

## COURSE MODULE OUTLINE

### General information

<b>SCHOOL</b>	SCHOOL OF SOCIAL SCIENCES		
<b>PROGRAM COURSE</b>	SPORTS STUDIES: SOCIOLOGY, HISTORY, ANTHROPOLOGY (ASK)		
<b>LEVEL OF STUDY</b>	POSTGRADUATE PROGRAMME – MASTER OF SCIENCE (M.Sc.)		
<b>COURSE UNIT CODE</b>	ASK55	<b>SEMESTER</b>	SECOND (2nd)
<b>COURSE TITLE</b>	“DEVIANCE” AND “VIOLENCE” IN SPORT CONTEXT		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits</i>		<b>HOURS</b>	<b>CREDITS</b>
Hours per week (20 hours) x 14 weeks		280	10 ECTS
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i>			
<b>COURSE TYPE</b> Compulsory, Optional, Optional mandatory	COMPULSORY		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION AND EXAMS:</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="https://www.eap.gr/en/sports-studies-sociology-history-anthropology/topics/#as55">https://www.eap.gr/en/sports-studies-sociology-history-anthropology/topics/#as55</a> Each module has its own space in the Learning Management System of EAP ( <a href="https://courses.eap.gr/login/index.php">https://courses.eap.gr/login/index.php</a> ), with controlled access (use of code) for students and teaching staff.		

### (2) LEARNING OUTCOMES

<b>Learning Outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult:</i>
It is expected that upon successful completion of the module, students will be able to: <ul style="list-style-type: none"> <li>- Distinguish between different forms of ‘deviance’ between sport fans</li> <li>- Recognize the potential role of athletes and sport officials in case of ‘athletic deviance’ and especially violence</li> </ul>

- Examine dominant and alternative representations of 'deviance' in the context of sports
- Compare different theoretical approaches on the issue
- Plan and implement relevant research on the issue

### **General Competences**

*Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?*

<i>Search for, analysis and synthesis of data and information by the use of appropriate technologies,</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for diversity and multiculturalism</i>
<i>Decision-making</i>	<i>Environmental awareness</i>
<i>Individual/Independent work</i>	<i>Social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Group/Team work</i>	<i>Critical thinking</i>
<i>Working in an international environment</i>	<i>Development of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment (Other.....citizenship, spiritual freedom, social</i>	<i>.....</i>
<i>Introduction of innovative research</i>	<i>awareness, altruism etc.) .....</i>

- Search for, analysis and synthesis of data and Project planning and management information by the use of appropriate Respect for diversity and multiculturalism technologies
- Project planning and management
- Respect for diversity and multiculturalism
- Social, professional and ethical responsibility and sensitivity to gender issues
- Critical thinking
- Development of free, creative and inductive thinking

### **(3) COURSE CONTENT**

*General description of the Thematic Unit:*

- In public discourse, the field of the sports enthusiasts and especially of organized fans has mainly been related with 'social deviance' and violence. In accordance with the agenda of Mass Media and other related institutions a big part of the academic literature on sports is tackling with similar issues.
- In spite of that, modern theoretical approaches indicate a more complex relation between sports, fans and 'deviant behavior', highlighting the role of sport institutions, athletic associations and athletes themselves in cases of events of 'deviance' in sport related spaces. The aforementioned conclusions are valid even more so due to the instrumentalization of sports in the context of the dominant social, political and economic system.
- Based on all the above, the goal of this TU is the critical examination of the phenomena of 'deviance' in athletic spaces. More specifically, this course will investigate issues regarding the varying forms and dimensions of such social practices, their hegemonic and counterhegemonic representations and the different theoretical propositions that have articulated to account for their social and cultural interpretation.

*Cognitive Objects of the Thematic Unit:*

- Forms of 'deviance' in sport spaces
- Representations and interpretations of 'deviance' and 'violence' in sport context

#### (4) TEACHING METHODS--ASSESSMENT

<ul style="list-style-type: none"> <li>• MODES OF DELIVERY</li> <li>• Face-to-face, in-class lecturing, distance teaching and distance learning etc.</li> </ul>	Distance education with three Group Counseling Meetings (OSS) during the academic year on weekends.	
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b></p> <p><i>Use of ICT in teaching, Laboratory Education, Communication with students</i></p>	<p>We use :</p> <p>Remote meetings tools (webex)</p> <p>Presentation software (e.g. power point)</p> <p>Additionally, the students use office automation tools, web browsers and e-reader for digital books.</p>	
<p><b>COURSE DESIGN</b></p> <p><i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc.</i></p> <p><i>The study hours for each learning activity as well as the hours of selfdirected study are given following the principles of the ECTS.</i></p>	<p><b>Activity/Method</b></p>	<p><b>Semester workload</b></p>
	3 OSS (4 hours)	12
	2 Short Written Assignments	2*10
	1 Semester Assignment	40
	Examination	3.5
	Individual Study	190-210
	<b>Total</b>	265.5 - 285.5
<p><b>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</b></p> <p><i>Detailed description of the evaluation procedures:</i></p> <p><i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i></p> <p><i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i></p>	<p>Two (2) Short Written Assignments, with weighting factor of 10% each in the final grade of the module.</p> <p>a2. One (1) Semester Assignment with weighting factor of 20% at the final grade of the unit.</p> <p>a3 Eligibility for the final examination is secured by accumulating at least 50% of the sum of the potentially excellent marks out of the total number of assessed assignments, i.e. 20 marks in total out of 100, on the basis of the weighting factors mentioned in a1 and a2.</p> <p>a4. The written assignment (SWA and SEA) score is activated only with a score equal to or above the pass mark (<math>\geq 5</math>) in the final or re-examinations.</p> <p>All criteria are posted in each module's webpage, as well as in the programme's general page:</p> <p><a href="https://www.eap.gr/wp-content/uploads/2022/03/kanonismos-spoudwn-isxys-apo-to-didaktiko-etos-2022-2023.pdf">https://www.eap.gr/wp-content/uploads/2022/03/kanonismos-spoudwn-isxys-apo-to-didaktiko-etos-2022-2023.pdf</a></p>	

## (5) SUGGESTED BIBLIOGRAPHY:

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- Hill D. (2008). *Τα στημένα. Ποδόσφαιρο και οργανωμένο έγκλημα*. (σσ. 105-127, 147-162, 223-240, 291-305). Αθήνα: Πολύτροπον.
- Jemphrey, A. & Berrington, E. (2000). "Surviving the Media: Hillsborough, Dunblane and the press". *Journalism Studies*, 1(3), 2000: 469-483.
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- Βαφέας, Ν., Κωταρίδης, Ν. (2015). «Το φαινόμενο της ποδοσφαιρικής βίας στην Ελλάδα (1974-2004). Μια ποσοτική κοινωνιολογική διερεύνηση». Στο Γ. Ζαϊμάκης και Ε. Φουρναράκη (επιμ.). *Κοινωνία και αθλητισμός στην Ελλάδα. Κοινωνιολογικές και ιστορικές προσεγγίσεις*. Αθήνα: Αλεξάνδρεια, σσ. 321-338.
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- Δέσπος, Ζ. (2010). «Οπαδική βία: Απομυθοποιώντας την αθλητική ουδετερότητα». Στο *Θρησκευόμενοι Κόκκινοι Επιστήμονες. Οπαδική βία και άλλες πτυχές της βίας στον αθλητισμό*. Αθήνα: Νόβολι, σσ. 29-41.
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- Κωταρίδης Ν., (επιμ.) (2005). *Φίλαθλοι και βίαια επεισόδια στις ποδοσφαιρικές συναντήσεις 1974-2003*. (Κεφάλαιο 1: Το φαινόμενο της ποδοσφαιρικής βίας: Επισκόπηση των κυριότερων θεωρήσεων της διεθνούς βιβλιογραφίας). Αθήνα: Επιτροπή Ερευνών, Πάντειο Πανεπιστήμιο, σσ. 6-23.
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