

COURSE SYLLABUS

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΧ-3414	SEMESTER	5th and above
COURSE TITLE	Practices of the Self and Emotions in Sport and Leisure		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures and Practical Exercises (hands-on application)	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialisation (Seminar)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=4841		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>The aim of the seminar is for students to engage in depth with contemporary literature on the social and psychological dimensions of sport and leisure. Starting from theoretical approaches to contemporary practices of the self, participants will examine how sport and leisure shape an emotional framework of self-care. Given that sport is a field in which psychology, both as an applied science and as a research framework, is increasingly influential, the study of specialised literature focusing on the relationship between practices of the self, emotions, free time, leisure and sporting institutions will enable students to understand in depth the social norms related to competition, risk-taking, exposure to danger, and the relationship to nature and the body.</p> <p>Through attendance of general–introductory and focused lectures, the study of cutting-edge literature in selected topics in the psychology of sport and leisure, classroom discussion of audiovisual material (documentaries, oral testimonies and written documents), as well as individual and group work on relevant issues, students are expected to:</p> <ul style="list-style-type: none"> • Understand the basic aspects of processes of individualisation. • Understand contemporary embodied practices of the self.

- Understand the relationship to nature as it is shaped through leisure.
- Deepen their knowledge of specialised literature on the psychological dimensions of leisure and sport.
- Understand the major ethical dimensions of applying psychology in contexts of elite sport and intense physical strain.
- Practise analysing empirical cases of bodily heterodoxies (related to gender and disability), both in the field of sport and in leisure.
- Be able to analyse the ideological dimensions of emotions, of the relationship to the self, and of bodily practices within the context of contemporary society.
- Be able to study, understand and present a cutting-edge topic in the field of the psychology of sport and leisure.
- Be able to write an interdisciplinary assignment referring to real events in the contemporary history of sport and leisure

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others...

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- Critical thinking and research creativity: through the understanding of key social processes that shape conditions of self-care in contemporary societies.
- Reflective practice and sociological imagination: through linking personal experience with collective history.
- Autonomous work: through undertaking specific tasks of studying specialised literature and presenting it in class.
- Teamwork: through close group research collaboration on current issues.
- Respect for diversity: through engaging with practices of inclusion in sport and leisure.
- Communication: through participation in dialogical practices.
- Development of an interdisciplinary outlook: through working within an interdisciplinary environment.

(3) COURSE OUTLINE

The course content is linked to the five core areas of the curriculum: **Scientific Foundations [1], Scientific Research and Critical Thinking [2], Ethics and Social Responsibility [3], Communication Skills [4], Basic Preparation for Career Decisions and Professional Rehabilitation [5].**

1. INTRODUCTION: PRACTICES OF THE SELF, SPORT AND LEISURE [1, 2, 5]

- The concept of practices of the self.
- Theories of individualisation and free time.
- Emotions, sport and leisure.
- Organisation of the seminar and allocation of student assignments.

2. BIOPOLITICS: THE BODY IN CONTEMPORARY SOCIETY [1, 2, 5]

- Biopolitics and contemporary societies of control.
- The concept of 'care of the self'.

- The ethics of the relation to the self.
- Free time and its use in contemporary societies.

3. FREE TIME AND EMOTIONS [1, 2]

- Culture and emotions.
- Emotion regulation and the formation of subjectivity.
- The theory of sportisation.
- Free time, sport and emotions.

4. PSYCHOLOGY, BODY AND SOCIAL CONTEXT [1, 2, 4]

- Techniques of the body.
 - Habitus in contemporary sport.
 - The body as a form of capital.
- (Individual student presentations.)

5. PERFORMANCE IN SPORT AND LEISURE I [1, 2, 4]

- The cult of performance in contemporary societies.
 - The body as malleable materiality.
 - Leisure, sport and tourism as fields for the performance of the self.
- (Individual student presentations.)

6. PERFORMANCE IN SPORT AND LEISURE II [1, 2, 4]

- Globalised models of the relationship to the self.
 - Narcissistic cultures and ideologies of self-actualisation.
- (Presentation and discussion of audiovisual material.)

7. INEQUALITIES AND EMOTIONS [1, 2, 3, 4]

- Capitalism and emotions.
 - The commodification of emotions.
 - Mass media, social networks and forms of emotional expression.
- (Presentation and discussion of audiovisual material.)

8. ELITE SPORT AND PSYCHOLOGY [1, 2, 3, 4]

- Sport and psychology.
 - Physical pain, pleasure and sport.
 - The ethics of sport psychology.
- (Individual student presentations.)

9. RISK AND SPORT [1, 2, 4]

- Extreme sports.
 - Risk management in extreme sports as performance of the self.
- (Individual student presentations.)

10. DOPING AND CULTURES OF EXCELLENCE IN SPORT [1, 2, 3, 4]

- Doping in sport.
- (Individual student presentations.)

11. NUTRITION, SPORT AND THE SELF [1, 2, 3, 4]

- Nutrition as a practice of the self.
 - Nature and nutrition.
 - Nutritional norms and heterodoxies.
- (Individual student presentations.)

12. SELF, TOURISM AND EMOTIONS [1, 2, 3, 4]

- Travel as a mode of relating to the self, others and nature.
- Travel as an inner journey.
- Tourists and wanderers in the contemporary world.

(Group student presentation on a focused topic.)

13. NATURE, ECOLOGY AND EMOTIONS IN LEISURE AND TOURISM [1, 2, 3, 4]

- Ecological crisis and emotions.
- Ecologically oriented leisure practices.
- Ecological crisis and the commodification of emotions.

(Group student presentation on a focused topic.)

The seminar is completed with the submission of an individual written assignment related to the student's individual presentation.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of the learning process through the e-Learn electronic platform		
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload	ECTS
	Lectures and in-depth discussion of specialised topics in the psychology of sport and leisure	39	1,56
	Literature study and preparation for presentations	45	2
	Collaboration with fellow students	36	1,44
	Preparation of final written assignment	25	1
	Course total	145	6
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>Assessment is conducted in Greek.</p> <p>The assessment criteria are presented during the first lecture in the amphitheater and are also posted on the course website.</p> <p>The final grade for the course is based on:</p> <ul style="list-style-type: none"> • Presentation of individual assignments (25%). • Participation in group presentations (25%). • Final written assignment (4,000–5,000 words, 50%). 		

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ul style="list-style-type: none"> • Albrecht, G. (2005). Solastalgia: A new concept in human health and identity. <i>Philosophy Activism Nature</i>, 3(1), 41–55. • Albrecht, G. (2010). Solastalgia and the creation of new ways of living with nature. In A. Lockie & D. Carpenter (Eds.), <i>Agriculture, biodiversity and markets: Livelihoods and agroecology in comparative perspective</i> (pp. 33–47). Earthscan. • Allen-Collinson, J. (2010). Feeling the way: Notes toward a haptic phenomenology of distance running and scuba diving. <i>International Review for the Sociology of Sport</i>, 46(3), 330–345. https://doi.org/10.1177/1012690210380577 • Allen-Collinson, J. (2011). Feminist phenomenology and the woman in the running body. <i>Sport, Ethics and Philosophy</i>, 5(3), 297–313. https://doi.org/10.1080/17511321.2011.602584 • Allen-Collinson, J. (2016). Breathing in life: Phenomenological perspectives on sport and exercise. In B. Smith & A. C. Sparkes (Eds.), <i>Routledge handbook of qualitative research in sport and exercise</i> (pp. 11–23). Routledge. • Bauman, Z. (2000). <i>Liquid modernity</i>. Polity.
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<https://doi.org/10.1177/1359105307082459>

- *Related academic journals:*

Journal of Sport & Exercise Psychology (JSEP), Psychology of Sport and Exercise (PSE), Sport, Exercise, and Performance Psychology (SEPP), Journal of Applied Sport Psychology (JASP), The Sport Psychologist (TSP), Αθλητισμός και Κοινωνικές Επιστήμες.