

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	Integrative Sciences and Arts	Department/School	Leadership and Integrative Studies
Prefix: IDS	Number: 315	Title: Topic: Sports Fans	Units: 3

Course description:

Is this a cross-listed course? NO If yes, please identify course(s):
(Choose one)

Is this a shared course? NO If so, list all academic units offering this course:
(Choose one)

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? (Choose one)

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: SB

Mandatory Review: No

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:

Name Kelly Nelson E-mail Kelly.nelson@asu.edu Phone 480-727-7242

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Kevin Ellsworth Date: 2/10/21

Chair/Director (Signature): _____

Arizona State University Criteria Checklist for
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA			
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <li style="text-align: center;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:	
		• Courses with primarily arts, humanities, literary or philosophical content.	
		• Courses with primarily natural or physical science content.	
		• Courses with predominantly applied orientation for professional skills or training purposes.	
		• Courses emphasizing primarily oral, quantitative, or written skills.	

Course Prefix	Number	Title	General Studies Designation
IDS	315	Integration in Social Contexts: Sports Fans	Social-Behavioral Sciences [SB]

Criteria	How course meets spirit	Detailed evidence & location
<p>C-1 <i>Course is designed to advance basic understanding and knowledge about human interaction.</i></p>	<p>This course examines sports fan behaviors, from the socialization process of first becoming a sports fan to fan behaviors via social media. Students leave this class with a better understanding of their own behavior as sports fans as well of the behavior of sports fans around them.</p>	<p>This focus on human interaction can be seen on the Syllabus in the following areas: (all marked in yellow) Course Description Learning Outcomes Course Schedule of Weekly Topics Assignment Learning Objectives</p>
<p>C-2 <i>Course content emphasizes the study of social behavior such as that found in Anthropology & Sociology.</i></p>	<p>The social behaviors of sports fans are the sole focus of this course.</p>	<p>This emphasis on content related to the study of social behavior can be seen on the Syllabus in the following areas: (all marked in green) Course Description Learning Outcomes Learning Materials Learning Objectives for Paper #1</p>
<p>C-3 <i>Course emphasizes the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological)</i></p>	<p>As a Cultural Anthropologist who studied sports fans, I've centered this class around the social sciences, primarily anthropology and sociology, and the understandings these disciplines have developed around sports fan behaviors.</p>	<p>This emphasis on social science knowledge is evidenced on the Syllabus in the following areas: (all marked in blue) Learning Materials Learning Objectives for Quizzes Learning Objectives for Papers #2 and #3</p>
<p>C-4 <i>Course illustrates use of social and behavioral science perspectives and data.</i></p>	<p>The methods, contributions and perspectives of the social sciences are explicitly highlighted as the course looks at how sports fans have been studied by researchers in the fields of anthropology and sociology,</p>	<p>This direct look at knowledge generated by the social sciences appears on the Syllabus in the following areas: (all marked in pink) Learning Outcomes Learning Materials Learning Objectives for Papers #1,</p>

	<p>primarily, but also psychology and history. For the final paper in this class, students design their own studies, using social science methods, for learning more about sports fans.</p>	<p>#2 and #3</p>
--	---	-------------------------

IDS 315: Integration—Social Contexts

Topic: Sports Fans

Dr. Kelly Nelson
Faculty of Leadership & Integrative Studies
College of Integrative Sciences & Arts
USE 246—Tempe 480 | 727-7242 kelly.nelson@asu.edu

* ABRIDGED SYLLABUS *

This abridged syllabus focuses on the learning outcomes, readings, and assignments and their correspondence with the General Studies Social-Behavioral Studies (“SB”) criteria. All required ASU & CISA policies appear on the online version of the syllabus along with class policies, grading scale, and specific due dates.

Catalog Description:

This course explore how the practice of integrating knowledge, skills and perspectives from multiple sources can be used **C-1** to better understand human behavior and interactions.

Course Description:

This topic-based course takes an integrative approach to understanding sports fans. In particular, **C-2** this course explores the behaviors, beliefs and practices of sports fans using anthropological, sociological, and historical perspectives. **C-1** Students will expand their understandings of human interactions within the familiar and accessible practice of sports fandom.

Learning Outcomes:

- **C-2 C-3 C-4** Explain sports fan behavior in sociological and anthropological terms.
- **C-1** Apply social science concepts and theories to your own experience as a sports fan.
- **C-1 C-2** Analyze the impact of social structures on individual and social behavior.

Learning Materials: (all available through class website)

Besnier, Niko, Susan Brownell & Thomas F Carter (2018). *The Anthropology of Sport: Bodies, Borders, Biopolitics*. University of California Press. **C-2 C-3 C-4**

Brown, Natalie & Andrew Billings (2013). Sports fans as crisis communicators on social media websites. *Public relations review* 39 (1).

Chun, S, JW Gentry & LP McGinnis (2005). Ritual aspects of sports consumption: how do sports fans become ritualized? *ACR Asia Pacific Advances*. **C-2 C-3 C-4**

Cottingham, Marci D (2012). Interaction ritual theory and sports fans: Emotion, symbols, and

solidarity. *Sociology of Sport Journal* 29 (2). C-2 C-3 C-4

Earnhardt, Adam, Paul Haridakis, Barbara Hugenberg (2011). *Sports fans, identity, and socialization: Exploring the fandemonium*. Lexington Books. C-2 C-3 C-4

Mastromartino, Brandon, Walker J Ross, Henry Wear & Michael L Naraine (2020). Thinking outside the 'box': a discussion of sports fans, teams, and the environment in the context of COVID-19. *Sport in Society*, 23 (11). C-2 C-3 C-4

Mastromartino, Brandon, Wen-Hao, Winston Chou & James J Zhang (2018). The passion that unites us all: The culture and consumption of sports fans. In C.L. Wang (Ed.), *Exploring the rise of fandom in contemporary consumer culture*. Hershey, PA: IGI Global. C-2 C-3 C-4

Ostrowsky, Michael K. (2018). Sports fans, alcohol use, and violent behavior: A sociological review. *Trauma, Violence & Abuse* 19 (4). C-2 C-3 C-4

Pope, Stacey (2013). "The Love of my Life": The Meaning and Importance of Sport for Female Fans. *Journal of Sport and Social Issues*, 37 (2). C-2 C-3 C-4

Pope, Stacey (2011). 'Like pulling down Durham Cathedral and building a brothel': Women as 'new consumer' fans? *International Review for the Sociology of Sport* 46 (4). C-2 C-3 C-4

Quinn, KG (2014). *Sports and their Fans: The history, economics and culture of the relationship between spectator and sport*. McFarland. C-2 C-3 C-4

Sanderson, Jimmy (2013). From loving the hero to despising the villain: Sports fans, Facebook, and social identity threats. *Mass Communication and Society*, 16 (4).

Ware, A & GS Kowalski (2012). Sex identification and the love of sports: BIRGing and CORFing among sports fans. *Journal of Sport Behavior* 35 (2) C-2 C-3 C-4

Learning Activities:

(descriptions of these assignments appear at the end of the syllabus)

Reading Quizzes (7): 60 points (12%)

Discussion Boards (7): 140 points (28%)

Papers (3): 300 points (60%)

TOTAL: 500 Points

Course Outline: this class is always taught as a 7.5-week, online course

	TOPIC	READ/VIEW	ASSIGNMENTS
Module 1	C-I Becoming a Sports Fans	Chun et. al. Cottingham	Reading Quiz #1 Discussion Board #1
Module 2	C-I Sports Fan Identities	Earnhardt et al. Mastromartino (2018)	Reading Quiz #2 Discussion Board #2 Paper #1
Module 3	C-I Watching Bodies in Motion	Besnier et al.	Reading Quiz #1 Discussion Board #3
Module 4	C-I Women Sports Fans	Pope (2013) Pope (2011)	Reading Quiz #1 Discussion Board #4 Paper #2
Module 5	C-I Sports Fans & Violence	Ostrowsky Quinn	Reading Quiz #1 Discussion Board #5
Module 6	C-I Sports Fans & Social Media	Sanderson Brown & Billings	Reading Quiz #1 Discussion Board #6 Paper #3
Module 7	C-I Sports Fans in the time of COVID	Mastromartino et al. (2020)	Reading Quiz #1 Discussion Board #7
<p>C-I: Course is designed to advance basic understanding and knowledge about human interaction. The entire course focuses on deepening students' understanding of the phenomenon of sports fandom—how people become socialized into watching sports, the various levels of engagement with watching sports, and variations among people who identify as sports fans in terms of behaviors and community interactions.</p>			

ASSIGNMENTS

Reading Quizzes

Due Weekly
12% of overall grade

Learning Objectives

1. **C-3** Identify key social science concepts presented in the readings.
2. **C-3** Compare and contrast social science theories on sports fans.

The weekly quizzes are designed to help you focus in on the key concepts and theories in each week's learning materials. You can take each quiz two times. The higher grade will count.

ASSIGNMENTS (continued)

Discussion Boards

Due Weekly

28% of overall grade

Learning Objectives:

1. **C-I** Apply the week's concepts to your own experience as a sports fan or spectator.
2. **C-I** Compare and contrast your own social experience as a sports fan with someone else's experience.

For these weekly discussion board posts, you'll be applying the concepts from the readings to your own lived experience as a sports fan or spectator. You'll also be expanding your view of sports fan behavior by responding to the experience of other fans in the class.

DB #1: Describe your own sports fan socialization process. Who or what acted as the primary socialization agent that led you to start watching sports? (200 words) Also, respond to two others making specific comparisons between your sports fan socialization process and theirs.

DB #2: Based on the behavioral typologies we learned this week, identify and illustrate the one or two fan categories that best describe you as a sports fan. In addition, identify one fan category that does not describe you. (200 words) Also, respond to two other people, comparing their fan identification/s with your own.

DB #3: One motivation for watching sports is aesthetics, watching highly skilled bodies performing at elite levels. Watch one of the three sports clips I've posted. Using the anthropological concept of *cultural performance*, discuss the sporting event you watched in terms of a) spatial, temporal and/or symbolic separation from "normal" social structures and/or b) liminality, or a state of being in-between states. (200 words). Also respond to two other people, comparing your interpretations of humans engaged in organized play.

DB #4: Look at the stock photos I've posted of male sports fans and female sports fans. Identify and briefly discuss two behaviors/interactions that are presented differently depending on whether the sports fans appear to be male or female. Why do you think stock photos would present fans as behaving differently on the basis of gender? (200 words). Also respond to two other people's posts.

DB #5: After reading Ostrowsky's review of research on sports fans, alcohol use and violence, apply any one of the findings to a personal experience you've had or witnessed as a sports fan. Alternatively, find a news article about sports fans that demonstrates this connection between sports fandom and violence and discuss how the topic is depicted. (200 words). Also, respond to two other people's examples.

DB #6: Describe your behavior as a sports fans as it relates to social media. In what ways do you engage with sports through online portals? (200 words) Also, respond to two others, noting similarities and differences in your sports-related online behaviors.

DB #7: The COVID-19 pandemic has changed the way sports fans engage with sporting events and interact with other fans. Identify and briefly describe one change in sports fan behavior from either 2020 or 2021. In other words, in what novel ways did sports fans interact and engage with sports due to the pandemic? (200 words) Also, respond to two other people's examples.

Papers

Due Modules 2, 4 & 6
60% of overall grade

Paper #1: Sports Fan Socialization

Due Module 2
20% of overall grade
4-5 pages

Learning Objectives

1. **C-1 C-2** Identify the primary and secondary socialization agents for three separate sports fans.
2. **C-1 C-2** Analyze what social, geographic and demographic variables impacted the sports fan socialization process for each of the fans.

For this paper, you'll be **C-4** interviewing three sports fans about how they first started watching sports. Please use the interview guide provided in Module 2.

Include in your paper:

- 1) Introduction: briefly introduce the three people you interviewed.
- 2) Identify and clearly describe the primary and secondary socialization agents for each of the three sports fans you interviewed.
- 3) Compare and contrast the sports fan socialization process for these three fans, noting relevant social, family and geographic variables that influenced the process.

Paper #2

Due Module 4
20% of overall grade
4-5 pages

Learning Objectives

1. **C-3 C-4** Compare and contrast various models of sports fan identities.
2. **C-1** Apply the models of sport fans to your own experience as a sports fan.

In this paper you'll be analyzing the distinctions between three typologies of sports fan identities devised by social scientists and one typology devised by sports marketers.

Include in your paper:

- 1) Introduction: briefly introduce the creators of these typologies and their disciplinary backgrounds.
- 2) Identify and clearly describe one comparison (either a similarity or difference) between these four typologies.
- 3) Identify and clearly describe a second comparison (either a similarity or difference) between these four typologies.
- 4) Identify and clearly describe a key difference between the models developed by social scientists versus the model devised by sports marketers.
- 5) Conclude by identifying and describing which sports fan identity most aligns with your experience as a sports fan.

Paper #3

Due Module 6

20% of overall grade

4-5 pages

Learning Objectives

1. **C-3 C-4** Identify the social science methods used to arrive at social behavioral understandings.
2. **C-3 C-4** Generate a proposal for your own study of sports fans.

For this paper you'll be using the readings from either Module 4 (Gender and Sports Fans) or Module 5 (Violence and Sports Fans) to evaluate how knowledge about sports fans is generated. You'll also be proposing a study you might do to better understand sports fan behaviors. (You won't have to actually carry out this study!)

Include in your paper:

- 1) Introduction: briefly introduce the disciplinary areas you are focusing on in your own studies at ASU.
- 2) For both of the readings you selected, present the disciplinary background of the researcher, and then describe, in details, the method they used to generate knowledge about sports fans.
- 3) Create a proposal for a primary research study you would be interested in conducting to learn more about sports fans.
- 4) Conclude by discussing possible hurdles and considerations of actually conducting the study you proposed.