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.
- Literature concerning debates on the role of technology in supporting, and contesting, social inequality through sports.
- 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 on-line 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 via T-square. Students will be expected to commit the same amount of time engaging with course materials as they would for an on-campus Early Short Summer Session course – i.e. 2½ hours 3 times per week, plus time allocated for completing course readings and assignments.

The course is structured around 2 major content modules – each with a final assessment (Module 1, Cyborg Tournament; Module 2, Literature Review). In addition, there is a final assessment (State of the Field PechaKucha presentation) that asks students to connect their majors to course content through a topic of their choosing. Course materials and assessments also include lectures (VoiceThread), documentaries, readings (articles and book chapters), reading forums, short session-based assignments, blogging, and a self-tracking project.

The course’s ‘weeks’ generally run from a Wednesday to Tuesday to facilitate a longer orientation period at the beginning and better accommodate summer work schedules.

- Module 1 will take place during weeks 1 (May 16-24) and 2 (May 25-31).
- Module 2 will take place during weeks 3 (June 1-7) and 4 (June 8-14).
- The course conclusion and final project will take place during week 5/Final Exam period. (June 15 & 16-18).

Most course assignments are due by the end of the week – midnight each Tuesday. The common weekly deadline is intended to create a fluid course structure best suited to individualized online engagement. However, the following week’s content won’t be available on T-square until the beginning of each week (Wednesday), and course sessions should be completed in order. This is an intensive 5-week course, and students should spend some time during week 1, and the beginning of each week thereafter, setting up an approach that will best ensure the timely completion of each week’s requirements. Keep in mind that assignments can be submitted to T-square anytime during the week they are due, and session-specific topics will be most easily completed while engaging with the session’s content.

E-mail guidelines
As this is an online, and abbreviated, course, I will do my best to respond to student emails in a timely manner. I check my email often between the hours of 9am and 4pm, and less frequently otherwise. I do check my email in the evenings, and more frequently around major course deadlines. However, if you email me in the evenings I cannot guarantee a reply until the following morning unless it is a course ‘emergency’. Please plan your correspondence accordingly. In other words – do not wait until the evening an assignment is due to email me a question about it.
Course Resources:
Course textbook (required)

Additional course readings will be available through the Georgia Tech Library electronic reserves (ereserves.library.gatech.edu). Students will also be expected to rent access to the following two documentaries:


Grading and Requirements:
The following is an overview of course assignments and their contributions to the final course grade. Please see T-square for complete descriptions and criteria for each of the course assessments.

- **Participation: 35%**
  
  In lieu of in-class participation points, students will be responsible for commenting on course lectures, completing additional topic reading summaries and responses, and engaging in topic-specific course activities (i.e. viewing guides, quizzes, short writing assignments) to further understanding of course concepts.

  **VoiceThread topic lecture comments: 10% (2% each)**
  
  Students are expected to leave at least 2 comments per lecture (1% per comment; 5 lectures total). Comments should engage the content delivered by the instructor in the lecture or respond to another peer’s comment about the lecture content.

  **Topic Assignments: 10% (2% each)**
  
  Each of the following assignments will be worth 20 points and 2 percent of your final course grade. 10 points (1%) will be awarded for on-time completion of the assignment and 10 points (1%) will be awarded for meeting all of the assignment criteria.
  - *Bigger, Stronger, Faster* viewing guide
  - Wii Fit quiz (Millington, 2014)
  - American Anthropological Association’s *Sports Quiz* summary
  - *Race: The Power of an Illusion* viewing guide
  - Autoethnographic injury narrative (Laurendeau, 2014)

  **Additional Topic Reading Summary and Response: 15%**
  
  Students will select 1 topic to read an additional resource for and complete a critical reading and summary (e.g. overview, definitions, critique, further reading, discussion questions) about. Students will additionally be responsible for responding to the discussion questions posed by a peer’s summary for a different topic. Students’ selected topics will help guide their Literature Review topic selection and research. Topic reading summaries and responses will be posted to T-square Forums to facilitate open access to additional course materials.
- **Cyborg Tournament: 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 utilize Module 1 content to prepare a biography and go head-to-head with their classmates in a Cyborg Tournament.

- **Literature Review: 15%**
  Students will complete a 5-7 page (typed, double-spaced) review of literature that expands upon one of the course topics from Module 2. Students will be expected to locate, and provide support from, 2 academic sources in addition to course and additional topic resources.

- **Quantified Self Project: 10%**
  Students will participate in a body-focused Quantified Self Project for the first 4 (of 5) weeks of the course. Mirroring the Quantified Self movement, students will engage with self-tracking apps and provide weekly reflections. Self-tracking is also a possible Literature Review topic. For more on the Quantified Self movement, go to: [www.quantifiedself.com](http://www.quantifiedself.com).

- **State of the Field Blog & PechaKucha Presentation: 25%**
  **State of the PechaKucha Presentation: 15%**
  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 provide feedback on peer presentations. Students will be expected to locate, and provide support from, 1 academic source in addition to course and State of the Field Blog (see below) resources.

  **State of the Field Blog: 10%**
  To prepare for their State of the Field presentations students will be expected to set up a google alert ([www.google.com/alerts](http://www.google.com/alerts)) specific to their discipline as it relates to the course’s content (e.g. sport, technology, computer science), and to blog about their google alert results and comment on peer blogs weekly (weeks 1-4).

### Grading Scale:
- **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, got 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

The course schedule is subject to change. Please refer to T-square for the most up-to-date schedule, lectures, readings, and assignments. Unless otherwise noted, assignments are due by midnight on the Tuesday that marks the end of the week (5/24, 5/31, 6/7, 6/14).

*Denotes activities only for students assigned to selected topic reading summaries and responses

<table>
<thead>
<tr>
<th>Week 1: May 16 – 24</th>
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<tbody>
<tr>
<td><strong>Session 1</strong></td>
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<td><strong>Topic:</strong></td>
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<tr>
<td>• Course Introduction</td>
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<tr>
<td><strong>Resource:</strong></td>
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<tr>
<td><strong>Assignment:</strong></td>
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<tr>
<td>• Student bios and comments (<em>post by midnight, Tuesday, May 24th</em>)</td>
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<tr>
<td>• Introduction: Additional Topic Reading Summary and Response</td>
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<tr>
<td>o Sign-up (<em>by midnight, Wednesday, May 18th</em>)</td>
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<tr>
<td>• Introduction: State of the Field google alert and blog</td>
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<tr>
<td>• Introduction: Quantified Self Project (<em>begin self-tracking Wednesday, May 18th</em>)</td>
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| **Session 2**       |
| **Topic:**          |
| • Module 1 Introduction – Extending Sporting Bodies |
| **Resource:**       |
| **Assignment:**     |
| • Complete *Bigger, Stronger, Faster* viewing guide (*due by midnight, Tuesday, May 24th*) |

| **Session 3**       |
| **Topic:**          |
| • Module 1, Topic 1 – Modifying Athletes from Within |
| **Resource:**       |
| • Modifying Athletes from Within VoiceThread lecture |
| **Assignment:**     |
| • Carter (2012) critical reading and responses to Carter’s (2009) discussion questions (*due by midnight, Tuesday, May 24th*) |
ONGOING (DUE by midnight, Tuesday, May 24th)
- Module 1, Topic 2 additional reading summaries*
  
- Module 1, Topic 3 additional reading summaries*
  
- Quantified Self Project – Week 1 screenshots and reflection
- Week 1 State of the Field blog entry

**Week 2: May 25 – 31**

Session 4
Topic:
  - Module 1, Topic 2 – Performance Enhancement from Without

Resource:
  - Performance Enhancement from Without VoiceThread lecture

Assignment:
  - Introduction: Cyborg Tournament
  - Responses to Module 1, Topic 2 additional reading discussion questions (Howe, 2011)* (due by midnight, Tuesday, May 31st)

Session 5
Topic:
  - Module 1, Topic 3 – Extending Recreational Bodies

Resource:

Assignment:
  - Responses to Module 1, Topic 3 additional reading discussion questions (Gibson, 2012)* (due by midnight, Tuesday, May 31st)
  - Wii Fit Quiz (due by midnight, Tuesday, May 31st)

Session 6
Assignment:
  - Cyborg Tournament
    Group Play Bios (due by midnight, Friday, May 27th)
    Group Play voting (closes at midnight, Tuesday, May 31st)
ONGOING (DUE by midnight, Tuesday, May 31st)
- Module 2, Topic 1 additional reading summaries*
- Module 2, Topic 2 additional reading summaries*
- Quantified Self Project – Week 2 screenshots and reflection
- Week 2 State of the Field blog entry

Week 3: June 1 – June 7

Session 7
Topic:
• Module 2 Introduction – Constructing Sporting Bodies

Resource:
• Constructing Sporting Bodies VoiceThread lecture

Assignment:
• Take the AAA Sports Quiz (due by midnight, Tuesday, June 7th)  
• Introduction: Literature Review
  Literature Review topic (due by midnight, Friday, June 3rd)

Session 8
Topic:
• Module 2, Topic 1 – Deconstructing the Natural Black Athlete

Resource:

Assignment:
• Responses to Module 2, Topic 1 additional reading discussion questions (Oates & Durham, 2004)* (due by midnight, Tuesday, June 7th)
• Complete *Race: The Power of an Illusion* viewing guide (due by midnight, Tuesday, June 7th)
Session 9
Topic:
• Module 2, Topic 2 – Inspecting Gender Verification
Resources:
Assignment:
• Responses to Module 2, Topic 2 additional reading discussion questions (Sullivan, 2011)* (due by midnight, Tuesday, June 7th)

ONGOING
Cyborg Tournament
- Semi-Finals (1% extra credit)
  Revised Bios due by 8am, Thursday, June 2nd, voting closes at midnight, Friday, June 3rd
- Finals (1% extra credit)
  Revised Bios due by midnight, Sunday, June 5th, voting closes at midnight, Tuesday, June 7th

DUE by midnight, Tuesday, June 7th
- Module 2, Topic 3 additional reading summaries*
- Module 2, Topic 4 additional reading summaries*
- Quantified Self Project – Week 3 screenshots and weekly reflection
- Week 3 State of the Field blog entry

Week 4 – June 8-14

Session 10
Topic:
• Module 2, Topic 3 – Damaged Selves: Risk, Injury, and Pain in Sport
Resource:
• Damaged Selves: Risk, Injury, and Pain in Sport VoiceThread lecture
Assignment:
• Responses to Module 2, Topic 3 additional reading discussion questions (King, et al., 2014)* (due by midnight, Tuesday, June 7th)
• Read Laurendeau (2014) and complete autoethnographic injury narrative (due by midnight, Tuesday, June 9th)
**Session 11**

**Topic:**
- Module 2, Topic 4 – Evaluating Youth and Aging Bodies

**Resource:**
- Evaluating Youth and Aging Bodies VoiceThread lecture

**Assignment:**
- Responses to Module 2, Topic 4 additional reading discussion questions (Joyce & Mamo, 2006)* (due by midnight, Tuesday, June 7th)

**Session 12**

**Assignment:**
- **WORK DAY:** Literature Review
  - Review annotated bibliography and outline (optional, 1% extra credit; due by, midnight, Thursday, June 9th)
- Introduction: State of the Field PechaKucha Presentations
  - State of the Field topic (due by midnight, Tuesday, June 14th)

**ONGOING** (DUE by midnight, Tuesday, June 14th)
- Literature Review
- Quantified Self Project – Week 4 screenshots and weekly reflection
- Week 4 State of the Field blog entry

**Week 5 (Final Exams) – June 15-18**

**Sessions 13**

**Topic:**
- Course Conclusion: State of the Field: Current & Future Directions

**Resources:**

**Sessions 14 & 15**

**Assignment:**
- State of the Field PechaKucha Presentations (uploaded by midnight on Friday, June 17th)
- State of the Field PechaKucha Presentations - Peer Reviews (due by midnight on Saturday, June 18th)