

1. OVERVIEW

Subject area	Sociology and Deontology of Sports
Degree	Bachelor's Degree in Physical Activity and Sport Sciences
School/Faculty	Exercise and Sport Sciences and Physiotherapy
Year	First
ECTS	6 ECTS
Type	Core
Language/s	Spanish/English
Delivery mode	On campus/Blended
Semester	S1 and S2
Academic year	2023/2024
Coordinating professor	Carlos García Martí
Teacher	

2. INTRODUCTION

The aim of this subject area is to provide students with a sociological perspective of sport and leisure linked to physical activities. To achieve this, it covers a range of related topics (values, stratification, commercialisation, etc.), combining theoretical approaches and applied research.

3. SKILLS AND LEARNING OUTCOMES

Basic skills (CB, by the acronym in Spanish):

- CB1: Students have shown their knowledge and understanding of a study area that builds on general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study.
- CB2: Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.
- CB3: Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- CB4: Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- CB5: Students have developed the learning skills necessary to undertake further study in a much more independent manner.

Cross-curricular skills (CT, by the acronym in Spanish):

- CT4: Ability to analyse and summarise: Ability to break down complex problems into manageable blocks; evaluate other options and perspectives to find the ideal solution. Synthesising to reduce the complexity and better understand the situation and/or solve problems.

- CT6: Oral or written communication: Ability to communicate and gather information, ideas, opinions and viewpoints to understand and be able to act, spoken through words or gestures or written through words and/or graphic elements.
- CT7: Awareness of ethical values: Ability to think and act in line with universal principles based on the value of a person, contributing to their development and involving commitment to certain social values.
- CT8: Information management: Ability to seek, choose, analyse and integrate information from diverse sources.
- CT12: Critical thinking: Ability to analyse an idea, occurrence or situation from different perspectives and adopt a personal viewpoint based on scientific rigour and objective reasoning, rather than intuition.

Specific skills (CE, by the acronym in Spanish):

- CE2: Ability to transmit attitudes and values in professional practice in all areas of physical activity and sport, helping to create a better society.
- CE4: Ability to analyse and apply physiological, biomechanical, psychological and social principles in different areas of physical activity, sport and recreation.
- CE8: Ability to design, plan, organise, implement and evaluate regular and/or one-off sport and recreation programmes, considering all factors that might affect these programmes in different professional, social and economic contexts.
- CE11: Ability to use your own judgement to act in society, using theoretical, academic and professional discourse in relation to exercise and sport sciences.

Learning outcomes (RA, by the acronym in Spanish):

- RA1: To understand the sociological dimension of sport both at the level of elite competition and recreational practice.
- RA2: To understand the relationship between sport and wider social processes.
- RA3: To equip future professionals with the tools to raise awareness of ethical questions in sport.

The following table shows how the skills developed in the subject area match up with the intended learning outcomes:

Skills	Learning outcomes
CB1, CB2, CB3, CB4, CB5, CT4, CT6, CT7, CT8, CT12, CE2, CE8, CE11	RA1: To understand the sociological dimension of sport both at the level of elite competition and recreational practice.
	RA2: To understand the relationship between sport and wider social processes.
CB3, CT7, CT16, CE2, CE11	RA3: To equip future professionals with the tools to raise awareness of ethical questions in sport.

4. CONTENTS

Topic 1: Introduction to sociology

- 1.1 Sociology as a science
- 1.2 Social research methods and techniques

Topic 2: Social functions of sport

- 2.1 Socialisation and sport
- 2.2 Values and sport

Topic 3: Current issues in sports

- 3.1 The commercialisation of sport

3.2 Doping and violence in sport

Topic 4: The social structure of sport

4.1 Social class and sport

4.2 Gender and sport

4.3 Ethnicity and sport

4.4 Sport habits in Spanish society

Topic 5: The media and sport

5.1 Interaction between the media and sport: the spectator society

5.2 Advertising and sport

Topic 6: Leisure and sport

6.1 The meaning of leisure in modern society

6.2 The role of emotions in sport

Topic 7: Sport in natural environments

7.1 New models of sport

7.2 Construction of sport identities

7.3 Ecology and sport

Topic 8: Ethics and good practice: rules and regulations in sport

8.1 Rules in sport

8.2 Fair play and codes of conduct in sport

5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows:

- Case studies.
- Collaborative learning.
- Problem-based learning

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On campus:

Learning activity	Number of hours
Lectures (on campus)	15
Asynchronous lectures (on campus)	8
Debates and discussions (on campus)	15
Reports and written work (on campus)	34
Group work (seminars, forum participation, etc. (on campus)	70
Tutorials (on campus)	8
TOTAL	150

Blended learning:

Learning activity	Number of hours
Asynchronous online lectures (blended)	15
Asynchronous lectures (on campus)	8
Debates and discussions (blended)	15
Reports and written work (blended)	34
Group activities (blended)	70
Online tutorials (blended)	8
TOTAL	150

7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

On campus:

Assessment system	Weighting
Debates	10 - 25 %
Learning portfolio	25–40%
Objective knowledge tests	50%

Blended learning:

Assessment system	Weighting
Debates	10 - 25 %
Learning portfolio	25–40%
Objective knowledge tests	50%

On the Virtual Campus, when you open the subject area, you'll find details of your assessment activities, including the submission dates and assessment procedures for each activity.

7.1. Ordinary exam period

To pass the subject area in the ordinary exam period, you will need a final grade of at least 5.0 out of 10.0 (weighted average) for the subject area.

In any case, it is necessary that you achieve a grade of at least 5.0 in the final exam, so that it can be averaged with the rest of the tasks.

7.2. Extraordinary exam period (resits)

To pass the subject area in the ordinary exam period, you will need a final grade of at least 5.0 out of 10.0 (weighted average) for the subject area.

In any case, it is necessary that you achieve a grade of at least 5.0 in the final exam, so that it can be averaged with the rest of the tasks.

Any activities not passed in the ordinary exam period must be submitted after receiving the relevant corrections and feedback from the teacher. Students must also submit any activities that were not submitted in the first place.

8. TIMELINE

This section presents the timeline and submission dates for the assessable tasks in this subject area.

Assessable tasks	Date
Activity 1. Critical reading of sociology research	Week 2
Activity 2. Analysis of the evolution of modern sport	Weeks 3-4
Activity 3. Analysis of sport and gender	Week 7
Activity 4. Debate	Weeks 4-12
Activity 5. Research project	Week 14
Activity 6. Final objective test	Week 15

The timeline may be subject to change for logistical reasons related to the activities. Students will be informed of any changes in due time and course.

9. BIBLIOGRAPHY

The reference material for the subject area is as follows:

- García Ferrando, M., Puig Barata, N., Lagardera Otero, Llopis Goig, R., y Vilanova Soler, A. (comps.) (2017) *Sociología del Deporte*. Madrid: Alianza.

The recommended bibliography is indicated below:

- Barbero González, J.I. (1993). *Materiales de Sociología del deporte*. Madrid: La Piqueta.
- Bourdieu, P. (1988). *La Distinción*. Madrid: Taurus.
- Brohm, J.M. (1982) *Sociología política del deporte*. México: Fondo de Cultura Económica.
- Dunning, E. (2003). *El fenómeno deportivo: Estudios sociológicos en torno al deporte, la violencia y la civilización*. Madrid: Editorial Paidotribo.
- Dunning, E. y Malcolm, D. (2003). *Sport: critical concepts in sociology*. Londres: Routledge.
- Elias, N.; Dunning, E. (1992). *Deporte y ocio en el proceso de civilización*. México: Fondo de Cultura Económica.

- Maguire, J. and Maguire, J.A. (1999). *Global sport: Identities, societies, civilizations*. Blackwell Publishing.
- Sugden, J. y Tomlinson, A. (2002). *Power games: a critical sociology of sport*. Londres: Routledge.
- Wacquant, L.J. (2006). *Entre las cuerdas: cuadernos de un aprendiz de boxeador*. Buenos Aires: Siglo XXI.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the survey area of your virtual campus or by email.

Your opinion is essential to improve the quality of the course.

Many thanks for taking part.