

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Social Sciences		
<b>ACADEMIC UNIT</b>	Sociology		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>ATHLK 386</b>	<b>SEMESTER</b>	6th and over
<b>COURSE TITLE</b>	Special Issues on Sociology of Sport (seminar)		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Skill development (seminar)		
<b>PREREQUISITE COURSES:</b>	Sociology of Culture POKK149 Sociology of Sport ATHLK214		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek (Erasmus student who do not know the Greek language can prepare an essay on cultural sociology in English)		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	E-learn platform		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b>  <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p>On successful completion of the seminar, the student will have to:</p> <ul style="list-style-type: none"> <li>- understand different approaches in the sociological study of sport</li> <li>- learn to conduct and interpret sport-related phenomena and practices</li> <li>- acquire the ability to study how sport interact with other social forces both local and global</li> </ul>

- learn to use library, research data and information sources in sport study
- understanding of the social construction of identity and meaning within sport worlds
- an appreciation of the main methodological skills and strategies concerning social research and study of sport worlds and fandom culture
- a knowledge of examining of political issues and debates surrounding sport cultures, and physical education practices
- a critical thinking skills concerning power relations and gendered relations in sport and physical education

#### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*  
*Adapting to new situations*  
*Decision-making*  
*Working independently*  
*Team work*  
*Working in an international environment*  
*Working in an interdisciplinary environment*  
*Production of new research ideas*

*Project planning and management*  
*Respect for difference and multiculturalism*  
*Respect for the natural environment*  
*Showing social, professional and ethical responsibility and sensitivity to gender issues*  
*Criticism and self-criticism*  
*Production of free, creative and inductive thinking*  
*.....*  
*Others...*  
*.....*

Students should develop :

- competences of searching and analyzing sport phenomena in contemporary society
- skills of understanding the meanings and values within sport micro-societies
- ability of synthesis of empirical data and information with major analytical vehicle
- production of new research questions concerning issues of inequality, discrimination, sexism and racism in sport worlds
- respect of the difference and multiplicity of possible identities of sport worlds
- creative and inductive thinking and ability to reveal and criticize forms of discrimination, exclusion and inequalities in terms of race, class and gender in sport youth
- learn to make practical applications of your knowledge in sociology of sport and to communicate effectively

### **(3) SYLLABUS**

1. Researching and studying sport in sociology (an introduction)
2. Social, cultural and historical aspects of modern sports worlds
3. Conceptualizing sport-related issues in sociology of sport
4. Power relationship and inequalities in sport worlds in terms of class, race, gender, and sexuality
5. Sport communities and identities and fandom culture
6. Construction of research questions concerning issues of inequality, discrimination, sexism and racism in sport worlds

7. Racism, sexism, nationalism and localism in sport practices and ceremonies
8. Cultural aspects of sport worlds and fandom culture: songs, graffiti, chants, slogans, banner
9. Sociological research in sport-related social worlds and the process of access in the research field
10. Analysis and interpretative strategies in the study of sport culture and fandom communities
11. Employing theory and conceptual issues in sociological study: bridging theory and practice in sport-related research.
12. Presentations of students essays on sport issues
13. Discussion on main themes in Sociology of leisure

**(4) TEACHING and LEARNING METHODS - EVALUATION**

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face																						
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Lectures and interactive methods through dialogue and conservation on specific sport-related issues using ICT in teaching (power point, video, sport related-films, etc.)																						
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table><tr><th><i>Activity</i></th><th><i>Semester workload</i></th></tr><tr><td>Lectures</td><td>39</td></tr><tr><td>Writing of small essay</td><td>40</td></tr><tr><td>Study of relevant literature</td><td>71</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td>Course total</td><td>150</td></tr></table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	39	Writing of small essay	40	Study of relevant literature	71													Course total	150
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<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>The language of the seminar is Greek ERASMUS students with insufficient knowledge of the Greek language can present a written paper in English</p> <p>The evaluation will be carried out in the following manner: During the semester: Participation in the interactive activities of the lessons (10%)</p> <p>At the end of the semester: Oral presentations of student essays (20%) Written essays (70%)</p>																						

**(5) ATTACHED BIBLIOGRAPHY**

<p align="center"><i>- Suggested bibliography:</i></p> <p>Ζαϊμάκης Γ. και Ε. Φουρναράκη (2015) <i>Κοινωνία και Αθλητισμός στην Ελλάδα: κοινωνιολογικές και ιστορικές προσεγγίσεις</i>, Αλεξάνδρεια</p> <p>Ζαϊμάκης Γ. και Κοταρίδης Ν. (2013) <i>Ποδόσφαιρο και κοινότητες οπαδών: αντιπαλότητες και πολιτικές της ταυτότητας</i>. Πλέθρον.</p> <p>Αστρινάκης Α. (1991), <i>Νεανικές Υποκουλτούρες</i>, Αθήνα, Παπαζήσης.</p> <p>Αστρινάκης Α. και Λ. Στυλιανούδη (1991), <i>Χέβυ μέταλ ροκαμπίλι και φανατικοί οπαδοί</i>, Αθήνα, Ελληνικά Γράμματα</p> <p>Hebdige D., (1981), <i>Υπο-κουλτούρα: το νόημα του στυλ</i>, Αθήνα, Γνώση.</p> <p>Ελίας Ε., Ντάνινγκ Ε. (1998), <i>Αθλητισμός και ελεύθερος χρόνος στην εξέλιξη του πολιτισμού</i>, (μτφρ. Σ. Χειρδάρη, Γ. Καρακούσα), Δρομέας.</p> <p>Hall S. and Jefferson T., eds, (1993) <i>Resistance through rituals: youth subcultures in post-war Britain</i>, London, Routledge.</p>
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- Sugden J. & A. (2013) *Tomlinson Power Games: A Critical Sociology of Sport*, London, Routledge.
- Giulianotti R. (2004) *Sport: a Critical Sociology*, Wiley.
- Jarvie G., Maguire J. (1994), *Sport and leisure in social thoughts*, London, Routledge.
- Jarvie G. (2012) *Sport Culture and society: an introduction*, New York: Routledge.
- Free M., Hughson J. (2006) 'Common culture, commodity fetishism and the cultural contradictions of sport', *International Journal of Cultural Studies*, 9 (1): 83-104.
- Giulianotti R. (2002) 'Supporters, followers, fans, and flaneurs: a taxonomy of spectators identities in football', *Journal of Sport and Social Issues* 26 (1): 25-46.
- Dunning E. (2000) 'Towards a sociological understanding of football hooliganism as a world phenomenon', *European Journal on Criminal Policy and Research*, 8: 141-162.
- Free M., Hughson J. (2003) 'Settling account with hooligans: gender blindness in football supporter subculture research', *Men and Masculinities* 6(2): 136-155.
- Spaaij R., (2008) 'Men like us boys like them: violence, masculinity, and collective identity in football hooliganism', *Journal of Sport and Social Issues* 32 (4): 369-392.
- Zaimakis Y. (2018) "Football fan culture and politics in modern Greece: the process of fandom radicalization during the austerity era", *Soccer & Society*, 19(2): 252-270
- Spaaij R. & Viñas C. (2013) "Political ideology and activism in football fan culture in Spain: a view from the far left" *Soccer & Society*, 14:2: 183-200
- Testa A. (2009) *The UltraS: An Emerging Social Movement? Review of European Studies* 1(2): 54-63.

- Related academic journals:

*Sport, Education and Society*  
*Journal of Sport Sciences*  
*European Journal of Sports & Exercise Science*  
*Athens Journal of Sport*  
*Sport and Society*  
*International Review for the Sociology of Sport*  
*Research in the Sociology of Sport*  
*Soccer and Society*