

# Sociological Imagination: Health & Fitness

**Instructor:** Dr. Stephanie Hilwig  
**Course:** Sociology 201, The Sociological Imagination: Health/Fitness  
**Time:** MWF 11:00 – 11:50 **Room:** MCD 316  
**Office Hours:** MWF 1:00 – 2:00  
TTh 11:00 – 12:00 or by appointment  
**Office:** MCD 382  
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## TEXTS:

*Sports, Fitness, Culture, Vol. 12* by Karin Volkwein-Caplan. Meyer & Meyer Sport. 2014. (*This book is difficult to get. I have a couple of copies and you may come in and take pictures of the chapters you need to read.*)

*Extra Readings on* <http://www.everydaysociologyblog.com/>

## CATALOG DESCRIPTION:

The social world is often taken for granted or reduced to explanations that stem from conventional wisdom and personal experience. This course is designed to encourage students to develop social scientific frameworks for analyzing the social world in a context that transcends conventional wisdom and personal experience. The major question is "What are the social forces, operating in society and often beyond the control of individuals that shape individual behaviors and societal changes?" Topics include culture, socialization, social and economic inequalities, social structure, organizational behavior, social groups, deviance, and social institutions (family, religion, education, and political economy).

### Health and Fitness Focus:

This particular section of the Sociological Imagination is a themed course. Specifically, we will be looking at how sociology relates to issues of health, fitness, and sports in society. We will be asking questions about race, class and gender through the lense of health, sports and fitness. We will be looking at broad sociological questions regarding obesity in the United States, aging and sport, fitness culture, women in sport, intersex athletes, body image and eating disorders, athletes with disabilities, racism in sport, and physical education in schools. This list is not exhaustive. There are so many areas where sports, health

and fitness intersect with issues in society, we have the freedom to analyze all of these multidimensional aspects of society.

### **COURSE FORMAT AND TEACHING PHILOSOPHY:**

This course will consist primarily of lectures; however, I am a strong proponent of the “active classroom.” There are many topics which can be better explained using activities, class discussions, and films. Therefore, I will incorporate activities and films when appropriate for the topic. I highly value comments and discussion from the class. Please feel free at any time during a lecture to speak up and highlight your own experiences of an issue and your own thoughts on a topic (even if I appear caught up in the lecture, I truly want to hear your thoughts and questions).

### **EVALUATION:**

#### **Quizzes: 45%**

Seven quizzes will be given periodically throughout the semester. Your lowest 2 grades will be dropped, leaving only 5 quizzes counting towards your final grade. These final seven quizzes will be worth 40% of your final grade. All questions come from both lectures and your readings. The quizzes will be a series of 5 questions about the readings and/or lecture from the previous weeks. I try and make 3 questions come from lecture notes and 2 questions come directly from your readings. This is the primary reason attendance AND reading is imperative for your success in this course. If you do one without the other, your quiz grades will suffer. These quizzes count for a substantial portion of your grade in this class.

#### **Assignments: 55%**

Throughout this course, three written assignments will be given to guide you through the preparation of sociological study. Each assignment will be graded for organization, grammar, and logic. I expect college level writing ability. If you need extra help with your assignments, please go to the writing lab or ask for my help. Your papers will be graded on your ability for critical thinking. Merely summarizing the reading material is not sufficient, and will result in a lower grade. I expect to see a higher level of thinking and application to real world events that extends beyond the material.

**#1&2.** Essays: Answer the essay questions in the context of the issues we have discussed in class and you have read from your readings. Write a two page analysis of question, relating it to ideas, concepts and theories in learned in sociology.

**[15% of grade (30% combined)]**

**First Essay due Monday Feb 24<sup>th</sup>** *“Based on your readings so far, do you believe that organized sports for children more more helpful or harmful to their moral, academic, and social development?”*

**Second Essay due Monday April 13<sup>th</sup>** *“Based on your readings, how would you argue national and international sports agencies should handle intersex athletes? Is their ruling on testosterone levels fair or biased?”*

*Include in your essay: A definition of intersex, defining both gender and sex. An explanation of the controversy, including a detailed argument of both positions. An explanation of the governing bodies ruling. An argument explaining your position, providing evidence and logic underpinning your position.*”

**#3. Book Report Final Exam:** Choose a book written for a topic in sport and its relationship to social issues. The book must be approved from me. On my website, there is a list of several books already approved covering a wide range of topics, although you can choose a book not on the list. Read the book thoroughly and write a four page paper summarizing and evaluating the sociological content of the book. Pick one or several sociological concepts and describe how the book utilizes those concepts. Use citations from the book to clarify points. Provide a cover page.

*The first two pages of the essay should describe the content and thesis of the book. Rather than just describing what happens and what is written, try and explain why the author wrote the book and what they were hoping to get across to the reader.*

*The third page of the essay should be a description of some sociological theory, concept or idea that we either discussed in class or you read in one of readings for this class. Explain that theory or idea.*

*The fourth page of the idea should be analyzing the book in context of that theory or idea you discussed. How does the book relate to that idea? What concepts do the book and the idea in sociology share?*

**[25% of grade] due on the day of the final exam**

**Late Papers:** Any paper that is turned in late will receive 5 points deducted for each day it is late, including Saturdays and Sundays. I will not accept papers beyond 2 weeks late. PLEASE do not turn in late papers because you will not receive full credit.

**Extra Credit:** There is one way in which you can earn extra credit.

Writing Lab: For each essay, if you utilize the writing lab you will earn an extra 5 percent increase on each assignment.

**GRADING:**

A	90 % and above
B	80 – 89 %
C	70 – 79 %
D	60 – 69 %
F	59 % and below

### **Persons with Disabilities:**

Adams State University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Adams State University is committed to achieving equal educational opportunities, providing students with documented disabilities access to all university programs, services and activities. In order for this course to be equally accessible to all students, different accommodations or adjustments may need to be implemented. The Office of Accessibility Services (OAS) is located in Richardson Hall 3-100, or available at OAS@adams.edu, and 719-587-7746. They are your primary resource on campus to discuss the qualifying disability, help you develop an accessibility plan, and achieve success in your courses this semester. They may provide you with letters of accommodation, which can be delivered in two ways. You may give them to me in person, or have the Office of Accessibility Services email them. Please make an appointment with their office as early as possible this semester so that we can discuss how potential accommodations can be provided and carried out for this course. If you have already received letters of accommodation for this course from OAS, please provide me with that information privately so that we can review your accommodations together and discuss how best to help you achieve equal access in this course this semester.

### **Academic Freedom and Responsibility: for courses that do not involve students in research:**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

### **Academic Misconduct**

Students should abide by all student ethical conduct, especially those rules pertaining to cheating and plagiarism. Plagiarism, cheating, or any other form of academic dishonesty will not be tolerated in this course. Any student engaging in academic dishonesty in this course can expect a failing grade for the course and formal charges to be brought before the Department Chair.

### **Student Sexual Misconduct Policy**

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and

stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need. As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a responsible employee as designated under Title IX. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Adams State University Campus or that may be impacting an ASU student.

Confidential support can be found at the Adams State University Counseling Center located in Richardson Hall 3100 and may be contacted at 719-587-7746. Students may also fill out an anonymous "concern form" at <https://www.adams.edu/students/cccc/>. Crisis support can be found in the San Luis Valley community 24/7 at San Luis Valley Comprehensive Mental Health Center: 719-589-3671 or Tu Casa: 719-589-2465. Tu Casa offers services for victims of sexual assault and domestic violence.

Alleged violations can be reported to the Adams State University Title IX Office, Director Ana Guevara, at 719-587-8213 or at [anaguevara@adams.edu](mailto:anaguevara@adams.edu). The ASU Title IX Office is located in the Student Union Building (SUB) room 327. Reports to law enforcement can be made to Adams State University Police Department at #1 Petteys Hall or contacted at 719-587-7901, 911, or 24 hour dispatch at 24 hour dispatch: 719-589-5807 (State Patrol).

### **Guaranteed Transfer (GT) Pathways**

The Colorado Commission on Higher Education has approved SOC 201 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS3 category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to:

<http://higher.ed.colorado.gov/academics/transfers/gtpathways/curriculum.html>

A human being is a part of the whole that we call the universe, a part limited in time and space. He experiences himself, his thoughts and feelings, as something separated from the rest - a kind of optical illusion of his consciousness. This illusion is a prison for us, restricting us to our personal desires and to affection for only the few people nearest us. Our task must be to free ourselves from this prison by widening our circle of compassion to embrace all living beings and nature."

~Albert Einstein (1879-1955)~

## **COURSE SCHEDULE: (Schedule is Tentative and likely to change)**

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### **Week 1 – Jan 13<sup>th</sup>**

The Sociological Perspective

*Chp 1 Sociology of Sport*

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### **Week 2 – Jan 20<sup>th</sup>**

Sociological Investigation

Methods

**Film: “Schooled: The Price of College Sports”**

*Chp 8, Disability & Sport*

*Chp 4, Issue 1, Life Satisfaction*

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### **Week 3 – Jan 27<sup>th</sup>**

### **Week 4 – Feb 3<sup>rd</sup>**

Culture

*Chp 3 Issue 1*

*Chp 10, Issue 2 (Sport as Religion)*

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### **Week 5 – Feb 10<sup>th</sup>**

Socialization

*Chp 5 Issue 1 “Moral Development”*

*Chp 5, Issue 2 “Organized Sports”*

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**First Essay due Monday Feb 24<sup>th</sup>**    *“Based on your readings so far, do you believe that organized sports for children more more helpful or harmful to their moral, academic, and social development?”*

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### **Week 6 – Feb 17<sup>th</sup>**

Social Interaction

*Chp 9, Issue 1 “Body Image”*

*Chp 9, Issue 2 “Eating Disorders”*

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### **Week 7 – Feb 24<sup>th</sup>**

### **Week 8 – March 2<sup>nd</sup>**

Deviance and Social Control

*Chp 3, Issue 4 “Top Level Sports”*

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### **Week 9 – March 9<sup>th</sup>**

### **Week 10 – March 23<sup>rd</sup>**

Social Stratification

*Chp 3, Issue 2 “Sport for All?”*

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**Week 11 – March 30<sup>th</sup>**

**Week 12 – April 6<sup>th</sup>**

Sex and Gender

*Chp 7, Issue 1, 2, 3 “Gender”*

*Online Readings “Intersex Athletes”*

<https://www.nytimes.com/2016/07/03/magazine/the-humiliating-practice-of-sex-testing-female-athletes.html>

<https://www.nytimes.com/2018/04/30/sports/track-gender-rules.html>

**Second Essay due Monday April 13<sup>th</sup>** *“Based on your readings, how would you argue national and international sports agencies should handle intersex athletes? Is their ruling on testosterone levels fair or biased?”*

*Include in your essay: A definition of intersex, defining both gender and sex. An explanation of the controversy, including a detailed argument of both positions. An explanation of the governing bodies ruling. An argument explaining your position, providing evidence and logic underpinning your position.*

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**Week 13 – April 13<sup>th</sup>**

**Week 14 – April 20<sup>th</sup>**

Race and Ethnicity

*Chp 6, Issue 1 “Racism in Sport”*

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**Week 15 – April 27<sup>th</sup>**

Education

*Chp 5, Issue 3 “Physical Education”*

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**FINAL EXAM**

**Final Book Report Paper Due**