

SPM 3012: Social Issues in Sport

Summer C 2025

This 3-credit course fulfills 6,000 words toward the UF writing requirement.

Instructor Information

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FLG 250E

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Office hours via Zoom on Mondays 9 am–10 am and by appointment

Course Website

<https://ufl.instructure.com/courses/538517>

Required Materials

- Eitzen, D.S. (2016). *Fair and foul: Beyond the myths and paradoxes of sport*. Lanham, MD: Rowman and Littlefield.
- Holstein, J.A., Jones, R.S., & Koonce, G.E. (2016). *Is there life after football?: Surviving the NFL*. New York: New York University Press.

Other readings are available online and are linked on the course website.

Recommended Materials

American Psychological Association. (2019). *Concise Guide to APA Style: 7th Edition*. American Psychological Association. ISBN: 978-1-4338-3273-4

Prerequisite

Sophomore standing.

Course Description

The course examines societal operations, arrangements of power, and practical implications in sport: in history and heritage, youth, college, and professional programs/contexts, and the business of the sport industry.

Purpose of the Course

This course is designed to position you to evaluate the operations, principles, and practices in the sport industry through the lens of a sport leader. The course examines sociological research that exposes the links between many of the major issues facing sports organizations today. Specifically, the course content will require that you assess the intersection of race and sports, gender and sports, the treatment and behavior of athletes in sport, as well as the major social issues facing youth, college, and professional sports in American society.

Course Objectives

By the end of this course, you will be able to:

- Articulate how sports impacts society as well as how society impacts sports.
- Explain the major sociological issues associated with gender, social class, race, and media in sport.
- Describe the business of youth, college, and professional sport from a sociological perspective.
- Describe how competition and the professionalized, commercial model of sport impact the sport system.
- Evaluate the arrangements of power that produce and reproduce the delivery of sport.
- Analyze the alignment of the purpose and delivery of sport across the conveyor belt of elite sport.
- Provide clear solutions that sport leaders can use to improve issues challenging sports in contemporary society.

Course Format

This course is completely online and all class interactions (including discussions) will take place through Canvas. The course is organized into modules made up of the following:

- PlayPosit Lectures
- Readings and Videos
- Yellowdig Discussion Board (recurring)
- Essays

Playposit Lectures

The purpose of the lectures is to set the stage for higher-order thinking about the materials and concepts presented through the course readings. Each lecture will leave you with questions to consider as you read. The lectures are delivered through PlayPosit, which adds interactive features. Each lecture will include a **graded multiple-choice** question worth one point.

Readings and Videos

Key concepts and issues for the topics in each module are presented through readings and videos. The readings include chapters from the required texts and articles that are available online. The videos include documentaries, news reports, and conference presentations.

Yellowdig Discussion Board

We will have one ongoing discussion board this semester. In each module, you must make an **initial post**

responding to the discussion prompt and then make **at least two response posts** to what peers wrote. The discussion board is used to weave key concepts presented in the lectures, readings, and videos into an integrated whole to further develop an understanding of the phenomenon in sport. It is also meant to be a space to explore ideas and examples that can be used in the course essays. Note that discussion board posts **do NOT count towards the 6,000-word requirement** in this course.

Essays

These academic writing assignments allow you to explore the topics and key concepts covered in the modules. The essays are graded based on your writing style and mechanics in addition to your ability to write persuasive arguments using evidence and synthesizing sources. Each essay must be **1200 words minimum**. The essays **do count towards the 6,000-word requirement** in this course.

Essay Grading Rubric

Criteria	Excellent	Satisfactory	Unsatisfactory	Points
APA formatting Following the guidelines for academic writing	5 to >4.5 pts The essay has minimal problems with APA formatting including spacing, headings, citations, and references.	4.5 to >0.0 pts The essay has minor problems with APA formatting, such as incorrect spacing and misplaced elements in references.	0 pts The essay has major problems with APA formatting, such as missing headings and missing citations.	5 pts
Writing style Following standard English writing conventions	25 to >24.0 pts The essay has no grammar or style errors.	24 to >12.0 pts The essay has some grammar and/or style errors, such as: a few longer paragraphs with more than one idea, a few word choice errors, a few grammatical mistakes, and/or some colloquial language.	12 to >0 pts The essay has many grammar and/or style errors, such as long paragraphs throughout with more than one idea, many word choice errors, several grammatical mistakes, and/or colloquial language throughout. OR The essay does not meet the word count minimum.	25 pts

Synthesis of information Connecting ideas across multiple concepts and contexts	10 to >9.0 pts The essay provides a good synthesis of information across concepts and context. The essay talks about a concept using multiple sources.	9 to >5.0 pts The essay offers some synthesis of information. Some concepts and context need more explicit connections.	5 to >0 pts The essay offers limited synthesis of information. Ideas are not connected.	10 pts
Support for argument Providing support from expert and/or evidenced-based sources	10 to >9.0 pts The essay provides sufficient support for all arguments by referencing credible outside sources of information.	9 to >0.0 pts The essay provides some support for its argument from credible outside sources of information.	0 pts The essay provides no support for its argument from credible outside sources of information. The essay does not refer to at least three course sources.	10 pts
Evidence of understanding Demonstrating comprehension of the course concepts as presented	10 to >9.0 pts The essay demonstrates a clear understanding of all course concepts as presented.	9 to >4.0 pts The essay shows a lack of understanding of some course concepts but good understanding of others.	4 to >0 pts The essay shows a major lack of understanding of one or more course concepts.	10 pts

Grades

Course Orientation Quiz	1 pt
PlayPosit Lectures (9 @ 1 point each)	9 pts
Yellowdig Discussion Board	90 pts
Essays (5 @ 60 points each)	300 pts
Total Possible Points	400 pts

Grading Scale

A	=	100–93%
A-	=	92.9–90%
B+	=	89.9–87%
B	=	86.9–83%
B-	=	82.9–80%
C+	=	79.9–77%
C	=	76.9–70%
D+	=	69.9–67%
D	=	66.9–60%
E	=	59.9 or lower

Writing Requirement

- The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.
- See current [UF Grading Policies](#) for further details.

University Policy on Academic Misconduct

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the [UF Student Honor Code](#). *“The University of Florida holds its students to the highest standards, and we encourage students to read the University of Florida Student Honor Code and Student Conduct Code (Regulation 4.040), so they are aware of our standards. Any violation of the Student Honor Code will result in a referral the Student Conduct and Conflict Resolution and may result in academic sanctions and further student conduct action. The two greatest threats to the academic integrity of the University of Florida are cheating and plagiarism. Students should be aware of their faculty’s policy on collaboration, should understand how to properly cite sources, and should not give nor receive an improper academic advantage in any manner through any medium.”*

Students are encouraged to review and discuss unit content with other students but are not permitted to collaborate with other students on any written submission in this course.

A NOTE ABOUT THE USE OF AI:

Artificial intelligence programs such as ChatGPT are everywhere now, and many courses can use these resources to enhance student learning. However, as this course requires students to *independently* write 6,000 words, the use of AI to write essays is prohibited. Using AI to produce essays will result in an honor code violation. You **may use AI** technology to help edit, grammar check, and citation check their work. If you have questions about this, please reach out to me to discuss.

Course Evaluation Process

You are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students>.

You will be notified when the evaluation period opens, and you can complete evaluations through the email you receive from GatorEvals, in your Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available at <https://gatorevals.aa.ufl.edu/public-results/>.

University Policy on Accommodating Students with Disabilities

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments. Accommodations are not retroactive; therefore, you should contact the office as soon as possible in the term for which you are seeking accommodations.

Attendance and Make Up Policy

Requirements for make-up exams, assignments, and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Getting Help

Student Support

- **U Matter, We Care:** If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575.
- **Counseling and Wellness Center:** <https://counseling.ufl.edu/>, 352-392-1575.
- **Sexual Assault Recovery Services (SARS):** Student Health Care Center, 392-1161.
- **University Police Department:** 392-1111 (or 911 for emergencies) <http://www.police.ufl.edu/>.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need or visit shcc.ufl.edu.
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

Academic Support

- **E-learning Technical Support:** UF HELP Desk - 352-392-4357 (select option 2) or e-mail to learning-support@ufl.edu.
- **Career Connections Center,** Reitz Union: 392-1601. Career assistance and counseling.
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center, Broward Hall:** 392-2010 or 392-6420. General study skills and tutoring.
- **Writing Studio, 302 Tigert Hall:** 846-1138. Help brainstorming, formatting, and writing papers.
- **Student Complaints On-Campus**
- **On-Line Students Complaints**

Class Recording

- Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.
- A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, and clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, and exams), field trips, and private conversations between students in the class or between a student and the faculty or lecturer during a class session.
- Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.”

Statement of Inclusion

Education is transformative, and open intellectual inquiry is the foundation of a university education and a democratic society. In the spirit of shared humanity and concern for our community and world, the Department of Sport Management faculty celebrate inclusion as central to our mission and affirm our solidarity with those individuals and groups most at risk. In line with our departmental goals, we disavow all racism, xenophobia, homophobia, sexism, Islamophobia, anti-Semitism, classism, ableism, and hate speech or actions that attempt to silence, threaten, and degrade others.

As educators, we affirm that language and texts, films and stories help us to understand the experiences of others whose lives are different from ours. We value critical reasoning, evidence-based arguments, self-reflection, and imagination. Building on these capacities, we hope to inspire empathy, social and environmental justice, and an ethical framework for our actions. We advocate for a diverse campus, community, and nation inclusive of racial minorities, women, immigrants, the LGBTQ+ community, and people of all religious faiths.

Disclaimer

This syllabus represents the tentative plans and objectives for the course. As we go through the semester, plans may need to change to enhance a class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

SPM3012: Social Issues in Sport

Course Outline

Orientation and Module 1: Introduction to Social Issues in Sport		
Week 1	May 12-16	Monday—Wednesday: Complete Orientation Module Monday—Wednesday: Read unit readings and watch unit videos Monday—Friday: Initial post to course discussion board Thursday—Sunday: Post additional responses to course discussion board
Module 2: Class in Sport		
Week 2	May 19-23	Tuesday—Wednesday: Read unit readings and watch unit videos Tuesday—Thursday: Initial post to course discussion board Friday—Sunday: Post additional responses to course discussion board
Week 3	May 27-30	Friday: Submit written responses for Essay 1
Module 3: Race in Sport		
Week 4	June 2-6	Monday—Wednesday: Read unit readings and watch unit videos Monday—Thursday: Initial post to course discussion board Friday—Sunday: Post additional responses to course discussion board
Week 5	June 9-13	Friday: Submit written responses for Essay 2
Module 4: Gender, Sexuality, and Identity in Sport		
Week 6	June 16-20	Monday—Wednesday: Read unit readings and watch unit videos Monday—Thursday: Initial post to course discussion board Thursday—Sunday: Post additional responses to course discussion board
June 23-27 Summer Break		
Week 7	June 30-July 3	Thursday: Submit written responses for Essay 3

Module 5: Athlete Health and Safety		
Week 8	July 7-11	Monday—Wednesday: Read unit readings and watch unit videos Monday—Thursday: Initial post to course discussion board Friday—Sunday: Post additional responses to course discussion board
Module 6: Youth Sport		
Week 9	July 14-18	Monday—Wednesday: Read unit readings and watch unit videos Monday—Thursday: Initial post to course discussion board Friday—Sunday: Post additional responses to course discussion board Friday: Submit written responses for Essay 4
Module 7: College Sport		
Week 10	July 21-25	Monday—Wednesday: Read unit readings and watch unit videos Monday—Thursday: Initial post to course discussion board Thursday—Sunday: Post additional responses to course discussion board
Module 8: Pro Sport		
Week 11	July 28-Aug 1	Tuesday—Wednesday: Read unit readings and watch unit videos Monday—Thursday: Initial post to course discussion board Thursday—Sunday: Post additional responses to course discussion board
Module 9: Reforming Sport Unit		
Week 12	Aug 4-Aug 8	Monday—Wednesday: Read unit readings and watch unit videos Monday—Thursday: Initial post to course discussion board Wednesday: Submit written responses for Essay 5 Thursday—Friday: Post additional responses to course discussion board