

Course Last Updated 03/26/2024



Sports in Irish Society

Section I: Course Overview

Course Code: SOC356DUB

Subject Area(s): Sociology, Management, Cultural Studies

Prerequisites: One 200 level course or two 100 level courses in Sociology, Sports Management or related subjects

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: None

Course Description

This course provides an understanding of sports in Irish culture, their historical context and the importance of Irish sporting bodies as ideological state apparatus. Discussions will consider sport as a reflection of early twentieth century Ireland through to a reflection of diverse and multicultural modern Ireland. Sports have been geographically bound and a signifier of one's identity in Ireland in terms of one's village, townland and county, and students will consider the possible effects of urbanization on sports and one's identity. Students delve into a wide variety of subjects that examine the interface between social structures, state and sporting organizations. Discussions in class will look at the role of education, volunteerism and globalization on sport spectatorship and participation.

Given the role of sport as one of Ireland's most influential state apparatus, focus will be placed on representation in Irish sports; the marginalization and homogenization of groups within sporting culture - based on gender, race, ethnicity and sexuality. Additionally, this course will analyze the current state of integrity in sports, including the use of drugs, the influence of gambling, gene manipulation, and biomedical enhancements.

Learning Objectives

Upon successful completion of this course, students are able to:

- Explain the historical context of prominence of Irish sports and their relationship with the development of the nation
- Theorize on the role of sports and recreation in community building and education in schools
- Relate the role of ethics, integrity, power, and equity to the Irish sporting context
- Identify how sports are shaped by social differences and inequalities
- Conceptualize the future of sports in Ireland and the impact of emerging social and cultural trends

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: Summer

Course Day and Time: TBC

Office Hours: By appointment

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

Experiential Learning Reports - 30%

Mid-Term essay - 25%

Group Presentation - 25%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement – 20%: Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Experiential Learning Reports - 30%: Throughout this course, you submit three 1,000-word reports based on field studies or guest speakers. Each report addresses the specific question provided in

relation to the field study or guest speaker, lecture, and required readings. You provide correct referencing of the required readings and include three additional references.

You are assessed on the following analyses and critiques, relevant to your topic:

- Your analysis of the role of a variety of educational and institutional directives on the development of sports in Ireland
- Your critical analysis of the relationship of sports to society and the construction of identities
- Your analysis of the meaning of sports as given by a cultural or population group
- Your critique of your own understanding of the relationship between sports, nationalism, politics, and policy
- Your analysis of relevant research material and effective communication of findings in a written format

Mid-term Essay: The Gaelic Athletic Association (GAA) – 25%: This 1,500-word essay focuses on the history of Ireland’s national sport of Gaelic Games. Students must provide a broad historical overview of the GAA including origins, amateurism and growth (60%). Student must also include a specific focus on one of the following (40%):

- Bloody Sunday
- The rise of female participation in GAA
- Volunteerism and the GAA

Assessment 4: Group Presentation - 25% : Working with your group, you select a contemporary issue in sports to focus on in your delivery of a 15-minute presentation. Identify the key points surrounding the debate, providing appropriate evidence from literature to support your statements. Critically examine the issue and develop a series of questions and themes for your audience to consider.

Examples of debates include:

- Comparative systems in youth sports
- Drug use and alcohol in youth sports
- Ethics in sports around topics such as doping and gambling
- Concussion in contact sports
- Sexuality and athletes going public
- Technology and sports

You are assessed on your ability to demonstrate the following criteria:

- Your understanding of a particular topic through critical examination of relevant research material
- Your ability to critically analyze the role sports, schools, national bodies, politics, and individuals take in forming meaning of identity based on sexuality, gender, ability, nationality, or race

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on

the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- Field trip to Croke Park Stadium and Museum
- Field Study visit to the National Boxing Stadium

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required Readings

Anderson, E. *Sport, Theory, and Social Problems (2nd Edition)*, London: Routledge, 2018

Delaney, Liam & Fahey, Tony. "Social and Economic Value of Sport in Ireland," Research Series, Economic and Social Research Institute (ESRI), number BMI180, July.2003.

Duggan, B. and G. Mohan (2022). A longitudinal examination of young people's gambling behaviours and participation in team sports, *Journal of Gambling Studies*, <https://doi.org/10.1007/s10899-022-10175-x>

Liston, K. & Maguire, J " Making sense of 'Ireland', sport and identity: the craft of doing sociology", *Sport in Society*, 23:10, 1587-1605, DOI: 10.1080/17430437.2020.1814572

Majumdar, B. and Naha, S. 2020. "Live sport during the COVID-19 crisis: fans as creative broadcasters." *Sport in Society* 23 (7): 1091-1099.

Mitchell, D., Somerville, I., & Hargie, O. "Sport for peace in Northern Ireland? Civil society, change and constraint after the 1998 Good Friday Agreement". *The British Journal of Politics and International Relations*, 18(4), 981-996. <https://doi.org/10.1177/1369148116656987> 2016

Wright, L., and G. Clarke. "Sport, the Media and the Construction of Compulsory Heterosexuality: A Case Study of Women's Rugby Union." In *International Review for the Sociology of Sport* 34, no. 3 (1999): 227-243.

Recommended

Caudwell, J. (ed.). *Sport, Sexualities, and Queer/Theory*. London: Routledge, 2006

Chapman, L. and B. Grubisic. *American Hunks: The Muscular Male Body in Popular Culture 1860-*

1970. Vancouver: Arsenal Pulp Press, 2009

Choi, P. *Femininity and the Physically Active Woman*. London: Routledge, 2000

Coakley, J., C. Hallinan, and B. McDonald. *Sport in Society: Sociological Issues and Controversies*. Sydney: McGraw-Hill, 2011

Corry, E. *An Illustrated History of the GAA*. Dublin: Gill & Macmillan, 2006

Dixon, S., and D. Bergmann. *Socrates, Sport and Students: A Philosophical Inquiry into Physical Education and Sport*. New York: United Press of America, 2011

Horne, J., A. Tomlinson, G. Whannel, and K. Woodward. *Understanding Sport: A Socio-cultural Analysis*. London: Routledge, 2012

Hughson, J.E., and M. Dyreson. *The Making of Sporting Cultures*. London: Taylor and Francis, 2009

Myler, T. *Ringside with the Celtic Warriors*. Ireland: Curragh Press, 2005

Rouse, P. *Sport & Ireland: A History*. Oxford: Oxford University Press, 2015

Rouse, P. Sport and War in an Irish Town, 2020. *Journal of War & Culture Studies*, 13:4, 383-401, DOI: 10.1080/17526272.2020.1829786

Rouse, P. *Sport in Modern Irish Life*. Dublin. Irish Academic Press, 2023.

Siggins, G., and Lewis, E. *100 Not Out: The History of Cricket in Leinster*. Self-Published, 2019

Course Calendar

Session 1	
Topics	Irish Sports: History & Identity - Historical context of prominence of Irish sports - The GAA
Activity	Lecture & Discussion
Readings & Assignments	<ul style="list-style-type: none">Delaney, Liam & Fahey, Tony. "Social and Economic Value of Sport in Ireland," Research Series, Economic and Social Research Institute (ESRI), number BMI180, July.2003.

Session 2	
Topics	The Impact of Place & Space - Impact of place & Irish spaces on sporting & cultural life - Examples: the village, townland, country, suburbia and city
Activity	Lecture & Discussion
Readings & Assignments	<ul style="list-style-type: none">Corry, E. <i>An Illustrated History of the GAA</i>. Dublin: Gill & Macmillan, 2006

Session 3	
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Topics	The Impact of Place & Space - Part 2
Activity	Field trip to Croke Park Stadium and Museum

Session 4	
Topics	Community Building & Public Health - Sports & recreation in building community - Sports & recreation in public health
Activity	Lecture & Discussion
Readings & Assignments	Experiential Learning Report 1 <ul style="list-style-type: none"> Duggan, B. and G. Mohan (2022). A longitudinal examination of young people's gambling behaviours and participation in team sports, Journal of Gambling Studies, https://doi.org/10.1007/s10899-022-10175-x

Session 5	
Topics	Ethics, Power & Equity - Role of ethics, power & equity in sporting contexts - The Old School Tie: Rugby and Social and Cultural Capitalism
Activity	Lecture & Discussion
Readings & Assignments	<ul style="list-style-type: none"> Mitchell, D., Somerville, I., & Hargie, O. "Sport for peace in Northern Ireland? Civil society, change and constraint after the 1998 Good Friday Agreement" The British Journal of Politics and International Relations, 18(4), 981-996. https://doi.org/10.1177/1369148116656987 2016

Session 6	
Topics	Social Differences & Inequality Social differences & inequality Examples: Income, gender, ethnicity, religion, disability, sexuality & education
Activity	Field Study visit to the National Boxing Stadium
Readings & Assignments	Experiential Learning Report 2 <ul style="list-style-type: none"> Liston, K. & Maguire, J " Making sense of 'Ireland', sport and identity: the craft of doing sociology", Sport in Society, 23:10, 1587-1605, DOI: 10.1080/17430437.2020.1814572

Session 7	
MID-TERM BREAK	

Session 8	
Topics	Gender & Sport - Guest Speaker: Coming out in a traditional and conservative sporting culture - Changing face of women in society & sports

	- Gender identity & sport
Activity	Guest Speaker
Readings & Assignments	Mid-term Essay <ul style="list-style-type: none"> • Caudwell, J. (ed.). <i>Sport, Sexualities, and Queer/Theory</i>. London: Routledge, 2006. Chapter 1

Session 9	
Topics	Sport as a site of conformity and resistance - Race, Identity and representation within sport
Activity	Lecture and Discussion
Readings & Assignments	CHOOSE ONE OF THE FOLLOWING: Moyer, V. 2022. "Revising trans-exclusionary narratives in women's sports activism." In <i>Athlete Activism: Contemporary Perspectives</i> , edited by Rory Magrath. Routledge. <p style="text-align: center;">OR</p> Schulz, S., Blanch, F. R., and Elliott, S. 2022. "Across field and classroom." In Chapter 14. In <i>Athlete Activism: Contemporary Perspectives</i> , edited by Rory Magrath. Routledge. <p style="text-align: center;">OR</p> Fuller, L. K. 2021. "Athlete activism relative to clothing: A case study of Ibtihaj Muhammad and the sport hijab." In <i>Athlete Activism: Contemporary Perspectives</i> edited by Rory Magrath. Routledge.

Session 10	
Topics	Amateur vs. Professional Sports - Tensions between the traditional model of amateur sports & the emerging model of professionalism, globalization, commercialization & sports as a commodity in Ireland
Activity	Lecture and Discussion
Readings & Assignments	<ul style="list-style-type: none"> • Anderson, E. <i>Sport, Theory, and Social Problems</i>, London: Routledge, 2011, Chapter 1

Session 11	
Topics	Integrity in Sports - Drugs in sports - Influence of gambling on results - Technology - Gene manipulation - Biomedical enhancements
Activity	Lecture and Discussion
Readings & Assignments	<ul style="list-style-type: none"> • Anderson, E. <i>Sport, Theory, and Social Problems</i>, London: Routledge, 2011, Chapter 5

Session 12	
Topics	Social Media & Sports

	- New technologies & social interactions - The power of social media on sports & identity
Activity	Guest Speaker
Readings & Assignments	Experiential Learning Reports <ul style="list-style-type: none"> Horne, J., A. Tomlinson, G. Whannel, and K. Woodward. Understanding Sport: A Socio-cultural Analysis. London: Routledge, 2012 Chapter 12

Session 13	
Topics	Emotional and affective intensities of sporting events
Activity	Discussion of sports writing
Readings & Assignments	Sports writing examples (provided by instructor): read and discussed in-class Majumdar, B. and Naha, S. 2020. "Live sport during the COVID-19 crisis: fans as creative broadcasters." <i>Sport in Society</i> 23 (7): 1091-1099.

Session 14	
Topics	Future of Irish Sports - Future of Irish sports - Influences of emerging social & cultural trends
Activity	Discussion and Course Revision
Readings & Assignments	<ul style="list-style-type: none"> Rouse, P. Sport in Modern Irish Life. Dublin. Irish Academic Press, 2023. Chapter 17

Session 15	
Topics	Final Assessment
Activity	Group Presentation

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.

