

SPM 5016 – SPORT SOCIOLOGY
University of Florida
Department of Sport Management
Fall 2019 (Online)

Course Information:

Section: 033A; 16CT
Credits: 3
Dates: Tuesday, August 20 – Wednesday, December 4
Location: Web Based (elearning.ufl.edu)

Contact Information:

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Office Hours: Tuesdays and Thursdays 11:00am-1:00pm; by appointment

COURSE OVERVIEW

This course will be taught in a seminar-style manner, with student-led presentations and discussions. Through the reading of journal articles and book chapters, as well as movies and videos, we will utilize sociological concepts, theories, and research to critically examine social issues in sport. These issues include, but are not limited to: (a) racism; (b) sexism; (c) classism; (d) discrimination; (e) homophobia; (f) violence; (g) the media; and (h) the influence of sport on youth culture, family life, and the economy. Course lectures/presentations will rely heavily on student interaction and participation. Student discussion leaders will each choose weekly articles from scholarly journals and current headlining stories on which to present.

Course Objectives:

After completing this course, students should be able to:

1. Better understand the link between research, theory, and practice in a sport context.
2. Critically examine social issues as they relate to those who manage, participate, and consume sport and any/all segments of the sport industry.
3. Consider and discuss personal experiences as well as the experiences of others as they relate to the marginalization of individuals and groups in society and sport cultures.
4. Better appreciate and understand the potential benefits of and need for diversity and inclusion in sport.
5. Formulate resolutions and practices to eliminate and/or minimize potential negative impacts of sport on participants, fans, consumers, administrators and society from the local to global level.

Course Textbook and Materials:

1. Anderson, E. (2010). *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.
2. Farrey, T. (2008). *Game on*. New York: ESPN Books.
3. All other readings and course materials will be posted on Canvas at <http://elearning.ufl.edu>.

COURSE INFORMATION AND POLICIES

You will be responsible for all material covered in class. This is a graduate course and you are expected to complete all readings and assignments. Please be aware the online learning platform varies from the traditional classroom experience and can sometimes present unique challenges. Unlike traditional classroom settings in which each student gets the same class at a set time and day, the online setting is available to you 24 hours a day and gives students the opportunity to tailor class time to their schedule. Please note, however, this course is not entirely self-paced. There are select times during which course materials (e.g., presentations, readings, assignments, etc.) will be available.

There are no class meetings in which I can remind you of important dates so please familiarize yourself with these critical deadlines available on Canvas. I will post weekly announcements. Please make sure you watch these brief videos as they will contain current and relevant information.

If personal circumstances arise that interfere with your ability to meet a deadline or attend class, please let me know as soon as possible. Only university accepted excuses will be accepted and documentation must be provided with 72 hours of missing the deadline. Requirements for make-up work are consistent with [university policies](#). To help ensure unplanned events do not prevent you from meeting a deadline, assignment submission windows are often available over several days allowing you to submit early.

Assignments will not be accepted late. All writing assignments must comply with the APA 6th edition and proper documentation of all referenced work is required. In the event that late assignments/quizzes are accepted, there will be a substantial grade penalty assessed.

Students are expected to provide feedback on the quality of instruction in this course by completing [online evaluations](#). Evaluations will be open the last few weeks of the semester. Summary results of assessments are available at the [GatorRator](#) website.

Accommodating Students with Special Needs

The [Disability Resource Center](#) in the Dean of Students Office provides students and faculty with information and support regarding accommodations for students with disabilities. Students requesting accommodation for disabilities must first register with the Dean of Students Office at the Disability Resource Center website: [DRC-How to Get Started](#).

Academic Integrity

Any individual who becomes aware of an honor code violation is committed to take corrective action. Please refer to the [UF Honor Code](#) for a complete explanation of the UF Academic Honesty policy.

Honor Code Policy: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

Communication

I can best be reached via my work email (cthomas10@ufl.edu). Please be sure to include the course prefix and number, and keep in mind that all correspondence (including e-mails to the instructor) must be presented in a professional manner (e.g., proper spelling and grammar).

Grade Appeal Policy

You have up to three (3) days after an assignment deadline to contact me with any issues or concerns, or submit to me your university accepted excuse, after which the grade is final.

PERFORMANCE EVALUATIONS

Article Questions

To facilitate discussion, assist in preparation for class, and stimulate personal examination of each topic, you will be given a set of article questions for each module. The questions will be posted on Canvas and should prepare you to better participate in the discussion boards. Your responses must be submitted under *Assignments* by **11:59pm the first Sunday** of each module.

Discussion Boards

You will take part in seven (7) discussions during the semester. While the article questions are aimed at topics I feel are most important to the readings, the discussion boards will be a chance for you, the student, to discuss ideas and topics most relevant to you. Each discussion varies depending on the number of students but will typically have four (4) sets of questions or topics and take place on the Canvas course site. You will be required to post an initial statement in response to each of the sets of questions/topics, as well as several subsequent posts in response to your peers' contributions.

- Your initial responses to the sets of proposed questions/topics are to be posted no later than **Wednesday at 11:59pm** during the week in which the discussion takes place.
 - Your three remaining postings, due **Sunday at 11:59pm** of that week, will simply be responses to your peers and a continuation of the discussion.
 - Please make at least one posting by Friday to facilitate a discussion and prevent everyone from logging on Sunday to make all three postings.
 - This will help each of you to lead better discussions
 - Due to holidays, there may be a week or two in which due dates have changed.
- Discussion Boards are worth 15 points (5 points for each set of questions/topic):
 - 2 points *maximum* available for each opening statement and 1 point each for your subsequent responses
 - To earn the full 15 points students must fully participate in at least 3 of the discussion boards for each module.

- Points will be given on thoughtful and articulate position statements, completing your postings on time, and critical evaluation of and response to your classmate's postings.

To successfully complete and fully participate in the discussion boards, students must:

- Read all assigned articles prior to the beginning of a discussion session.
- Respond to the discussion board sessions by supporting/disputing the views of others with supplemental information.

Discussion Leaders

For Modules 1 – 7, students will serve as discussion leader. Discussion leaders will submit to me at least three (3) discussion questions/topics and be expected to facilitate the online discussion for that module. Thus, it is expected that the discussion leader will post much more than the minimum contributions and be graded on his/her ability to assist in critical analysis and discussion on each topic. Discussion Leaders are to send me their three questions or topics by **11:59pm on the first Sunday** (see course schedule) of their respective module. I will post the questions that following Monday morning.

Reflection Papers

Due to the sometimes-controversial nature of the course material, you might not feel comfortable speaking your mind in the discussion board. This 2-4 page reflection paper provides you with the opportunity to write down your thoughts, feelings, and/or reactions regarding any aspect of the class that is particularly relevant to them as a sport manager, employee, consumer, and/or researcher. Reflection papers are personal and will not be shared with anyone.

Life without Sports

Students will be asked to abstain from sport and fandom activities for a 72-hour time period during the semester. Activities from which you will abstain include, but are not limited to, watching and listening to sport programming, reading sport blogs, websites, magazines, and books, talking about sports, wearing sport team/athlete apparel, participating in fantasy sport, engaging with social media regarding sports, and sport video games. During this time, students will be expected to chronicle their experience through reflection and journal entries. Students will compile this information and write one final reflection paper, due at the end of the semester. Further details will be provided during the semester.

GRADING

Assessment Values:

Welcome Discussion Board		5 points
Discussion Leader		45 points
Life without Sports		40 points
Reflection Papers	(4 x 25)	100 points
Article Questions	(7 x 10)	70 points
Discussion Boards	(6 x 15)	90 points
Course Total		350 Points

Grading Scale (No Rounding):

<u>Letter Grade</u>	<u>Total Points</u>	<u>Grade Points</u>
A =	325 – 350	= 4.00

A-	=	315 – 324	=	3.67
B+	=	304 – 314	=	3.33
B	=	290 – 304	=	3.00
B-	=	280 – 289	=	2.67
C+	=	269 – 279	=	2.33
C	=	259 – 268	=	2.00
C-	=	245 – 258	=	1.67
D+	=	234 – 244	=	1.33
D	=	224 – 233	=	1.00
D-	=	210 – 223	=	0.67
E	=	<= 209	=	0.00

*For more on grading please visit the [UF Graduate Catalogue](#).

Copyright Statement:

The materials used in this course are copyrighted. The content presented is the property of UF and may not be duplicated in any format without permission from the College of Health and Human Performance and UF, and may not be used for any commercial purposes. Content includes but is not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

SPM 5016 FALL 2017 COURSE SCHEDULE

Module 1 (August 20 – September 8)

Sociology and Sport

Readings:

Anderson, E. (2010). Introduction & Chapter 1 (pp. 1-32). In *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

Coakley, J. (2015). Assessing the sociology of sport: On cultural sensibilities and the great sport myth. *International Review for the Sociology of Sport*, 50, 402-406.

Cunningham, G.B., & Fink, J.S. (2006). Diversity Issues in Sport and Leisure. *Journal of Sport Management*, 20, 455-465.

Farrey, T. (2008). Introduction & Age 1 (pp. 11-43). *Game On*. New York: ESPN Books.

Assignments:

Sunday, August 25	Introduction on Welcome Discussion Board
Sunday, September 1	Module 1 Article Questions
Wednesday, September 4	Opening Statements to each Discussion Board
Sunday, September 8	Three (3) responses to classmates in each DB

Module 2 (September 9 – September 22)

Youth and Interscholastic Sport: What are We Teaching?

Readings:

Farrey, T. (2008). Age 5 (pp. 105-124) & Age 12 (pp. 255-284). *Game On*. New York: ESPN Books.
 Denham, B.E. (2014). High School Sports Participation and Substance Use: Differences by Sport, Race, and Gender, *Journal of Child & Adolescent Substance Abuse*, 23, 145-154.

Fox, C.K., Barr-Anderson, D., Neumark-Sztainer, D., & Wall, M. (2010). Physical Activity and Sports Team Participation: Associations with Academic Outcomes in Middle School and High School Students. *Journal of School Health*, 80, 31-37.

Russell, W.D. & Limle, A.N. (2013). The Relationship between Youth Sport Specialization and Involvement in Sport and Physical Activity in Young Adulthood. *Youth Sport Specialization*.

Sagas, M. (2013). *What does the science say about athletic development in children?* Research Brief of The Aspen Institute's Project Play Roundtable.

Assignments:

Sunday, September 15	Module 2 Article Questions
Sunday, September 15	Discussion Leader Questions
Wednesday, September 18	Opening Statements to each Discussion Board
Sunday, September 22	Three (3) responses to classmates in each DB
Sunday, September 22	Reflection Paper 1

Module 3 (September 23 – October 6)

Intercollegiate Athletics: The Price to Play in the National Collegiate Athletic Association

Readings:

Farrey, T. (2008). Age 6 & Age 7 (pp. 125-156). *Game On*. New York: ESPN Books.

Rubin, L. M., & Rosser, V. J. (2014). Comparing Division IA Scholarship and Non-Scholarship Student-Athletes: A Discriminant Analysis. *Journal of Issues in Intercollegiate Athletics*, 7, 43-64.

Staurowsky, E.J. (2011). "A Radical Proposal": Title IX has No Role in College Sport Pay-for-Play Discussions. *Marq. Sports L. Rev.*, 22, 575-595.

Walker, N.A., & Melton, E.M. (2015). The Tipping Point: The Intersection of Race, Gender and Sexual Orientation in Intercollegiate Sports. *Journal of Sport Management*, 29, 257-271.

Assignments:

Sunday, September 29	Module 3 Article Questions
Sunday, September 29	Discussion Leader Questions
Wednesday, October 2	Opening Statement to each Discussion Board
Sunday, October 6	Three (3) responses to classmates in each DB
Sunday, October 6	Reflection Paper 2

Module 4 (October 7 – October 20)

Gender, Sexuality and Sport: What will it take for Equality?

Readings:

Anderson, E. (2010). Chapter 5 (pp. 99-119). In *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

Anderson, E. (2010). Chapter 6 (pp. 121-135). In *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

Cunningham, G.B., & Sagas, M. (2008). Gender and sex diversity in sport organizations: Introduction to a special issue. *Sex Roles, 58*, 3-9.

Hahn, D.A., & Cummins, R.G. (2014). Effects of Attractiveness, Gender, and Athlete – Reporter Congruence on Perceived Credibility of Sports Reporters. *International Journal of Sport Communication, 7*, 34-47.

Kim, K., Sagas, M., & Walker, N.A. (2010). Replacing Athleticism with Sexuality: Athlete Models in *Sports Illustrated Swimsuit Issues*. *International Journal of Sport Communication, 3*, 148-162.

Assignments:

Sunday, October 13	Module 4 Article Questions
Sunday, October 13	Discussion Leader Questions
Wednesday, October 16	Opening Statements to each Discussion Board
Sunday, October 20	Three (3) responses to classmates in each DB

Module 5 (October 21 – November 3)

Racial and Ethnic Diversity in Sport and Sport Organizations

Readings:

Anderson, E. (2010). Chapter 7 (pp. 137-149). In *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

Cameron, C.D.R. (2012). You Can’t Win if You Don’t Play: The Surprising Absence of Latino Athletes from College Sports. *2 Wake Forest J.L. & Pol’y 199*.

Dickerson, N. (2015). Constructing the Digitized Sporting Body: Black and White Masculinity in NBA/NHL Internet Memes. *Communication and Sport, 1-28*.

Smith, E. & Hattery, A. (2011). Race Relations Theories: Implications for Sport Management. *Journal of Sport Management, 25*, 107-117.

Assignments:

Sunday, October 27	Module 5 Article Questions
Sunday, October 27	Discussion Leader Questions
Wednesday, October 30	Opening Statements to each Discussion Board
Sunday, November 3	Three (3) responses to classmates in each DB
Sunday, November 3	Reflection Paper 3

Module 6 (November 4 –November 17)

The Impact of Socioeconomic Status and Social Class on Sport and Sport Participation

Readings:

Anderson, E. (2010). Chapter 4 (pp. 81-96). In *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

Coe, D. P., Peterson, T., Blair, C., Schutten, M. C., & Peddie, H. (2013). Physical Fitness, Academic Achievement, and Socioeconomic Status in School-Aged Youth. *Journal of School Health, 83*(7), 500-507.

Farrey, T. (2008). Age 11 (pp. 230-254). *Game On*. New York: ESPN Books.

Stempel, C. (2005). Adult Participation Sports as Cultural Capital: A Test of Bourdieu's Theory of the Field of Sports. *International Review for the Sociology of Sport, 40*, 411-432.

Wilson, T. (2002). The Paradox of Social Class and Sports Involvement: The Roles of Cultural and Economic Capital. *International Review for the Sociology of Sport, 37*, 5-16.

Assignments:

Sunday, November 10

Module 6 Article Questions

Sunday, November 10

Discussion Leader Questions

Wednesday, November 13

Opening Statement to each Discussion Board

Sunday, November 17

Three (3) responses to classmates in each DB

Sunday, November 17

Reflection Paper 4

Module 7 (November 18 – December 4)

Deviance, Violence and the Future Sport

Readings:

Anderson, E. (2010). Chapter 2 (pp. 35-50). In *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

Anderson, E. (2010). Chapter 3 (pp. 53-79). In *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

Anderson, E. (2010). Chapter 8 (pp. 151-165). In *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

Farrey, T. (2008). Epilogue (pp. 334-353). *Game On*. New York: ESPN Books.

Ward Jr., R.E. (2002). Fan violence: Social problem or moral panic?. *Aggression and Violent Behavior, 7*, 453-475.

Assignments:

Sunday, November 24

Module 7 Article Questions

Sunday, November 24

Discussion Leader Questions

Wednesday, November 27

Opening Statements to each Discussion Board

Sunday, December 1
Sunday, December 1

Three (3) responses to classmates in each DB
Life without Sports Paper