Course Information
Section: Z1BD; Course # 17847; 3 Credit hours
Location: Canvas site: https://ufl.instructure.com/courses/434073

Instructor Information: Meredith Flaherty, PhD
Email: mflaherty@ufl.edu
Office Hours: By appointment

Course Description
In this course, 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) athlete health and safety; (f) organizations and sport structures; (g) media messages; and (h) the influence of sport on youth culture, families, and the economy. SPM 5016 is a Sociology course that is taught seminar-style, predicated on in-depth discussion. The over-arching purpose of the course is to prepare students to use research and theory to make leadership decisions as sport managers.

Course Objectives
At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication, and critical thinking:
- Link between research, theory, and practice in a sport context
- Critically examine social issues as they relate to those who manage, participate, and consume sport and any/all segments of the sport industry
- 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
- Better appreciate and understand the potential benefits and need for diversity and inclusion in sport
- Formulate resolutions and practices to eliminate and/or minimize the potential negative impacts of sport on participants, fans, consumers, administrators, and society
- Articulate and rationally support your opinions and beliefs towards the role of sport in society
- Offer an introspective analysis of why you hold on to said opinions and beliefs
- Learn to use research and theory to make leadership decisions in sport leadership

Required Course Textbook and Materials
1. Anderson, E., & White, A. (2018). Sport, Theory, and Social Problems: A Critical Introduction (2nd ed.). New York: Routledge.
2. All other readings and course materials will be posted on the Canvas course site: https://ufl.instructure.com/courses/434073

Brave Space Agreement*
You are to treat each other with respect in accordance with the below agreement. Thank you
- We agree to struggle against racism, sizeism, transphobia, classism, sexism, ableism, and the ways we internalized myths and misinformation about our own identities and the identities of other people.
- We know that no space can be completely "safe", and we agree to work together towards harm reduction, centering those most affected by injustice in the room even if it means centering ourselves.

- We agree to sit with the discomfort that comes with having conversations about race, gender, identity, the nonprofit industrial complex, etc. We agree to try our best not to shame ourselves for the vulnerability that these kinds of conversations require.
- We agree to value the viewpoints of other people that do not challenge or conflict with our right to exist.
- We agree it's okay to have feelings. It's okay to feel uncomfortable when we're discussing complex topics about accountability, relationships, justice, and care.

*Conceptualized by Micky Scott Bey Jones

COURSE FORMAT

SPM 5016 is a Sociology course that is taught seminar-style, predicated on in-depth discussion. The course is organized around 7 modules that present key topics in Sport Sociology. Each module is comprised of readings and a set of assignments.

Module Discussion Boards (7 sets X 10 points each*3* = 210 points)

Canvas Discussion Boards (posted to the Canvas site) are a primary component of student learning and the student experience in this seminar-style course. Each module will have a set of Discussion Boards that are designed to be a central to student development and assessment. The two components of the Discussion Boards will correspond to each week of the module, with 1. topic presentations submitted by Discussion Leaders in the first week of the module; and 2. the conversation around the presentations in the second week of each module. You will be graded on your ability to leverage information into a contribution that adds depth to the conversation in your posts to the Discussion Boards.

Posts to the Discussion Boards:

1. An initial reaction to each VoiceThread on its respective Canvas Discussion Board (posts are not made directly to the VoiceThread but are made as Canvas submissions on your group's page). Each module will have 3 separate Canvas Discussion Boards to which students will post. [3 posts total from step 1] *Discussion Leaders will moderate their own Discussion Board and contribute a reaction and follow-up discussion based-reaction to the other unit boards.

2. A follow-up discussion-based reaction to the conversation on each of the 3 boards. [3 posts for step 2 + 3 posts from step 1 = 6 posts total after this step]

3. A follow-up discussion-based post to 1 of the 3 boards that you found particularly engaging [1 post for step 3 + 6 posts from steps 1 and 2 = 7 posts total per Canvas Discussion Board]

To complete the assignment, the student will have made 7 Discussion Board posts across the second week of each module.

The first set of Discussion Boards (in module one) will include an example of a presentation that a student might prepare when they serve as the Discussion Leader.

Discussion Leader Presentation and Moderation (2 X 30 points)

Each student will serve as a Discussion Leader twice during the semester. As the Discussion Leader, the student will prepare a slide presentation around a dimension of the module topic or an embedded issue and convert the presentation into a VoiceThread (upload as PDF), which will then operate as the prompt for one of the group's

discussion boards in a module. The Discussion Leader presentations should present a review of the research from the module and from the body of literature on the topic/issue (the presentation should cite literature beyond what the assigned readings are); the presentation will look like a brief lecture on the chosen topic, including thought provoking questions embedded in the presentation that will guide the Discussion Board conversation. The Discussion Leaders will moderate/lead the conversation on their Canvas Discussion Board in the weeks that they serve as the Discussion Leader.

The link to the VoiceThread is due Friday — to be posted on a Canvas Discussion Board (by me) and open for discussion on Monday.

Discussion Questions (7 X 12 points)

To prepare for the class discussion (boards), and to extend the depth to which students examine each unit topic, students will be asked to highlight key takeaways from the readings in the form of Discussion Questions, or prompts that could be used for a Discussion Leader Presentation. The four (4) questions, contrasts, or propositions derived from the readings should each be about 100 words, with a statement to frame the issue/question and a direction for what components might be considered if the question was used for a Discussion Leader Presentation. Discussion Questions are due on the Sunday before the unit discussion boards open.

Reflection Papers (3 X 40 points)

The Reflection Paper assignment (X 3) will provide students with the chance to share thoughts, feelings, personal experience, and/or reactions to their personal relationship with a topic from the previous module(s). The Reflection Papers will require an introduction that directly addresses the prompt, then is open for the student to develop the relationship between the prompt and the unit readings and discussion board conversations through their personal reflections. Reflection papers will be 2-3 pages (about 600 words).

Theory Papers (2 X 70 points)

The Theory Paper assignment is designed to prepare students to write relevant reports that are grounded in information/research on a topic or dimension of an issue. The Theory Papers will be written in response to a broadly designed prompt that allows for any range of topic or issue that will be developed through a theoretical lens. The theoretically based position paper will be organized as:
1. Introduction to the problem/topic and link to the theory (1-2 paragraphs)
2. Review of the theory (level/direction; constructs; how it has been used in the literature as a frame for the topic/issue (1-1.5 pages)
3. Review of literature of the topic/issue (1-3 pages)
4. In depth description of the relationship between a) the theory, 2) its constructs, and 3) the dimensions of the topic/issue (2-4 pages); this is the discussion section of the report in which students will develop the topic/issue *around* the theory/constructs.

The theory papers will be formatted in APA, 6-9 pages, (about 1500 words), and will be graded for depth and effectiveness in communicating the elements of the paper (language and writing/organization coherence and conciseness).

Organizational Strategies Group Project (10 points)

The Organizational Strategies Group Project is a collaboration on the second Theory Paper that was written individually. For the project, groups will prepare a brief VoiceThread presentation around organizational strategies for mediating the effects of a social issue or topic covered in the course. Presentations will be posted to a Canvas Discussion Board; points for the assignment will be awarded for presentation and reactions posted to each presentation's Discussion Board.

A Weekend Without Sports (50 points)**

For this assignment, the student will be asked to abstain from sport and fandom activities for four days (96 hours), spanning Friday-Monday. Activities from which students will abstain include 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 video games. During the four days of abstinence, the student will chronicle their experience through reflection and journal entries and analyze their personal relationship between sport and the topics covered in the course, such as media. This project can be completed over any weekend that is toward the end of the semester and accommodations can be made if the student has athletic-related responsibilities; organize alternative timing with the instructor directly.

**Graduate Final Exam Requirement (ONLY for Fall 2020 Students and beyond)

The successful completion of *Reflection Paper 4 (A Weekend without Sports)* will fulfill a requirement of the Graduate Final Exam which is a requirement to be completed prior to the completion of the M.S in Sport Management degree at the University of Florida. To successfully complete Reflection Paper 4, the student must earn a minimum of 12 points (80%) on the assignment. A failure to meet the minimum of 12 points (80%) will require the student to rewrite and resubmit the paper to the instructor by the stated deadline which will be before the end of the semester. However, the rewrite grade will not count towards the course but will count towards the successful completion of that Graduate Final Exam portion. A failure to successfully rewrite and resubmit the *Reflection Paper 4* will result in earning an "Incomplete" (I) grade for the course until the requirement has been met. (Please note: An "Incomplete" (I) grade becomes punitive to your overall GPA approximately one semester following the assigned "Incomplete" grade.) It is the student's responsibility to arrange with the instructor and agree in writing the timeline for successfully completing the paper in fulfillment of the Graduate Final Exam portion. If the student successfully earns a minimum of 80% on the first submission of *Reflection Paper 4*, then no further action is necessary.

*Further assignment details and instructions will be available on the assessment/assignment pages in Canvas.

GRADING

Grading & Point Distribution

Discussion Questions 7 X 12 points	84 points
Module Discussion Boards 7 sets X 10 points each*3*	210 points
Discussion Leader Presentation and Moderation 2 X 30 points	60 points
Reflection Papers 3 X 40 points	120 points
Theory Papers 2 X 70 points	140 points
Organizational Strategies Group Project 10 points	10 points
A Weekend without Sports 50 points	50 points
TOTAL	**674 POINTS**

Grading Scale

A	=	93-100%
A-	=	90 – 92.9%
B+	=	87-89.9%
B	=	83-86.9%
B-	=	80 – 82.9%
C+	=	77-79.9%
C	=	73-76.9%
C-	=	70-72.9%
D+	=	67-69.9%
D	=	60-66.9%
E	=	59.9 or lower

*For more on grading please visit the UF Graduate Catalogue.

POLICIES AND RESOURCES

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."
The following pledge will be either required or implied on all work:
"On my honor, I have neither given nor received unauthorized aid in doing this assignment"
It is the duty of the student to abide by all rules set forth in the UF Undergraduate Catalog. Students are responsible for reporting any circumstances, which may facilitate academic dishonesty.

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 (https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-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 or quiz in this course.

University Policy on Accommodating Students with Disabilities

Students requesting accommodation for disabilities must first register with the Dean of Students Office (https://dso.ufl.edu/). 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 or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. Contact the UF Disability Resource Center here: https://disability.ufl.edu/

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. Make-up work and accommodations for missed classes (or extended circumstances that affect weekly participation) should be arranged on an individual, case-by-case basis with the instructor.

Getting Help
For issues with technical difficulties for E-learning @ UF, please contact the UF Help Desk at: (352) 392-HELP; http://helpdesk.ufl.edu/ or helpdesk@ufl.edu

Other resources

- Disability resources
- Resources for handling student concerns and complaints
- U Matter, We Care or 352-392-1575
- Counseling and Wellness Center or 352-392-1575
- University Police Department or 352-392-1111; 911 for emergencies
- Student Health Care Center or 352-392-1161
- E-learning technical support or 352-392-4357
- Career Resource Center (Reitz Union) or 352-392-1601
- Teaching Center (Broward Hall) or 352-392-2010
- Writing Studio (Tigert Hall) or 846-1138
- Library Support

SPM 5016 ONLINE FALL 2021 COURSE SCHEDULE

Module 1: Introduction; Theory, Sport Sociology, and Organizations		
Week 1	Aug 23-27	Live lecture Discussion Questions assignment
Week 2	Aug 30-Sept 3	Discussion Board set
Module 2: Media and Activism		
Week 3	Sept 7-10	Discussion Questions assignment Reflection Paper 1 due
Week 4	Sept 13-17	Discussion Board set
Module 3: Sport Structures: Youth, College, Pro		
Week 5	Sept 20-24	Discussion Questions assignment

		Theory Paper 1 due
Week 6	Sept 27-Oct 1	Discussion Board set
Module 4: Diversity and Inclusion I: Access – Ability and Resources		
Week 7	Oct 4-7	Discussion Questions assignment Reflection Paper 2 due
Week 8	Oct 11-15	Discussion Board set
Module 5: Diversity and Inclusion II: Race		
Week 9	Oct 18-22	Discussion Questions assignment
Week 10	Oct 25-29	Discussion Board set
Module 6: Diversity and Inclusion III: Sex and Gender		
Week 11	Nov 1-5	Discussion Questions assignment Reflection Paper 3 due
Week 12	Nov 8-12	Discussion Board set
Module 7: Athlete Health and Safety/Deviance		
Week 13	Nov 15-19	Discussion Questions assignment
Week 14	Nov 15-19	Thanksgiving Break
Week 15	Nov 29-Dec 3	Discussion Board set Theory Paper 2 due
Week 16	Dec 6-8	Organizational Strategies Group Project Presentation Discussion Board
Finals Week	Dec 12	Last day to submit A Weekend Without Sports assignment

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Students will be given specific times when they are open. Summary results of these assessments will be made available after the end of the semester.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights.

The instructor reserves the right to make changes to the syllabus and outline as the class progresses and circumstances arise. Students will be given ample notice of any changes.