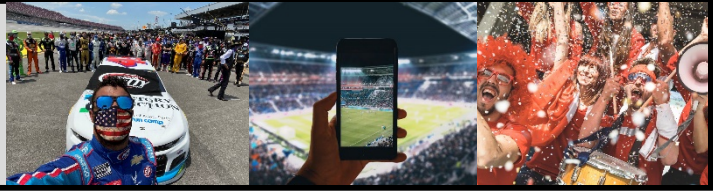


SPM 5016: Sport Sociology

Department of Sport Management
University of Florida
Fall 2021 (Online)



Course Information

Class Number 24752
Credit Hours 3
Dates August 23rd – December 8th
Location Canvas

Instructor Information

Instructor Joshua Vadeboncoeur, PhD
Email jvadeboncoeur@ufl.edu
Office Hours R (1:00pm – 3:00pm; or by appointment)

Course Description

What is sport? What constitutes society? Why are there inequalities that exist across race, gender, and class in society? How do we produce, replicate, and consume culture? How do we socially construct ourselves and the world around us? Moreover, why do people engage in sport? How important is sport in our day-to-day lives? Is there an inherent link between sport, politics, and broader societal issues? These are just some of the fundamental questions that will be addressed in this course, which is designed to provide you with a better understanding of how social institutions, norms and values, and systems of inequality shape the life chances and outcomes of individuals within the sporting realm. Additionally, you will learn how sport, as a cultural and social institution, has reflected and even outright fostered some of the cultural, economic, political, and social forces that have influenced and shaped American and global societies at large. In all, throughout 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) homophobia; (f) violence; (g) media messages; and (h) the influence of sport on youth culture, families, and the economy.

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:

- Better understand the 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 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 from the local to global level.
- 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.

Required Course Textbook

Anderson, E., & White, A. (2018). *Sport, Theory, and Social Problems: A Critical Introduction* (2nd ed.). New York, NY: Routledge.

Course Expectations

1. Watch the Introduction and Syllabus Review video.
2. Visit the course weekly and watch the video check-ins posted in the *Announcements* on Canvas.
3. Complete and submit all readings, assignments, and discussion boards on time (all times are Eastern).
4. Be proactive with any personal circumstances that may interfere with your ability to meet a deadline.
 - a. If a late assignment is accepted, there will be a substantial grade penalty assessed.
 - b. Only university accepted excuses will be permitted.
5. Contact me within three (3) days of a deadline with any issues or concerns with your grade.
6. Contact me with any other questions or concerns at my work email: jvadeboncoeur@ufl.edu

Course Information and Policies

Academic Integrity

The University of Florida and its community of scholars and learners are expected to be committed to the principles of responsibility, respect, and both academic and personal honesty. As a student, you should conduct yourself in accordance with the policies and regulations outlined in The Orange Book, specifically those concerning the student honor code. As such, academic dishonesty (e.g., cheating and plagiarism) will not be tolerated in this course. An act of academic dishonesty may result in loss of credit for a particular assignment or the course itself, as well as being reported to the Dean of Students Office (DSO).

Please do not hesitate to consult with me if you happen to be unsure about how to cite/document a particular source. The following link is to a chart that may be helpful in understanding the various forms of plagiarism: <https://thevisualcommunicationguy.com/2014/09/16/did-i-plagiarize-the-types-and-severity-of-plagiarism-violations/>

Course Evaluations

You are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.

Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

U Matter, We Care

U Matter, We Care is committed to creating a culture of care on our campus by encouraging members of our community to look after one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

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.

Syllabus Policy

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.

Performance Evaluations

Readings Reviews

To help prepare you for discussion, ensure you are completing the readings, and stimulate personal examination of each topic, you will be asked to highlight your key takeaways from the readings. While you are expected to complete all assigned readings, you will only be asked to "review" four (4) of your choice from each module. Discussion for each of your four (4) takeaways should be 100-250 words. Your "reviews" must be submitted under Assignments by 11:59pm the first Sunday of each module.

Discussion Boards

You will take part in seven (7) module discussion boards during the semester. Each module discussion board will be comprised of "sub-boards" (e.g., for Module 1: 1A, 1B, 1C, etc.), the number of which will be dependent on the class size. You will choose any three (3) sub-boards in which to participate. The discussion will center around the Ignite Argument that is posted by the discussion leader. All students are expected to adhere to the Brave Space Agreement at the end of this document. All discussion boards will follow this protocol:

Task #1

- Choose any three (3) sub-boards to respond to (each will contain a set of questions/prompts)
- Post an initial response to the questions/prompts in each of these three (3) sub-boards
- Initial responses (3) are to be posted no later than Wednesday at 11:59pm

Task #2

- Post a response to any two (2) of your peers' initial posts for each of three (3) sub-boards
- Please attempt to post your first peer response no later than Friday at 11:59pm
- Your second peer response will be due Sunday at 11:59pm of that same week
 - This will help to facilitate a discussion and prevent everyone from logging on Sunday to make both postings

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

- Post initial comments and respond to the discussion boards with thoughtful and articulate comments, complete your postings on time, and critically evaluate your classmate's postings

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

Discussion Leaders and Ignite Argument

At the beginning of the semester, students will be assigned a module during which they will serve as discussion leaders (I will serve in this role for Module 1). You will be graded on your presentation and your ability to assist in critical analysis and discussion on each topic. When it is your turn, you will:

Task #1

- Submit to me a 5-minute Ignite Argument (20 slides x 15 seconds each) in which you will present on a social issue relevant to the module's topic. In your argument you will provide background information on the issue, argue for or against the current benefits and/or drawbacks of the issue, as well as how to improve/mitigate the subsequent outcomes. You will record your presentation via VoiceThread. Discussion Leaders are to send me their presentation's embed code by 11:59pm on the first Sunday (see course schedule) of their respective module. I will post the presentation to your module discussion sub-board.

Task #2

- Facilitate an online discussion around your presentation. This will take place the second half of your respective module. As discussion leader you will be expected to visit your discussion sub-board daily and make multiple postings to facilitate discussion, respond to peers, as well as encourage critical analysis.

Reflection Papers

Due to the sometimes controversial nature of the course material, students might not feel comfortable speaking their mind in their discussion board. Thus, you will complete four (4) reflection papers that will provide you with the chance to share your thoughts, feelings, and/or reactions regarding any one aspect of class discussion (e.g., a peer's comments), examples, readings, or personal experience relating to a topic(s) from the previous weeks. Reflection papers are personal and will not be shared with anyone.

A Weekend without Sports**

For this assignment, you will be asked to abstain from sport and fandom activities for four days (96 hours), spanning Friday-Monday. Activities from which you 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, you will chronicle your experience through reflection and journal entries. This project can be completed over any weekend during the semester. Your submission will count as Reflection Paper 4. Further details can be found in the assignment on Canvas.

**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 Paper4, the student must earn a minimum of 12points (80%) on the assignment. A failure to meet the minimum of 12points (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 4will 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.

Grading

Assessment Values

Welcome Discussion Board		5 points
Discussion Leader		35 points
Reading Reviews	(6 x 10)	60 points
Reflection Papers	(4 x 15)	60 points
Discussion Boards	(6 x 15)	90 points
Course Total		250 Points

Grade Values (No Rounding)

<i>Letter Grade</i>		<i>Total Points</i>		<i>Grade Points</i>
A	=	230 - 250	=	4.00
A-	=	225 - 229	=	3.67
B+	=	220 - 224	=	3.33
B	=	205 - 219	=	3.00
B-	=	200 - 204	=	2.67
C+	=	195 - 199	=	2.33
C	=	180 - 194	=	2.00
C-	=	175 - 179	=	1.67
D+	=	170 - 174	=	1.33
D	=	155 - 169	=	1.00
D-	=	150 - 154	=	0.67
E	=	<= 149	=	0.00

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

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. If late assignments are accepted, please know there will be a substantial grade penalty. Information regarding grade appeals can be found on the HHP website: <http://hhp.ufl.edu/current-students/academic-advising/appeals/>.

From the website: "Any student at HHP who feels his or her performance in a course has not been evaluated accurately should first discuss any concerns with the instructor. If the disagreement is not resolved at that level, the student should consult the department chair, and if still unresolved, contact the Associate Dean for Academic Affairs."

Incomplete Grade Policy for HHP

Information regarding incomplete grades can be found on the HHP website: <http://hhp.ufl.edu/current-students/academic-advising/incomplete/>.

From the website: "An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which the student has: completed a major portion of the course with a passing grade; been unable to complete course requirements before the end of the term (e.g. before the final exam is taken) because of extenuating circumstances; or, obtained agreement from the instructor and arranged for resolution of the incomplete grade. "I" grades are not to be used when the student is doing less than satisfactory work in a class and the instructor "wants to provide them another chance to do better." Instructors are not required to assign incomplete grades."

Spring 2021 Course Schedule

Module 1 (August 23 – September 5)

Sport, Sociology, and You

Readings:

- Anderson, E. & White, A. (2018). Introduction (pp. 1-20). *Sport, Theory, and Social Problems: A Critical Introduction*. New York, NY: Routledge.
- Anderson, E. & White, A. (2018). Why we overly value organized, competitive team sport (pp. 21-31). *Sport, Theory, and Social Problems: A Critical Introduction*. New York, NY: 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.
- Korver, K. (2019). *Privileged*. Retrieved from The Players Tribune.
- Oluo, I. (2019). Why am I always being told to “check my privilege”? (pp. 53-69). *So You Want to Talk about Race*. New York, NY: Hatchette Book Group.

Videos:

- [A Class Divided](#)
- Montez de Oca, J. (2020). [What is Sport?](#)

Assignments:

Sunday, August 29	Introduction on Welcome Discussion Board
Wednesday, September 1	Opening Statements to Module Discussion Sub-Boards
Sunday, September 5	Two (2) responses to classmates in each Discussion Sub-Board
Sunday, September 5	Reflection Paper 1 – Check Your Privilege

Module 2 (September 6 – September 19)

The Inherent Role of Deviance and Violence in Sport and Sport Participation

Readings:

- Anderson, E. & White, A. (2018). Sport's use in teaching obedience to authority and thus complicity with abuse (pp. 32-45). *Sport, Theory, and Social Problems: A Critical Introduction*. New York, NY: Routledge.
- Anderson, E. & White, A. (2018). Learning to accept, inflict, and enjoy violence and injury (pp. 46-65). *Sport, Theory, and Social Problems: A Critical Introduction*. New York, NY: Routledge.
- Anderson, E. & White, A. (2018). Head games: Brain injuries and youth sport (pp. 66-77). *Sport, Theory, and Social Problems: A Critical Introduction*. New York, NY: Routledge
- Kerr, G., Battaglia, A., & Stirling, A. (2019). Maltreatment in youth sport: A systemic issue. *Kinesiology Review*, 8, 237-243.
- Parent, S., & Fortier, K. (2018). Comprehensive Overview of the problem of violence against athletes in sport. *Journal of Sport and Social Issues*, 42(4), 227-246
- Ryan, H., Gayles, J. G., & Bell, L. (2018). Student-athletes and mental health experiences (pp. 67-79). *New Directions for Student Services*. Wiley Online Library.

Assignments:

Sunday, September 12	Module 2 Readings Reviews
Sunday, September 12	Discussion Leader Ignite Presentations
Wednesday, September 15	Opening Statements to selected Discussion Sub-Boards
Sunday, September 19	Two (2) responses to classmates in your Discussion Sub-Boards

Module 3 (September 20 – October 3)

Youth Sport, Amateur Athletics, and Development: Can Sport and Education Coexist?

Readings:

- Anderson, E. & White, A. (2018). The governance of youth sport: Rights, representation, and consent (pp. 78-87). *Sport, Theory, and Social Problems: A Critical Introduction*. New York, NY: Routledge.
- The Aspen Institute's *State of Play 2019: Trends and Developments in Youth Sport*
- Harper, S. R. (2018). Black male student-athletes and racial inequities in NCAA DI college Sports. *USC Race and Equity Center*.
- Kochanek, J., & Erickson, K. (2020). Interrogating positive youth development through sport using a critical race theory. *Quest*, 72(2), 224-240.
- Meier, A., Hartmann, B. S., & Larson, R. (2018). A quarter century of participation in school-based extracurricular activities: Inequalities by race, class, gender and age? *Journal of Youth and Adolescence*, 47, 1299-1316.
- Newman, T. J., Lower-Hoppe, L. M., Burch, M., & Paluta, L. M. (2020). Advancing positive youth development-focused coach education: Contextual factors of youth sport and youth sport leader perceptions. *Managing Sport and Leisure*.

Assignments:

Sunday, September 26	Module 3 Readings Reviews
Sunday, September 26	Discussion Leader Ignite Presentations
Wednesday, September 29	Opening Statements to selected Discussion Sub-Boards
Sunday, October 3	Two (2) responses to classmates in your Discussion Sub-Boards
Sunday, October 3	Reflection Paper 2

Module 4 (October 4 – October 17)

Diversity and Inclusion in Sport and Sport Organizations I: Gender and Sexuality

Readings:

- Anderson, E. & White, A. (2018). Sport's use in stratifying men (pp. 101-121). *Sport, Theory, and Social Problems: A Critical Introduction*. New York, NY: Routledge.
- Anderson, E. & White, A. (2018). Sport's use in marginalizing women (pp. 122-139). *Sport, Theory, and Social Problems: A Critical Introduction*. New York, NY: Routledge.
- Burton, L. J. (2015). Underrepresentation of Women in Sport Leadership: A Review of Research. *Sport Management Review*, 18, 155-165.
- Kavoura, A., & Kokkonen, M. (2020). What do we know about the sporting experiences of gender and sexual minority athletes and coaches? A scoping review. *International Review of Sport and Exercise Psychology*.
- Mann, M., & Krane, V. (2018). Inclusion and normalization of queer identities in women's college sport. *Women in Sport and Physical Activity Journal*, 26, 76-88.
- Raemaekers, J., & Petriw, T. A. (2019). "Man up!": Exploring intersections of sport participation, masculinity, psychological distress, and help-seeking attitudes and intentions. *Psychology of Men & Masculinities*, 20(4), 515-527.

Assignments:

Sunday, October 10	Module 4 Readings Reviews
Sunday, October 10	Discussion Leader Ignite Presentations
Wednesday, October 13	Opening Statements to selected Discussion Sub-Boards
Sunday, October 17	Two (2) responses to classmates in your Discussion Sub-Boards

Module 5 (October 18 – October 31)

Diversity and Inclusion in Sport and Sport Organizations II: Race and Ethnicity

Readings:

- Anderson, E. & White, A. (2018). Sport's use in subordinating racial minorities (pp. 140-147). *Sport, Theory, and Social Problems: A Critical Introduction*. New York, NY: Routledge.
- Anderson, E. & White, A. (2018). Sport's use in excluding, reproducing stereotypes, and othering (pp. 148-157). *Sport, Theory, and Social Problems: A Critical Introduction*. New York, NY: Routledge.
- Bonilla-Silva, E. (2014). The central frames of color-blind racism (pp. 73-99). *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America*. London, UK: Rowman & Littlefield
- Bopp, T., Vadeboncoeur, J. D., & Turick, R. (2020). The conceptualization of racial tasking: Uncovering the (un)intended consequences. *Sport Management Review*, 23(4), 601-614.
- Cameron, C. D. R. (2012). You Can't Win if You Don't Play: The Surprising Absence of Latino Athletes from College Sports.
- Carrington, B. (2013). The Critical Sociology of Race and Sport: The First Fifty Years. *The Annual Review of Sociology*, 29, 379-398.
- Smith, E. & Hattery, A. (2011). Race Relations Theories: Implications for Sport Management. *Journal of Sport Management*, 25, 107-117.

Assignments:

Sunday, October 24	Module 5 Readings Reviews
Sunday, October 24	Discussion Leader Ignite Presentations
Wednesday, October 27	Opening Statements to selected Discussion Sub-Boards
Sunday, October 31	Two (2) responses to classmates in your Discussion Sub-Boards
Sunday, October 31	Reflection Paper 3

Module 6 (November 1 – November 14)

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

Readings:

- Anderson, E. & White, A. (2018). Sport's use in the maintenance of class (pp. 88-100). *Sport, Theory, and Social Problems: A Critical Introduction*. New York, NY: Routledge.
- Schmitt, A., Atencio, M., & Sempe, G. (2020). "You're sitting on a hot soccer field drinking Gatorade ...I'm sitting in a yacht club just enjoying the view, enjoying the drinks": Parental reproduction of social class through school sport sailing. *European Physical Education Review*, 1-9.
- Stempel, C. (2020). Sport as high cultural in the USA. *International Review for the Sociology of Sport*, 55(8), 1167-1191.
- Weinger, E. B., Lareau, A., & Conley, D. (2015). What money doesn't buy: Class resources and children's participation in organized extracurricular activities. *Social Forces*, 94(2), 479-503.
- Zhou, R., & Kaplanidou, K. (2018). Building social capital from sport event participation: An exploration of the social impacts of participatory sport events on the community. *Sport Management Review*, 21, 491-503.

Assignments:

Sunday, November 7	Module 6 Readings Reviews
Sunday, November 7	Discussion Leader Ignite Presentations
Wednesday, November 10	Opening Statements to selected Discussion Sub-Boards
Sunday, November 14	Two (2) responses to classmates in your Discussion Sub-Boards

Module 7 (November 15 – December 8)

The Future of Sport

Readings:

- Anderson, E. & White, A. (2018). Changing sport (p. 158-174). *Sport, Theory, and Social Problems: A Critical Introduction*. New York, NY: Routledge.
- MacIntosh, A. M., Martin, E. M., Kluch, Y. (2020). To act or not to act? Student-athlete perceptions of social justice activism. *Psychology of Sport & Exercise*.
- Smith, B., & Tryce, S. A. (2019). Understanding emerging adults' national attachments and their reactions to athlete activism. *Journal of Sport and Social Issues*, 43(3), 167-194.

Assignments:

Sunday, November 28

Wednesday, December 1

Sunday, December 5

Wednesday, December 8

Module 7 Readings Reviews

Opening Video Statement to the Discussion Board

Three (3) responses to classmates in your Discussion Board

Reflection Paper 4 – A Weekend without Sports