), students will be assigned a cyborg identity (e.g. Oscar Pistorius) and prepare a biography to go head-to-head with their classmates in a cyborg tournament.
- **Literature Review: 25%**
  - Students will complete an 8-10 page (typed, double-spaced) review of literature that expands upon one of the course topics from Module 1 or 2. Students will be expected to locate, and provide support from, 2 academic sources in addition to course resources.
- **State of the Field(s) Blog and PechaKucha Presentation: 20%**
  - Students will pick a "State of the Field" topic related to their major discipline, prepare and record a PechaKucha (20 slides, 20 seconds each) presentation, and watch and provide feedback on peer presentations. To prepare for the presentations students will be expected to blog weekly about current state of the(ir) field events.

**A: 90-100%**

**B: 80 - 89%**

**C: 70 - 79%**

**D: 60 - 69%**

**F: 59% and below**

#### **Academic Honesty:**

Students in this class will be expected to abide by the Georgia Tech honor code. Academic misconduct of any kind will not be tolerated. All students are responsible for understanding and complying with Georgia Tech rules. For further information, go to: [www.honor.gatech.edu](http://www.honor.gatech.edu)

#### **Accommodations for Students with Disabilities:**

If you have a disability that may require assistance or accommodation, or you have questions related to any accommodations for testing, note takers, readers, etc., please speak with me as soon as possible. Students may also contact the Office of Disability Services at 404-894-2563.

## COURSE SCHEDULE

- Unless otherwise noted, all weekly assignments are due by noon on the Tuesday that marks the end of the week (i.e. 5/19, 5/26, 6/2, 6/9, 6/17)
- \*Denotes activities **only** for students assigned to selected topic resource summaries and responses
- Course schedule is subject to change. Refer to T-square for the most up-to-date schedule, lectures, readings, and assignments.

### Week 1: May 11 – 19

#### Session 1

##### **Topic:**

- Course Introduction

##### **Assignment:**

- Student bios
- Introduction: Course Reading Summary and Response
  - Sign-up (**by noon on Wednesday, May 13<sup>th</sup>**)
- Introduction: State of the Field(s) blog
- Introduction: Quantified Self Project

*Assignment reading:* Lupton, D. (2013). Understanding the human machine. *IEEE Technology and Society Magazine*, 32(4), 25-30.

#### Session 2

##### **Topic:**

- Module 1 Introduction – Extending Sporting Bodies

##### **Resource:**

- Bell, C. (2008). *Bigger, stronger, faster* [Motion Picture]. Los Angeles: Magnolia Home Entertainment.

##### **Assignment:**

- Complete *Bigger, Stronger, Faster* viewing guide

#### Session 3

##### **Topic:**

- Module 1, Topic 1 – Modifying Athletes from Within

##### **Resource:**

- Carter, N. (2009). Testing times. In N. Carter, *Medicine, sport and the body: A historical perspective* (pp. 105-127). London: Bloomsbury.

##### **Assignment:**

- Responses to Carter's (2009) guiding questions

#### **ONGOING** (DUE by noon on Tuesday, May 19th)

- Student summaries for Howe (2011), Magdalinski (2009), and Millington (2014)\*
- Quantified Self Project – Week 1 screenshots and reflection
- Week 1 State of the Field(s) blog entry

## Week 2: May 20 – 26

### Session 4

#### **Topic:**

- Module 1, Topic 2 – Performance Enhancement from Without

#### **Resource:**

- Magdalinski, T. (2009). Enhancing the body from without: Artificial skins and other prosthetics. In T. Magdalinski, *Sport, technology and the body* (pp. 109-127). New York: Routledge.

#### **Assignment:**

- Responses to Magdalinski's (2009) guiding questions\*

### Session 5

#### **Topic:**

- Module 1, Topic 3 – Extending Recreational Bodies

#### **Resource:**

- Millington, B. (2014). Amusing ourselves to life: Fitness consumerism and the birth of bio-games. *Journal of Sport and Social Issues*, 38(6), 491-508.

#### **Assignment:**

- Responses to Millington's (2014) guiding questions\*
- Wii Fit Quiz

### Session 6

#### **Assignment:**

- Cyborg Round Robin

#### **ONGOING** (DUE by noon Tuesday, May 26th)

- Student summaries for Wiggins (1989) and Sullivan (2000)\*
- Quantified Self Project – Week 2 screenshots and reflection
- Week 2 State of the Field(s) blog entry

## Week 3: May 27 – June 2

### Session 7

#### **Topic:**

- Module 2 Introduction – Constructing Sporting Bodies

#### **Resource:**

- American Anthropological Association. (2007). *Sports quiz: White men can't jump & other assumption about sports and race*. Retrieved from <http://www.understandingrace.org/lived/sports/index.html>

#### **Assignment:**

- Take the American Anthropological Association's *Sports Quiz*
- Introduction – Review of Literature
- Review of Literature paper topic selection (**by noon on Friday, May 29<sup>th</sup>**)

## **Session 8**

### **Topic:**

- Module 2, Topic 1 – Deconstructing the Natural Black Athlete

### **Resource:**

- Pounder, C.C.H., Adelman, L., Cheng, J., et al. (2003). *Race: The power of an Illusion (Part 1 – RACE: The difference between us)* [Motion Picture]. San Francisco: California Newsreel.
- Wiggins, D. (1989). "Great speed but little stamina": The historical debate over black athletic superiority. *Journal of Sport History*, 16(2), 158-185.

### **Assignment:**

- Responses to Wiggins's (1989) guiding questions\*
- Complete *Race: The Power of an Illusion* viewing guide

## **Session 9**

### **Topic:**

- Module 2, Topic 2 – Inspecting Gender Verification

### **Resources:**

- Sullivan, C.F. (2000). Gender verification and gender policies in elite sport: Eligibility and "fair play". *Journal of Sport and Social Issues*, 35(4), 400-419.

### **Assignment:**

- Responses to Sullivan's (2000) guiding questions\*

## **ONGOING** (DUE by noon Tuesday, June 2nd)

- Student summaries for Laurendeau (2014) and Williamson (2014)\*
- Quantified Self Project – Week 3 screenshots and weekly reflection
- Week 3 State of the Field(s) blog entry

## **Week 4 – June 3-9**

## **Session 10**

### **Topic:**

- Module 2, Topic 3 – Damaged Selves: Risk, Injury, and Pain in Sport

### **Resource:**

- Laurendeau, J. (2014). "Just tape it up for me, ok?": Masculinities, injury and embodied emotion. *Emotion, Space and Society*, 12, 11-17.

### **Assignment:**

- Responses to Laurendeau's (2014) guiding questions\*
- Complete personal autoethnographic injury narrative
- Introduction – State of the Field(s) PechaKucha Presentations

## **Session 11**

### **Topic:**

- Module 2, Topic 4 – Evaluating Inactive Youth

**Resources:**

- Williamson, B. (2014). Algorithmic skin: Health-tracking technologies, personal analytics and the biopedagogies of digitized health and physical education. *Sport, Education and Society*, 20(1), 131-151.

**Assignment:**

- Responses to Williamson's (2014) guiding questions\*

**Session 12**

**Topic:**

- Course Conclusion: State of the Field(s): Current & Future Directions

**ONGOING** (DUE by noon Tuesday, June 9th)

- Review of Literature annotated bibliography and outline
- Quantified Self Project – Week 4 screenshots and weekly reflection
- Week 4 State of the Field(s) blog entry

**Week 5 – June 10-17**

**Sessions 13, 14, and 15**

**Activity:**

- State of the Field(s) PechaKucha Presentations (**uploaded by noon on Wed, June 10<sup>th</sup>**)
- State of the Field(s) PechaKucha Presentations Peer Reviews

**ONGOING** (DUE by noon Tuesday, June 17th)

- Review of Literature