

SPORT, CULTURE AND SOCIETY

Course contact hours: 45

Recommended credits: 6 ECTS – 3 US

Language: English

Prerequisites

None

Objectives and Contextualization

This course adopts an interdisciplinary approach that merges fields such as psychology, education, sociology, politics, history, philosophy, and environmental studies to provide a comprehensive understanding of sports. By integrating these disciplines, students will critically analyze the impact of sports on various aspects of human life, developing transferable professional skills that can be applied across multiple industries.

In today's world, sports transcend physical activity; they represent a powerful social, educational, cultural, and political force. This course allows students to explore how sports intersect with key societal elements, deepening their understanding of its role in shaping modern life. Through this exploration, students will engage with complex issues and controversial debates, enhancing their critical thinking and problem-solving abilities.

Barcelona and Catalonia, with their rich sports culture and reputation as centers for sports research, provide an ideal backdrop for this course. The region's long-standing commitment to sports, along with access to leading professionals and academics, offers unique opportunities for students to engage directly with experts. A key objective of this course is to facilitate these connections, enabling students to conduct research that reflects diverse perspectives and specialized knowledge within the realm of sports.

Through this course, students will develop the ability to evaluate different perspectives on sports and their role in society, preparing them to be informed, engaged citizens and professionals in an increasingly complex and interconnected world.

Competences

- Develop psychological tools: motivation, resilience, emotional control, teamwork, and goal setting.
- Critically evaluate sports' relationships with politics, environment, education, and health.
- Promote life skills through sports methodologies.
- Design, implement, and evaluate sports projects in diverse contexts.
- Apply ethical principles to practical sports-related issues.
- Understand sports' potential for regional economic development.
- Investigate connections between sports and other fields autonomously.
- Set personal goals to explore topics of interest or motivation.
- Transfer sports-related skills to other areas of life: conflict resolution, leadership, perseverance, and cooperation.

Learning Outcomes

1. Analyze sports' historical significance across different societies and cultures over time.
2. Identify key psychological aspects in sports and apply them to personal and professional contexts.
3. Examine sports as political tools and evaluate their impact on diplomatic relations.
4. Implement educational methodologies showing how sports promote skills and values in education.
5. Assess how origin, gender, and socioeconomic factors affect inclusion and equality in sports.
6. Design inclusive sports programs addressing community needs and supporting development cooperation policies.
7. Propose strategies to reduce sports' environmental footprint and foster sustainability.
8. Critique ethical issues in sports, exploring fair play, violence, and the philosophy of competition.
9. Analyze sports' economic impact and explore professions and policies promoting social development.
10. Evaluate sports' effects on health and their role in promoting healthy lifestyles.

Content

1. Introduction and historical context of sports.

- a. Historical importance and evolution of sports in different societies and cultures over time.
 - i. Ancient Civilization and sports.
 - ii. Medieval and Early Modern Periods.
 - iii. Colonial and Industrial Eras.

iv. Globalization of sports.

2. Sports psychology. Exploring group psychological interactions.

a. Key psychological aspects in sports: motivation, resilience, and teamwork.

i. Motivation in sports.

1. Intrinsic motivation vs Extrinsic motivation.
2. Theories of motivation.
3. Applying motivation techniques beyond sports.

ii. Resilience in Sports.

1. Definition and importance.
2. Developing resilience in sports.
3. Case studies of resilient athletes.
4. Promoting resilience in professional life.

iii. Teamwork in sports.

1. Definition and the role of team dynamics.
2. Team building strategies.
3. Enhancing teamwork and leadership in professional life.

iv. Psychological safety in sports teams.

1. Definition.
2. Strategies to promote psychological safety in sports teams.
3. Promoting psychological safety in professional life.

3. Sociology and sports (I): sports as a tool for a diplomacy and international relations.

a. Sporting events as a political and propaganda tool.

- i. Historical context.
- ii. Modern examples.
- iii. Athletes as political symbols.

b. The influence of sports on diplomatic relations.

- i. Sports diplomacy in history.
- ii. Modern examples of sports diplomacy.
- iii. Sports as a platform for international cooperation.
- iv. Sport as a tool for community unity.

4. Sports as an educational tool.

a. Promoting life skills through sports practice.

i. Positive development programs.

1. Theoretical framework: Positive Psychology and Resilience Theory.

2. Key elements: Safety environment, significant activities, competent adults.
 3. Contexts of intervention: conflict zones, humanitarian crises and urban poverty.
 - b. Experiential learning of educational methodologies through sports.
 - i. Personal and Social Responsibility Model.
 1. Levels of responsibility.
 2. Session structure.
 3. Methodological strategies.
 - ii. Learning the Personal and Social Responsibility program through sport activities.
 - iii. Application of Personal and Social Responsibility in other professional contexts.
5. **Sociology and sports (II): factors influencing the inclusion of the sports phenomenon.**
 - i. Origin and ethnicity.
 1. Ethnic identity and representation in sports.
 2. Sports as a pathway for social mobility.
 - ii. Gender and sports.
 1. Gender inequality in sports.
 2. The role of legislation.
 3. Challenges faced by LGBTQ+ athletes.
 - iii. Socioeconomic context and access to sports.
 1. Conditions for accessibility in sports.
 2. Cultural perception and social inclusion.
 - iv. Intersectionality in Sports.
 1. Understanding the intersection of race, gender, and class in sports participation.
 2. Case studies of intersectionality in sports (e.g. Serena Williams, Colin Kaepernick).
6. **Sport for development and cooperation**
 - a. The main challenges of development cooperation.
 - i. Paris Declaration (2004).
 - ii. Accra Agenda for Action (2008).
 - iii. The 2030 Agenda for Sustainable Development.
 1. Structure and goals.

2. Strengths and weaknesses.
- b. Design and evaluation in sports and development cooperation projects through Theory of Change.
 - i. Main characteristics of the Theory of Change.
 1. Purpose of the Theory of Change.
 2. Dimensions of change.
 3. Key questions and the desired change.
 4. Conditions, assumptions and change strategies.
 - ii. Assumptions of change.
 - iii. Change indicators and evaluation.
 - iv. Case studies and real-life examples: NGOs using sports to promote community development and cohesion.

7. Sports and Sustainability.

- a. Industrial impact.
 - i. Sports equipment production.
 - ii. Transportation and logistics.
 - iii. Best practices for reducing environmental impact.
- b. Sports events.
 - i. Impact of large-scale events (e.g. carbon footprint, waste generation).
 - ii. Best practices for sustainable event management.
- c. Sports facilities.
 - i. Construction impact and resource usage (e.g. water, energy).
 - ii. Best practices for sustainability operations.

8. Sports philosophy and ethics.

- a. The importance of play, leisure, and sports competition.
 - i. Johan Huizinga's *Homo Ludens*: The Role of play as an essential element of culture.
 - ii. Roger Caillois: The classification of games and the role of competition.
- b. Ethics in sports: fair play, doping and violence.
 - i. Fair Play: definition, philosophical foundations, and cross-cultural perspectives.
 - ii. Doping: ethical, biomedical, legal, and psychosocial considerations.
 - iii. Violence in sports: Definition of violence, causes and different type of violence.

9. Sports and economics.

- a. Sports industry, its impact on current societies.
 - i. Economic contribution and growth.
 - ii. Globalization and its effects.
- b. Future professions in the sport sector.
 - i. Sports technology and data analytics.
 - ii. Sustainability and environmental management.
 - iii. Sports psychology and athlete well-being.

10. Sports and health.

- a. Sports' effects on health.
 - i. Physical well-being.
 - ii. Psychological impact.
 - iii. Cognitive development.
- b. Body image and physical activity.
 - i. Impact of physical activity on self-perception.
 - ii. Cultural influences on body image in sports.

Methodology

The teaching methodology is student-centered, promoting active participation and the exploration of real-life experiences within the vibrant city of Barcelona. As a global hub for sports, Barcelona offers a rich network of professionals that enhances the learning experience.

The course takes a practical approach, where theoretical foundations provide context for researching real-world cases across various topics. Students will have the opportunity to conduct individual or group interviews with key figures in the sports industry, engage with guest lecturers who bring practical insights, visit sports organizations and events, analyze case studies in class, and participate in specialized readings.

An innovative feature of the course is the incorporation of sports methodologies directly into the classroom. This allows students to experience and apply these approaches in real-time, facilitating the internalization of knowledge and skills through direct, participatory experiences during class sessions.

Additionally, the course integrates digital tools and platforms to enhance learning, offering students the opportunity to explore data analysis in sports and engage in collaborative online projects. Continuous formative assessments, including self-evaluations and regular feedback, ensure that students can reflect on and refine their understanding throughout the course.

Assessment Activities

Directed:

Class sessions (practice)	29 hours
Class sessions (theory)	14 hours
Assessment	2 hours

Supervised (15 hours):

Participatory Research	14 hours
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Autonomous (90 hours):

Comprehensive study of materials	35 hours
Exercises and activities	30 hours
Research	25 hours

Assessment

The professor will use numerous differentiated assessment forms to calculate students' final grades for this course. For the record, these are listed and weighted below. The content, criteria, and specific requirements for each assessment category will be explained in greater detail in class.

Assessment Activities

Title	weighting	hours	learning outcomes.
Participatory research presentation	30 %		1-10
Midterm Exam	25%	2	1,2,3,4,5
Final Exam	25 %	2	6,7,8,9,10
Participation	20%		1-10

JEDI (Justice, equity, diversity, and inclusion)

This program is committed to fostering a diverse and inclusive community. This diversity includes but is not limited to, race, gender and/or gender identity, ethnicity, sexual orientation, age, language, socioeconomic status, immigration status, geographic region, religion, and ability/disability. In doing so, we acknowledge historic and current system communal inequalities, we provide equal opportunities and support for all our students, we promote well-being in everyone, and we recognize diversity as a basic element to broaden our students' minds in our international environment.

Bibliography

Agostino, G. (2002). *Vencer ou morrer. Futebol, geopolítica e identidade nacional*. MAUAD Editora.

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Beacom, A. (2012). *International Diplomacy and the Olympic Movement: The New Mediators*. Palgrave Macmillan.

Caillois, R. (2001). *Man, Play and Games* (Reprint ed.). University of Illinois Press.

Cashmore, E. (2010). *Making Sense of Sports*. Routledge.

Chalip, L., Green, B. C., & Taks, M. (2016). *The Routledge Handbook of Sport and Event Management*. Routledge.

Coakley, J. J. (2017). *Sport in Society: Issues and Controversies* (12th ed.). New York, NY: McGraw-Hill Education.

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Foer, Franklin. (2004). "How Soccer Explains the Discreet Charm of Bourgeois Nationalism". In *How Soccer Explains The World: An Unlikely Theory of Globalization*. Harper Collins, pp. 193-217.

García Ferrando, M. (2018). *Sociología del Deporte: Un Análisis Internacional*. Alianza Editorial.

Hill, D. (2009). *The Fix: Soccer and Organized Crime*. McClelland & Stewart.

Hilton, C. (2006). *Hitler's Olympics: The 1936 Berlin Olympic Games*. Sutton Publishing.

Hornby, Nick. (2014). *Fever Pitch*. Penguin.

- Houlihan, Barrie. (2015). *Sport and Society: A Student Introduction* (3rd ed.). SAGE Publications.
- Huizinga, J. (2020). *Homo Ludens: A Study of the Play-Element in Culture* (New ed.). Martino Fine Books.
- Jarvie, Grant. (2018). *Sport, Culture and Society: An Introduction* (3rd ed.). London & New York: Routledge.
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- Meneses, J. P. (2013). *Niños futbolistas*. Blackie Books S.L.U.
- Moran, A. P. (2016). *The Psychology of Concentration in Sport Performers: A Cognitive Analysis*. Psychology Press.
- Nauright, J. & Parrish, C. (2012). *Sports Around the World: History, Culture, and Practice*. ABC-CLIO.
- Pasolini, P. P. (2015). *Sobre el deporte*. Editorial Contra.
- Pitter, R. & Andrews, D. L. (2017). *Sport and Neoliberalism: Politics, Consumption, and Culture*. Temple University Press.
- Schinke, R. J., McGannon, K. R., & Smith, B. (2016). *Routledge International Handbook of Sport Psychology*. Routledge.
- Thorpe, H. & Olive, R. (2016). *Women in Action Sport Cultures: Identity, Politics and Experience*. Palgrave Macmillan.

Recommended films

- BBC. (2003). *Fascism & Football*. BBC.
- BBC. (2005). *Scotland's Secret Shame*. BBC Panorama.
- BBC. (2012). *Stadiums of Hate*. BBC Panorama.
- Candaele, K. (Director). (2011). *El Clásico: More Than a Game*.
- Eastwood, C. (Director). (2009). *Invictus*. Warner Bros.
- Evans, D. (Director). (1997). *Fever Pitch*. Universal Pictures.
- Gast, L. (Director). (1996). *When We Were Kings*. Gramercy Pictures.

James, S. (Director). (2004). *Hoop Dreams*. Fine Line Features.

Maranović, M. (Director). (2010). *Once Brothers*. ESPN Films.

Marshall, P. (Director). (1992). *A League of Their Own*. Columbia Pictures.

Miller, B. (Director). (2011). *Moneyball*. Columbia Pictures.

Peralta, S. (Director). (2001). *Dogtown and Z-Boys*. Sony Pictures Classics.

Zimbalist, J., & Zimbalist, M. (Directors). (2010). *The Two Escobars*. ESPN Films.

Software

AI sport tools

IBM Watson Sports. (n.d.). *AI solutions for sports analytics and fan engagement*. IBM. Retrieved from:

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