

# Sports & Culture in France: La vie sportive - 2019

COURSE DESIGNATOR: MONT 3701

LANGUAGE OF INSTRUCTION: English

NUMBER OF CREDITS: 3

CONTACT HOURS: 45

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## INSTRUCTOR

Dr. Robin Recours (Associate Professor, University Montpellier 1)

Dr. Ludovic Marin (Associate Professor, University Montpellier 1)

Guest lecturers

## COURSE DESCRIPTION

This program focuses on the study of sports and sports culture from a French perspective. Course topics include: sports tourism, sports psychology and sports pedagogy. Afternoons are spent engaging in sports activities, often with a professional sports player, such as indoor soccer, bubble soccer, beach volleyball, Pétanque, trampoline, basketball, tennis, stand-up paddle, climbing and hiking. A multi-day trip to Paris is also offered with an opportunity to attend a Rolland Garros tennis match.

## COURSE OBJECTIVES

- Deepen cross-cultural understanding by examining sports, sports psychology and the nature of professional sports in France and the USA and through interaction with local faculty, staff and students.
- Gain French, European and international perspectives on sport.
- Increase independence and self-reliance by learning to navigate French society.
- Acquire practical knowledge in sports-related professions such as coaching, sport management and kinesiology.

## METHODOLOGY

Students will study the theory of sports and sports psychology every morning and engage in a variety of sport activities in the afternoon. Weekly exams will test the students' comprehension of the theory of the specific sports. Students will also write two five-page papers about relevant issues in sports sciences or sport culture in France.

## REQUIRED READINGS/ MATERIALS

Articles to be distributed in France

**Travels with a Donkey in the Cévennes** by Robert Louis Stevenson (a pioneering classic of outdoor literature)

## GRADING

Grading Rubric		
A	95-100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-94	Achievement that is significantly above the level necessary to meet course requirements.
B+	86-89	
B	83-85	
B-	80-82	Achievement that meets the course requirements in every respect.
C+	76-79	
C	73-75	
C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	66-69	
D	60-65	
F	0-59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

## SUMMARY OF HOW GRADES ARE WEIGHTED

Participation in activities	20 %
Written work (two, five-page papers)	40%
Final exam	40%
<b>Overall grade</b>	<b>100%</b>

## ASSESSMENT DETAILS

The topics for the papers will be discussed with the professors during the program.

## SCHEDULE OF EVENTS BEFORE COURSE STARTS

- May 16: Departure from the US
- May 17: Arrival in Montpellier
  - Move to Citadines Antigone
  - Dinner with the assistants downtown Montpellier
- May 18: 9:30 AM Survival French class/ Orientation
  - 12:30 PM Welcome lunch with Program Staff
  - Afternoon: Guided tour of Montpellier
- May 19: Afternoon at the beach (weather permitting)

## COURSE CONTENT

Class times: 9AM-12:30PM or 2PM-4PM

### UNIT 1 – Monday, May 20

**Topic: Historical, Sociological and Marketing Approach to Sports and Leisure**

**Instructor:** Thomas Riffaud

**Lesson: A history of leisure and sports in France and Europe**

For those authors who study the origin of modern sports, there are two main schools of thought: the first maintains that sports are an ancient practice (Bernard Jeu; Roger Caillois; Georges Duby; Marc Augé) that began in archaic or medieval times. The second school of thought holds that sports are a recent phenomenon that was born in 18th-century England, and that they are indicative of a socio-historical rupture with ancestral games (Norbert Elias; Georges Vigarello; Pierre Bourdieu). Whatever the approach, it is always worthwhile to examine the past in order to better understand the present. The goal of this session of the course will be to explore the evolution from traditional games to modern sports.

**Afternoon: Activity with the assistant**

### Tuesday, May 21

**Kayaking Day or Tree-top Adventure Course**

### UNIT 2 – Wednesday, May 22

**Topic: Social Psychology Approach to Human Movement**

**Instructor:** Dr. Ludovic Marin

**Lesson: Notions and concepts of the human body in France and in the USA (a cultural comparison)**

When people think of ways of characterizing the culture of a given place, the most obvious parameters that come to mind are language (the way they talk), fashion (the way they dress) and food (the way they eat). If we try to delve a bit deeper into the examining what defines different „cultures%, beyond just the obvious, we realize that there are many subtle clues that give insights into the different ways a culture is defined. The way we perceive and interpret actions and behaviors can be totally different from one country to another. For example, why are Americans often seen as too superficial from a European perspective? Why do Americans consider French or Italians to be “too touchy” and not understand the value of a market physical gesture (a handshake or a kiss) to greet friends and colleagues each day? Many of these behaviors are based on how people perceive their own body. But paradoxically since we are often not aware these subtle interactions, a misunderstanding in communications can result in conclusions and judgments that may not be totally warranted. The goal of this class is to decipher the main cultural aspects of how Americans and French (and Europeans in general) perceive their body and its interactions. Some practical examples will be studied in order to better understand the interactions between American and French people.

**Evening: Handball Game**

### UNIT 3 – Thursday, May 23

**Topic: Social Psychology Approach to Human Movement**

**Instructor: Dr. Ludovic Marin**

**Lesson: Notions and concepts of interpersonal distances in France and in the USA (a cultural comparison)**

This class is related to the class given the previous day. Besides the perceived body, the distance and space that people build around them is part of their own self. For example, if someone that you don't know comes too close and invades your personal space, you often feel uncomfortable or even threatened. The rules about respecting and maintaining "personal space" distance vary from culture to culture. The goal of this class is to highlight these cultural differences in order to reveal the differences between American and European societies.

**Afternoon: Activity with the assistant**

### UNIT 4 – Friday, May 24 (Morning)

**Topic: Social Psychology Approach to Human Movement**

**Instructor: Dr. Ludovic Marin**

**Lesson: Interpersonal coordination applied to sports**

Once students have understood the importance of non-verbal communication (see the previous class description), we will characterize different coordination signs present in team sports. The objective of this class is to apply the interpersonal motor coordination topic to team sport practice. An example will be given in a non-American team sport: handball. (Although, there is an American called handball, the one we will be studying is not the same game.) This game contains goals (and goal keepers) with basketball-like ball transportation (dribble, hand passes and so on). This game is internationally known and is an Olympic event. The French handball team is the current world champion; they won the gold medal in the last Olympics and Montpellier's handball team is the best in France.

### UNIT 5 – Friday, May 24 (Afternoon)

**Topic: Social Psychology Approach to Human Movement**

**Instructor: Dr. Ludovic Marin**

**Lesson: Application and observation of applied interpersonal coordination in a team sport: a case study of a typical non-American team sport (hand-ball)**

Students will go to observe handball training of the professional players of the Montpellier handball club. Students will then learn the rules with a professional coach. In the afternoon, they will have the opportunity to play a pick up game and will end the afternoon by watching a professional game.

### Saturday, May 25 & Sunday, May 26

**Free weekend for personal travel or exploration. Advice on travel logistics and ideas for local activities will be provided by the Assistant and the Montpellier staff.**

## UNIT 6 –Monday, May 27

**Topic: Historical, Sociological and Marketing Approach to Sports and Leisure**

**Instructor:** Dr. Robin Recours

**Lesson: Recreation, sports and sport(s) tourism**

Sports and leisure activities always take place in space, from well-equipped centers (stadiums, gymnasiums, sports centers) to rural locales, from the mountains to the deserts. In this session we will describe the 5 location types for sports tourism (the city, the country, the desert, the mountains, the sea); we will present the sports that can be performed there and their respective imaginary realms.

**Afternoon: Activity with the assistant**

## UNIT 7 –Tuesday, May 28

**Topic: Historical, Sociological and Marketing Approach to Sports and Leisure**

**Instructor:** Dr. Robin Recours

**Lesson: Sports and leisure in France: Between integration and discrimination**

Today, even if everyone can do a sport and invest her/himself in leisure activities, not everybody has the same consumer power when it comes to sports and leisure; not everybody can benefit from the same financial resources, or the same symbolic resources. In our societies there are very rich, rich, less rich, poor, and very poor people. There are also entire groups in each society that have been historically excluded from sports or for whom it isn't easy to do sports because of their social circumstances (i.e. racial and gender issues). In this session, we will see that each of these groups manages differently in accordance with its budget and resources. Leisure time can thus also be a factor when it comes to integration, just as it can become a source of discrimination.

**Afternoon: Activity with the Assistant**

## UNIT 8 –Wednesday, May 29

**Topic: Sport Marketing**

**Instructor:** Mr. Anicet Lopez

**Lesson:** What is Sports Marketing? Examples and issues faced in France and Europe in general

**Afternoon: Visit the FISE grounds with the Assistant**

## Thursday, May 30 to Sunday, June 2

### PARIS WEEKEND

**Thursday, May 30:** Departure to Paris

**Friday, May 31:** Day at Roland Garros, the French Open

**Saturday, June 1:** Visit of Paris

**Sunday, June 2:** Return To Montpellier

UNIT 9 – Monday, June 3

**Topic: Leadership in Sports**

**Instructor:** Mr. Gregoire Bossolut

**Lesson:** How does leadership work in sports? What is a leader?

**Afternoon: Activity with the Assistant**

UNIT 10 – Tuesday, June 4

**Topic: Local Policy on Sports (Visit of the City Hall)**

**Instructor: Bruno La Peyronie**

**Lesson:** Meet a Representative of the City Hall to talk about the town sports policy: local sports facilities, financing teams and practices. We will also discuss the impact of sports on politics and social local issues (integration, social classes, intergeneration interactions).

**Afternoon: Activity with the Assistant**

UNIT 11 – Wednesday, June 5

**Topic: Sports policies and business**

**Instructor:** Dr. Robin Recours

**Lesson: Environmentally protected zones and sports facilities**

Nature is a space that athletes prioritize. Athletes love to do their sports in nature, but not just anywhere in the great outdoors. They prefer protected natural parks, and often without even realizing it, they engage in their sports activities, in protected, ranked/ classified parks. In this session we'll see what is a protected park in Europe, in particular when we look at the example of national natural parks (parcs naturels nationaux - PNN) whose sole mission is to protect the site, the landscape, its natural beauty, and its biological diversity. In addition we will see that even if there are PNN in every country in the world, the way they operate and their organization in Europe have unique aspects that professionals working in sports tourism and leisure should understand.

**Afternoon: Write papers**

Thursday, June 6

**Hiking day in Les Cévennes**

## UNIT 12 – Friday, June 7

**Final exam**

**Goodbye Lunch in Montpellier**

**Departure for Paris**

**Attend the FIFA Women’s World Cup Opening Game at the Parc des Princes Stadium**

## Saturday, June 8

**Departure for the U.S.**

## SUGGESTED ACTIVITIES WITH THE ASSISTANTS

Afternoon activities will be decided upon based on the interests of the group. Here are a few possibilities.

- **Beach Volleyball**
- **Bocci ball**
- **Tennis**
- **Laser tag**
- **Karting**
- **Indoor Soccer**
- **Basketball**

## ATTENDANCE POLICY

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the onsite syllabus for specific class requirements.

## UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

### SCHOLASTIC DISHONESTY:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or

incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

#### **STUDENT CONDUCT:**

The University of Minnesota has specific policies concerning student conduct. This information can be found on the Learning Abroad Center website.