

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-131-156

KIN 4440 – Sport and Film (GE Area D3)

General Education Committee

Date: 06/29/2016

Executive Committee  
Received and Forwarded

Date: 08/17/2016

Academic Senate

Date: 08/31/2016  
First Reading

BACKGROUND:

This is a new course seeking GE status. It is going to be taught as a 3-unit lecture discussion course under the semester system.

RESOURCES CONSULTED:

Faculty  
Department Chairs  
Associate Deans  
Deans  
Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the ECO for this course and found it to satisfy the GE Student Learning Outcomes and other requirements for GE Area D3.

RECOMMENDATION:

The GE Committee recommends approval of GE-131-156, KIN 4440 – Sport and Film for GE Area D3.

## KIN - 4440 - Sport and Film

C. Course - New General Education\* Updated

<b>General Catalog Information</b>
------------------------------------

<b>College/Department</b> Kinesiology and Health Promotion	
<b>Semester Subject Area</b> KIN	<b>Semester Catalog Number</b> 4440
<b>Quarter Subject Area</b>	<b>Quarter Catalog Number</b>
<b>Course Title</b> Sport and Film	
<b>Units*</b> (3)	
<b>C/S Classification*</b> C-02 (Lecture Discussion)	

To view C/S Classification Long Description click: [http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix C CS Classification.pdf](http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf)

<b>Component*</b> Lecture
<b>Instruction Mode*</b> Face-to-Face Fully Asynchronous Hybrid w/ Asynchronous Component
<b>Grading Basis*</b> Graded Only

<b>Repeat Basis*</b>	<b>May be taken only once</b>
<b>If it may be taken multiple times, limit on number of enrollments</b>	<b>1</b>
<b>Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)</b>	
<b>Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)</b>	
<b>Choose appropriate type (s) of course(s)*</b>	<input type="checkbox"/> Major Course <input type="checkbox"/> Service Course <input checked="" type="checkbox"/> GE Course <input type="checkbox"/> None of the above
<b>General Education Area / Subarea*</b>	<b>D3</b>

To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.

### I. Catalog Description

<b>Catalog Description</b>	<p>Sport films are used to examine and analyze critically relationships of power in society and the way those relationships are maintained, contested and reinforced. Particular attention will be paid to cultural tensions and negotiations around issues related to race, social class, gender, sexuality and disability. 3 hours lecture-discussion. Fulfills GE Area D3.</p>
----------------------------	---

### II. Required Coursework and Background

<b>Prerequisite(s)</b>	
------------------------	--

**Corequisite(s)**

**Pre or Corequisite  
(s)**

**Concurrent**

**III. Expected Outcomes**

**List the  
knowledge, skills,  
or abilities which  
students should**

On successful completion of this course, students will be able to:

**possess upon completing the course.\***

1. Apply basic tenets of social theories to the films viewed in class to understanding the role of sport in as a social, political and economic institution. (IIc)
2. Identify the ways that sport films reproduce and challenge dominant ideas about race, class, gender, sexuality and disability and the role they play in shaping sport. (IIIa)
3. Develop and demonstrate effectively in writing a critical analysis of sport films that incorporate a critical perspective on race, class, gender, sexuality and disability. (Ia and IIIa)
4. Analyze the ways in which sport films can offer insight into the historical development of diverse cultures and pertinent social issues. (IIIa and IIIb)
5. Describe and analyze the way in which sport films represent important social issues and the impact they have on our society and affect individual well-being. (IIIb and IVa)
6. Demonstrate the ability to find, evaluate and use peer-reviewed literature to analyze sport films (Ic)

**If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.**

This is a GE course.

**Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.**

This course meets the description of GE Subarea D3:

This course will fundamentally integrate critical thinking and analysis of sport films. Students will learn through an active engagement in analyzing sport films that sport is an incredibly complex human, social, political and economic institution. While the primary focus of this class will be the social and cultural analysis, it will also draw insights from a multitude of disciplines, such as history, anthropology, gender and women's studies, and theoretical approaches, such as feminist theories, Cultural Studies theories, critical race theories, post-

structuralist theories, and queer theory. The films watched in class will offer both historical and contemporary contexts for problems and issues in sport and include a global and cross-cultural perspective on sport.

**Describe how these outcomes relate to the associated GE Learning Outcomes listed below.\***

These are the Expected SLOs for the selected GE subarea(s):

Ia. Write effectively for various sources.

Students will demonstrate the ability to write effectively as they critical analyze sporting films. The course will require students to write a film analysis paper, take weekly written quizzes and blog regularly about films they have viewed. All of the course assignments will require the student to demonstrate the ability to write effectively.

Ic. Find, evaluate, use and share information effectively and ethically.

Students will find, evaluate, use and share peer reviewed articles focused on the analysis of sport films. The students will demonstrate the ability to use and share information effectively and ethically it with the class in an oral presentations. Students will be required to cite information using APA format in all of the writing assignments for the class (Film Analysis Paper and Blogging).

IIc. Analyze concepts, research methods, and theories pertaining to the study of culture, economics, history, politics, or society.

Students will be required to analyze the concepts, research methods and theories used in the study of sport films. Social theories and methodologies will be addressed as they pertain to the study of sport film. Students will be introduced to important social theories used in the analysis of sport such as Cultural Studies, Marxism, Critical Race Theories, Feminist Theories, and Queer Theories.

IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

The historical development of diverse cultures in the United States will be analyzed with a particular focus on the way in which those cultures are represented in sport films. The historical development of sport with respect to race, class, gender, sexuality and disability will also be explored via sport films. For example, the film *Remember the Titans* explores historical issues of racial segregation and busing via the examination of one football team and its coaching staff.

IIIb. Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.

Social issues pertaining to sport will be analyzed in this course via sport films. Students will be required to analyze those social issues particularly as they are experienced within local or global communities. For example, one social issue that could be addressed is the under-representation and misrepresentation of athletes with disabilities in mainstream media via the film *Murderball*.

IVa. Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental).

The positive and negative impact of sport participation on individual well-being will be addressed in a number of ways. Topics such as the exploitation of athletes could be discussed via the examination of sport films. For example, the issue of exploitation of black athletes could be examined in the film *The Blind Side* along with the potential impact of that on individual well-being.

**General Education Outcomes\***

**Ia. Write effectively for various audiences**

**Ic. Find, evaluate, use, and share information effectively and ethically.**

**IIc. Analyze concepts, research methods, and theories pertaining to the study of culture, economics, history, politics, or society.**

**IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.**

**IIIb. Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.**

**IVa. Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental)**

To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

#### **IV. Instructional Materials**

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.



**Instructional Materials\***

Texts may vary with instructor and over time. Examples of possible texts include:

There may be no required book for this course. Students will be required to read one or two articles each week of the class. All readings will be posted the Blackboard (Bb) course site. Some example of articles that could be used:

Baker, A. (1998). Sports Films, History, and Identity. *Journal of Sport History*, 25 (2), 217-233.

Caudwell, J. (2008). Girlfight: boxing women. *Sport in Society*, 11 (2/3): 227-239.

Montez de Oca, J. (2012). White Domestic Goddess on a Postmodern Plantation: Charity and Commodity Racism in The Blind Side. *Sociology of Sport Journal*, 29, 131-150.

Abelson, D.E. (2010). Politics on Ice: The United States, the Union, and a Hockey Game in Lake Placid. *Canadian Review of American Studies*, 40 (1): 63-94.

Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>

**V. Minimum Student Material**

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

**Minimum Student Material\***

Computer and Internet access, email, Microsoft Office

## **VI. Minimum College Facilities**

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

**Minimum College Facilities\*** Smart classroom

## **VII. Course Outline**

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

**Course Outline\*** Theoretical frameworks

Each week of the class a different sport film will be watched, potentially including:

- A League of Their Own (1992)
- Remember the Titans (2000)
- Glory Road (2006)

- Miracle (2004)
- Girlfight (2000)
- Sugar (2008)
- The Blind Side (2009)
- Murderball (2005)
- The Tillman Story (2010)
- 100% Woman: The Story of Michelle Dumaresq (2004)
- 42 (2013)
- The Sandlot (1993)
- Soul of the Game (1996)
- Whipit (2009)
- Raging Bull (1980)
- Hoosiers (1986)
- Wildcats (1986)

### **VIII. Instructional Methods**

**Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.**

**Instructional Methods\*** Watching films, lecture, discussion, small group work, and blogging.

**IX. Evaluation of Outcomes**

**Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.\***

Student learning of course content may be evaluated via a film analysis paper, oral presentation, quizzes and blogging.

The film analysis paper will be the major writing assignment in the course. Students will complete a draft of their analysis paper, received feedback using a peer review process, and resubmit a revised version of the paper.

In addition to the film analysis paper, students in the course will complete weekly quizzes at the start of class on the film that has been watched that week.

Each student will also be required to watch additional films outside of class and will be required to post blogs about those films and to respond to other students' blogs of the films.

Each student will be responsible for being a discussion leader for one week of the course. The students will find additional materials regarding the film, develop discussion questions, and lead some of the discussion for that day.

**Describe the meaningful writing assignments to be included.\***

Students will do significant writing in this course. The course will require students to write a film analysis paper, take weekly written quizzes and blog regularly about films they have viewed. All of the course assignments will require the student to demonstrate the ability to write effectively. Written work will be evaluated regularly by the instructor and comments/feedback supplied to students so that these suggestions may be applied to on-going and future written works.

**Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.\***

Student Learning Outcomes	Methods of Assessment			
	Film Analysis Paper	Discussion Leader	Quizzes	Blo
Apply basic tenets of social theories to the films viewed in class to understanding the role of sport in society.	X	X	X	X
Identify the ways that sport films reproduce and challenge dominant ideas about race, class, gender, sexuality and disability and the role they play in shaping sport.	X	X	X	X
	X			X

Develop and demonstrate effectively in writing a critical analysis of sport films that incorporate a critical perspective on race, class, gender, sexuality and disability.				
Analyze the ways in which sport films can offer insight into the historical development of diverse cultures and pertinent social issues.	X	X	X	X
Describe and analyze the way in which sport films represent important social issues and the impact they have on our society and affect individual well-being.	X	X	X	X
Demonstrate the ability to find, evaluate and use peer reviewed literature to analyze sport films	X	X		X

**If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.\***

These are the Evaluated Learning Outcomes for the GE choices:

Assessment Method	Ia	Ic	IIc	IIIa	IIIb	IVa
Film analysis paper	X	X	X	X	X	X
Discussion leader		X	X	X	X	X
Quizzes			X	X	X	X
Blogging	X	X	X	X	X	X

**X. This OPTIONAL Section is for describing Course/Department/College specific requirements.**

**Department/  
College Required  
ECO Information  
(Optional)**

