

**Course Syllabus. Cultural dimensions of sport. Let's go to the movies**

<b>Course</b>	Cultural dimensions of sport. Let's go to the movies		
<b>Module</b>	MODULE 05: Social and civic competencies		
<b>Degree</b>	International Semester on Education		
<b>Plan Code</b>	904	<b>Course Code</b>	75046
<b>Teaching period</b>	Second semester	<b>Type</b>	Compulsory
<b>Level</b>	Degree	<b>Academic Year</b>	2020/21
<b>ECTS</b>	2,5 ECTS		
<b>Language</b>	English		
<b>Lecturers</b>	José-Ignacio Barbero		
<b>Department</b>	Music, Arts and Physical Education Didactics		
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## 1. General scope

The development of key competences, their validation and the provision of competence-oriented education, training and learning should be supported by establishing good practices for better support of educational staff in their tasks and improving their education, for updating assessment and validation methods and tools, and for introducing new and innovative forms of teaching and learning.

Key competences are those which all individuals need for personal fulfilment and development, employability, social inclusion, sustainable lifestyle, successful life in peaceful societies, health-conscious life management and active citizenship. They are developed in a lifelong learning perspective, from early childhood throughout adult life, and through formal, non-formal and informal learning in all contexts, including family, school, workplace, neighbourhood and other communities.

The key competences are all considered equally important; each of them contributes to a successful life in society. Competences can be applied in many different contexts and in a variety of combinations. They overlap and interlock; aspects essential to one domain will support competence in another. Skills such as critical thinking, problem solving, team work, communication and negotiation skills, analytical skills, creativity, and intercultural skills are embedded throughout the key competences.

### 1.1 Context

Sport is (one of) the biggest cultural industry in the world, (one of) the most applauded mass entertainment, and probably the most universal aspect of popular culture, so it plays a very significant role in the configuration of individual and groups perceptions and identities.

Our approach to sport will be mediated by its representation in the movies. Cinema is also a major culture industry of mass entertainment and sport movies scenes will be used as a primary pedagogical tool.

The course focuses on the social dimensions of sport as a means to reflect upon citizenship competences and to empower participants in dealing with their subsequent development and teaching in compulsory education settings.

### 1.2 Relation with other courses

This course is included in the “set of subjects” oriented by the European Council Recommendation on key competences for lifelong learning (2018). The list of courses developed in this semester are interlinked, and everyone is part of the integrated project that every student have to develop as a whole. In this sense, this course is related into the international semester as a key competence for the building to the European citizenship through this integrated strategy of initial or permanent teacher training for the primary and/or secondary school.



### 1.3 Prerequisites

Fluency in English is expected (B2 Level).

## 2. Competences

### 2.1 General

This course focuses on essential knowledge, skills and attitudes related to the social and civic competences, as described by the European Framework of Key Competences for Lifelong Learning. They are defined as the ability to participate effectively and constructively in one’s social and working life and engage in active and democratic participation, especially in increasingly diverse societies.

### 2.2 Específic

On the one hand, the course will promote a reflexive approach to those competences through the consideration of different questions concerning the meaning/dimensions of sport as recreated in the films; on the other, participant should be encouraged to use movies and scenes as a teaching resource.

## 3. Learning Outcomes

The students will be able to:

- Increase awareness related to the fact that sport movies are cultural texts that explain, reproduce and/or challenge daily life issues and problems.
- Gain knowledge related to the topics listed below in the *Contents* section.
- Realize that sport movies can be a very useful primary source for knowledge, together with other more “traditional” texts.
- Become familiar with the use of sport movies scenes as teaching resources.
- Using sport movies as the main pedagogical tool, design feasible teaching strategies and activities aimed to explain-focus-discuss-... some of the different sport dimensions.
- Engage with each other, considering and discussing their ideas and proposals.

## 4. Contents

Subject to some final changes, the foreseen topics that will be addressed are:

1. Resilience (in sport movies).
2. Youth trafficking (in sport movies).
3. Gender narratives (in sport movies).
4. Physical Education and Physical Education teachers’ representation (in sport movies).
5. The future (present) society (in sport movies)
6. Collective consciousness, identity and politics (in sport movies).
7. The educator (super) coach (in sport movies).
8. Epilogue (or Introduction): Sport, cinema and public pedagogy.

## 5. Methodology

In synthesis, the course will combine short lectures, screenings and analysis of sport films scenes, group discussions, debates based on papers previously read, some brief performances and the design of feasible teaching activities.

Students are expected to approach this course with an open mind and a willingness to participate and cooperate with their course-mates.

## 6. Student dedication to the course

Classroom and/or online activities	Hours	Outside the classroom	Hours
Lectures	10	Autonomous work.	37,5
Practice sessions	15		
Total in the classroom	<b>25</b>	Total outside the classroom	<b>37,5</b>

**7. Grading criteria**

Evaluation	Percentage	Comments
Participation in class dynamics	25	Attendance is compulsory.
Practice activities	50	
Contribution to the integrated project	25	

Spanish Scale	ECTS Scale	Definition
9.0-10.0 Matrícula de honor	A+	Excellent with Honours
9.0-10.0 Sobresaliente	A	Excellent
8.0-8.9 Notable	B	Very Good
7.0-7.9 Notable	C	Good
6.0-6.9 Aprobado	D	Satisfactory
5.0-5.9 Aprobado	E	Sufficient
0.0-4.9 Suspenso	FX/F	Fail

**8. Basic references**

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See: <http://www.tandfonline.com/toc/fcss20/11/2-3?nav=tocList>
- Barbero, J. I. & Rodríguez, H. (2014). Youth trafficking in soccer: Diamantes Negros (Black Diamonds), a cinematographic text of public sociology. *Movimento*, 20(Especial), 197-210. DOI: <http://dx.doi.org/10.22456/1982-8918.48232>
- Crosson, S (2013). *Sport and Film*. London: Routledge. (A preview containing the Introduction and the Bibliography is available here: <https://www.taylorfrancis.com/books/9781135167462>)
- Giroux, H. A. (2011). Breaking into the Movies: Pedagogy and the Politics of Film. *Policy Features in Education*, 9(6), 686-695. Available at: <http://journals.sagepub.com/doi/pdf/10.2304/pfie.2011.9.6.686>.
- King, C. R. & Leonard, D. J. (2006). *Visual Economies of/in Motion: Sport and Film*. New York: Peter Lang.
- Lindner, K. (2009). Fighting for Subjectivity: Articulations of Physicality in Girlfight. *Journal of International Women's Studies*, 10(3), 4-17. Available at: <http://vc.bridgew.edu/jiws/vol10/iss3/2>
- McCullick, B., Belcher, D., Hardin, B., & Hardin, M. (2003). Butches, Bullies and Buffoons: Images of Physical Education Teachers in the Movies. *Sport, Education and Society*, 8(1), 3–16. <https://doi.org/10.1080/1357332032000050033> (There are, at least, other two papers on the same topic.)
- Pearson, D.W., Curtis, R.L., Haney, C.A., & Zhang, J.J. (2003). Sport films: social dimensions over time, 1930-1995. *Journal of Sport and Social Issues*, 27(2), 145-161. Available at: [https://www.researchgate.net/publication/238429712\\_Sport\\_Films\\_Social\\_Dimensions\\_Over\\_Time\\_1930-1995](https://www.researchgate.net/publication/238429712_Sport_Films_Social_Dimensions_Over_Time_1930-1995)
- Sexton, J. (2011). “Life with no hoop”: Black Pride, state power. In D. J. Leonard & C. R. King (Eds.). *Commodified and Criminalized: New Racism and African Americans in Contemporary Sports* (pp. 223-247). Lanham: Rowman & Littlefield Publishers. Available at: <http://tamaranopper.com/wp-content/uploads/2013/11/Life-with-no-hoopBlack-Pride-State-Power.Sexton1.pdf>
- Sutherland, J-A. & Feltey, K. (2010). *Cinematic sociology: Social life in film*. Thousand Oaks: Pine Forge Press.
- Williams, R. (2006). *Sport cinema – 100 movies*. Pompton Place, NJ: Limelight Editions.

**9. Consideraciones finales**

As said above, this semester is a cluster of training modules for initial or permanent teachers interested in introducing a complementary strategy of teaching within the core curriculum of primary and secondary schools. Therefore, the main purpose of the final project is to integrate all the courses' contents in a comprehensive way.