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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.

Grading and Requirements:
Grading Scale:
- **Participation: 20%**
  
  *Daily activities: 10%
  
  *Course reading summary: 10%

- In lieu of in-class participation points, students will be responsible for completing summaries for selected course readings, and engaging in brief daily (3 days/wk) course activities (e.g. quizzes, guiding questions) to further understanding of course concepts.

- **Quantified Self Project: 25%**

  * 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.

- **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) 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 watch and provide feedback on peer presentations.
COURSE SCHEDULE *

*Subject to change. Refer to T-square for the most up-to-date schedule, readings, and assignments.

MODULE 1: EXTENDING SPORTING BODIES

Week 1 – May 11-15

Day 1
- Course Introduction
- **Module 1 INTRODUCTION**: Extending Sporting Bodies
- Quantified Self Project **INTRODUCTION**

Day 2
- Modifying Athletes

Day 3
- Performance Enhancement from Without

Week 2 – May 18-22

Day 1
- Posthuman Prosthetics
- Quantified Self Project – **weekly reflection and screenshots DUE**

Day 2
- Extending Recreational Bodies

Day 3
- Cyborg Round Robin

MODULE 2: CONSTRUCTING SPORTING BODIES

Week 3 – May 25-29

Day 1
- **Module 2 Introduction**: Constructing Sporting Bodies
- Literature Review **INTRODUCTION**
- Quantified Self Project – **weekly reflection and screenshots DUE**

Day 2
- Deconstructing the Natural Black Athlete

Day 3
- Inspecting Gender Verification

Week 4 – June 1-5

Day 1
- Damaged Selves: Risk, Injury, and Pain in Sport

Day 2
- Evaluating Inactive Youth

Day 3
- Module 3 INTRODUCTION: State of the Field: Current & Future Directions
  - State of the Field(s) PechaKucha presentations INTRODUCTION

MODULE 3: STATE OF THE FIELD: CURRENT & FUTURE DIRECTIONS

Week 5 – June 8-12

Day 1
- RESEARCH DAY
  - Quantified Self Project – weekly reflection and screenshots DUE

Day 2
- State of the Field(s) PechaKucha PRESENTATIONS

Day 3
- State of the Field(s) PechaKucha PRESENTATIONS

FINAL EXAMS – June 15-17
- LIT REVIEW DUE by noon on June 17