**MODULE SPECIFICATION**
FOR TAUGHT MODULES AT ALL LEVELS

<table>
<thead>
<tr>
<th>Name of Module</th>
<th>Sport, Society and Equality</th>
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<tbody>
<tr>
<td>Parent School/Dept</td>
<td>School of Humanities</td>
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<tr>
<td>Programmes where module is offered</td>
<td>MA Leadership in Sport</td>
</tr>
<tr>
<td>Status (compulsory, optional, free choice)</td>
<td>Compulsory</td>
</tr>
<tr>
<td>Pre-Requisite Modules or Qualifications</td>
<td>None</td>
</tr>
<tr>
<td>FHEQ Level</td>
<td>7</td>
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<tr>
<td>Unit Value</td>
<td>20</td>
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<tr>
<td>Module Code (where applicable)</td>
<td></td>
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<tr>
<td>Module Coordinator</td>
<td>tbc</td>
</tr>
<tr>
<td>Terms Taught</td>
<td>Spring</td>
</tr>
<tr>
<td>Applicable From</td>
<td>2020</td>
</tr>
<tr>
<td>Response to Student Evaluation</td>
<td>n/a (module has not yet run)</td>
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**Educational Aims of the Module**
The final taught module explores how Sport both reflects and influences social attitudes and behaviours, raising fundamental questions about equality, while nevertheless promoting elite performance and status. Sport has occupied a social function, connected to religion and myth, since earliest times while also morphing into a tool that can be used to advance or accelerate social causes, as revealed by the demonstrations against racism by leading American athletes in 2017. The module will highlight and students will debate flashpoints and case studies, showing how the emergence of modern sport played a significant role in shaping reform agendas in Industrial Revolution Britain and post WWII America. It also aims to investigate how Sport has sometimes anticipated as well as responded to wider trends: Jackie Robinson was drafted as the first black man to play major league baseball (1947), seventeen years before Civil Rights legislation (1964). With the entanglement of sport and the mass media in the second half of the twentieth century, the possibilities for explicit dissent expanded, and Sport has now become a prominent battleground for wider social debates over equality and representation, discrimination and prejudice. The module therefore aims to equip students to think critically about issues such as equal pay, sexism, racism, homophobia and LGBT discrimination, and disability, and the way in which clear understanding of such issues relates to the workplace and employability. Case studies will include Billie Jean King’s victory over Bobby Riggs in the “Battle of the Sexes” in 1973 and King’s influential campaign for equal sporting opportunities in education; former German international Thomas Hitzlesperger’s coming out as a gay man in football, and its consequences. Underpinning all these issues are fundamental agendas: access and participation. Despite the ascent of spectator sport as an aspect of wider culture, participation is now pincered by the atomization of private life and the squeezed purses of governments struggling to nurture sport inside schools. What are the implications when lucrative broadcast deals lead to sport being hidden behind a paywall? Must sport now balance commercial opportunities with responsibilities embracing social justice, education and human rights?

**Module Outline/Syllabus**

**Key themes**
1. Sport and social transformation: myth, class, opportunity in 19th-century Britain and 20th-century America
2. Case study 1: Jackie Robinson
3. Case studies 2: Ali & Vietnam; Black Panthers & the Mexico Olympics
4. Case studies 3: Billie Jean King; Thomas Hitzlesperger; Gareth Thomas; the 2012 Paralympics Events and Guest Lectures
   1. Thomas Hitzlesperger, in conversation with Mervyn King
   2. Billie Jean King, interviewed by Anna Kessell
   3. Filming the Paralympics
## Module Outcomes

**Intended Learning Outcomes:**

On successful completion of the module, students should be able to demonstrate

1. a broad understanding of the significance of sport in the community, in its cultural, social and political manifestations
2. detailed understanding of specific flashpoints involving sport and social justice/quality, past and present
3. ability to acquire and analyse data and information, to critically evaluate their relevance and validity, and to synthesise a range of information in the context of new situations
4. critical appraisal of how disability, class, ethnicity, gender, religion, nationality, sexuality, and other social divisions have played and play key roles in terms of both access to sport and modes of representation in sports media

**Teaching/Learning Strategy:**

Explain the teaching and learning methods and strategies used to help students achieve each intended learning outcome

1. Detailed discussion in interactive seminars and access hours of a range of relevant historical and contemporary case studies
2. Contextual teaching materials and reading tasks
3. Carefully chosen syllabus and programme of guest lectures highlighting key themes and debates
4. Feedback on work-in-progress, in conjunction with advice on Research Methods
5. Guided discussions focused around critical readings/interpretation of the material analysed

**Assessment Strategy:**

Explain the strategies used to assess the achievement of each intended learning outcome

1. Feedback on work-in-progress
2. Critical Essay to assess ILOs 1 & 3
3. Case Study to assess ILOs 2 & 4

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### Student Engagement Hours

<table>
<thead>
<tr>
<th>Type (Lectures, Tutorials, Seminars, Guided/Independent Learning Time, Other)</th>
<th>Number per term (e.g. 10)</th>
<th>Duration of each (e.g. two hours)</th>
<th>Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evening seminars</td>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Evening lectures</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Evening dinner discussion</td>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Access Hours (1-to-1)</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Field Trips tbc</td>
<td>1</td>
<td>6</td>
<td>6 30</td>
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Total Guided/Independent Learning Hours e.g. MOODLE 90

Private study (reading and writing) 80

Total Engagement Hours 200

### Assessment Method Summary

<table>
<thead>
<tr>
<th>Type (Examination, Test, Coursework, Presentation, Practical, Other)</th>
<th>Number required</th>
<th>Duration (e.g. 1 hour, 4,000 words)</th>
<th>Weighting (e.g. 20%)</th>
<th>Timing/Submission Deadline (e.g. Week 8)</th>
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<tbody>
<tr>
<td>Critical Essay on the historical function of sport in society</td>
<td>1</td>
<td>2,000–2,500 words</td>
<td>50%</td>
<td>Week 9</td>
</tr>
<tr>
<td>Case Study of Diversity and Inclusion in contemporary Sport</td>
<td>1</td>
<td>2,000–2,500 words</td>
<td>50%</td>
<td>Week 9</td>
</tr>
<tr>
<td>Formative assessment of Case Study and Critical Essay plans</td>
<td>N/a</td>
<td>N/a</td>
<td>N/a</td>
<td>Week 7</td>
</tr>
</tbody>
</table>
Transferable/Practical Skills and other attributes: The three processes described and related above (the intended learning outcomes; the learning and teaching strategies designed to produce them; the assessment model designed to allow them to be demonstrated) are themselves intended to lead on to the following subset of transferable skills developed in those successfully completing the course:

1. Clarity, fluency, and coherence in written expression
2. Ability to produce reports both written and oral to professional standards of presentation and punctuality
3. Ability to recognise and discuss ethical dilemmas, social responsibility and equality issues, applying ethical and organisational values to future workplace situations and choices
4. Ability to challenge preconceptions and to remove subject and functional boundaries so as to handle complex situations holistically and relate these to workplace realities

Teaching/Learning Strategy: Explain the teaching and learning methods and strategies used to help students achieve each part of the transferable/practical skills

1. Students are required to read clear fluent and coherent authorities in the field, and assimilate methodology (ILO1)
2. Students are required to listen to and interact with clear fluent and coherent guest speakers, who are authorities in the field, and to observe their technique (ILO2)
3. Guidance and expert preparation from industry professionals allows students to demonstrate ILO3
4. Access hours and verbal feedback encourages/requires students to discuss their work-in-progress, their submission schedule, and the standards required for presentation (ILOs 1 & 2)

Assessment Strategy: Explain the strategies used to assess the achievement of each part of the transferable/practical skills

1. Critical Essay allows students to demonstrate ILOs & 2
2. Case Study allows students to demonstrate ILOs 3 & 4

Key Texts and/or other learning materials

ERIC ANDERSON, In the Game: gay athletes and the cult of masculinity, State University of New York Press, 2005

AMY BASS (ed.), In the Game: Race, Identity and Sports in the Twentieth Century, Palgrave Macmillan, 2005


COALTER, F., A wider social role for sport, London: Routledge, 2007

ALLEN GUTTMANN, From Ritual to Record, Columbia University Press, 1978


ROBERTA PARK & PATRICIA VERTINSKY, Women, Sport, Society, Routledge, 2010

(See also detailed Reading List; postings on MOODLE).

Please note: This specification provides a concise summary of the main features of the module and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module and programme can be found in the departmental or programme handbook. The accuracy of the information contained in this document is reviewed annually by the University of Buckingham and may be checked by the Quality Assurance Agency.

Date of Production:

Date approved by School Learning and Teaching Committee

Date approved by School Board of Study

Date approved by University Learning and Teaching Committee

Date of Annual Review:

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