

SPM 5016 – SPORT SOCIOLOGY
University of Florida
Department of Sport Management
Summer 2020 (Online)

Course Information:

Section: 14347-75D0; 18337-16TB; 18634-51TB
Credits: 3
Dates: Monday, May 11th - Friday, August 14th
Location: Web Based (elearning.ufl.edu)

Contact Information:

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Office Hours: By appointment

Course Overview:

This course will be taught in a seminar-style manner, with student-led discussions. Through the reading of journal articles and book chapters, 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. This course will rely heavily on student interaction and participation. Each student will have the opportunity to be a discussion leader and facilitate a dialogue on topics from module readings and current headlining stories.

Course Objectives:

After completing this course, you 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 the potential negative impacts of sport on participants, fans, consumers, administrators, and society from the local to global level.
6. Articulate and rationally support your opinions and beliefs towards the role of sport in society.
7. Offer an introspective analysis of why you hold on to said opinions and beliefs.

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: <http://elearning.ufl.edu>.

COURSE INFORMATION AND POLICIES

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 you enroll in classes with a set time and day, the online setting is available 24 hours a day and gives you the opportunity to tailor class time to your 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 dates and deadlines. I will post weekly video announcements with upcoming deadlines and relevant information.

If personal circumstances arise that interfere with your ability to meet a deadline, please let me know as soon as possible. Only university accepted excuses will be permitted and excused absences must be consistent with university policies in the [Graduate Catalog](#) and require appropriate documentation. Additional information can be found [here](#). To help ensure unplanned events do not prevent you from meeting a deadline, assignment submission windows are often open for several days allowing you to submit early. Thus, 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. If a late assignment is 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](#). 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.

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#) by visiting. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Academic Integrity

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code". On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The [Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

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.

Communication

I can best be reached via my work email (tboopp@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). I will send all course-related emails to your ufl.edu address, unless otherwise requested. Please **do not** reach out to me via the Canvas course site or through the *Comment* section on assignments.

PERFORMANCE EVALUATIONS

Short Answer Article Questions

To facilitate discussion, assist in preparation for class, and stimulate personal examination of each topic, you will be given seven (7) sets of article questions, one per 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) module discussion boards during the semester. Please note only six (6) will count as you will be discussion leader for one of them. Each module discussion board will be comprised of between 3-5 “sub-boards” (e.g., for Module 1: 1A, 1B, 1C, etc.). You will choose any three (3) sub-boards to respond to and discuss with your peers according to the following protocol:

Task #1

- Choose any three (3) sub-boards to respond to (each will continue a set of questions/prompts)
- Post an initial response to each of these three (3) sub-boards
- In your initial responses, be sure to address/answer each of the questions/prompts
- 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
- Your first peer response will need to be posted 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 the discussion boards, you must post initial comments and responses on time with thoughtful and articulate comments, and critical evaluation of and response to your classmate’s postings

Discussion Leaders

For Modules 2 – 7, up to five students (depending on the size of the class) will serve as discussion leader (I will serve in this role for Module 1). 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, as discussion leader you are expected to check your respective discussion board daily to respond to peers and make contributions. You will be graded on your ability to assist in critical analysis and discussion on each topic. Discussion Leaders are to send me their three (at minimum) questions or topics by **11:59pm on the first Sunday** (see course schedule) of their respective module. I will select and post the questions that following Monday morning. Students will choose three (3) questions to discuss following the above protocol. You will not receive Discussion Board points the week during which you are the discussion leader.

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 three (3) 3-5 page (750-1250 words) 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. All papers are to be a Microsoft Word (or compatible) document with 1-inch margins, double spacing, and 12 Times New Roman or 11 Calibri fonts. Reflection papers are personal and will not be shared with anyone.

Life without Sports

For your 4th reflection paper, 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. At the end, you will write one final reflection paper. Further details can be found in the assignment on Canvas. This reflection paper will be worth more than the other three.

GRADING

Assessment Values:

Welcome Discussion Board		5 points
Discussion Leader		25 points
Article Questions	(6 x 10)	60 points
Reflection Papers	(3 x 15; 1 x 25)	70 points
Discussion Boards	(6 x 15)	90 points
Course Total		250 Points

Grading Scale (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](#).

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. 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.

Copyright Statement

The materials used in this course are copyrighted and 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. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

SPM 5016 SUMMER 2020 COURSE SCHEDULE

Module 1 (May 11 – May 24)

Sociology and Sport

Readings:

Anderson, E. & White, A. (2017). Introduction (p. 1-20). *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

Anderson, E. & White, A. (2017). Chapter 1 (p. 21-31). *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.

Video:

[A Class Divided](#)

Assignments:

Sunday, May 17	Introduction Video on Welcome Discussion Board
Wednesday, May 20	Opening Statements to Discussion Boards
Sunday, May 24	Two (2) responses to classmates in each Discussion Board

Module 2 (May 25 – June 7)

Youth Sport: What are We Teaching?

Readings:

Anderson, E. & White, A. (2017). Chapter 4 (p. 66-77). *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

Anderson, E. & White, A. (2017). Chapter 5 (p. 78-87). *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

The Aspen Institute's *State of Play 2017: Trends and Developments*

Merkel, D.L. (2013). Youth Sport: Positive and Negative Impact on Young Athletes. *Open Access Journal of Sport Medicine*, 4, 151-160.

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, May 31	Module 2 Article Questions
Sunday, May 31	Discussion Leader Questions
Wednesday, June 3	Opening Statements to Discussion Boards
Sunday, June 7	Two (2) responses to classmates in each Discussion Board
Sunday, June 7	Reflection Paper 1

Module 3 (June 8 – June 21)

The Role of Sport in Education

Readings:

Bennett, M. (2018). Chapter 2 (p. 19-38). *Things That Make White People Uncomfortable*. Chicago: Haymarket Books.

Camire, M. (2014). Youth Development in North American High School Sport: Review and Recommendations. *Quest*, 66, 495-511.

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.

Tucker, K., Morgan, B.J., Oliver, I., Kirk, O., Moore, K., Irving, D., Sizemore, D., & Turner, W. (2016). Perceptions of College Student-Athletes. *The Journal of Undergraduate Ethnic Minority Psychology*, 2, 27-33.

Assignments:

Sunday, June 14

Module 3 Article Questions

Sunday, June 14

Discussion Leader Questions

Wednesday, June 17

Opening Statement to Discussion Boards

Sunday, June 21

Two (2) responses to classmates in each Discussion Board

Module 4 (June 22 – July 5)

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

Readings:

Anderson, E. & White, A. (2017). Chapter 7 (p. 101-121). *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

Anderson, E. & White, A. (2017). Chapter 8 (p. 122-139). *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

Burton, L.J. (2015). Underrepresentation of Women in Sport Leadership: A Review of Research. *Sport Management Review*, 18, 155-165.

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.

Rozenberg, E.S. (2015). The NCAA's Transgender Student-Athlete Policy: How Attempting to Be More Inclusive Has Led to Gender and Gender-Identity Discrimination. *Sports Layers Journal*, 22, 193-212.

Assignments:

Sunday, June 28

Module 4 Article Questions

Sunday, June 28

Discussion Leader Questions

Wednesday, July 1

Opening Statements to Discussion Boards

Sunday, July 5

Two (2) responses to classmates in each Discussion Board

Sunday, July 5

Reflection Paper 2

Module 5 (July 6 – July 19)

Diversity and Inclusion in Sport and Sport Organizations

Readings:

Anderson, E. & White, A. (2017). Chapter 9 (p. 140-147). *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

Anderson, E. & White, A. (2017). Chapter 10 (p. 148-157). *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*.

Carrington, B. (2013). The Critical Sociology of Race and Sport: The First Fifty Years. *The Annual Review of Sociology, 29*, p. 379-398.

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

Assignments:

Sunday, July 12

Module 5 Article Questions

Sunday, July 12

Discussion Leader Questions

Wednesday, July 15

Opening Statements to Discussion Boards

Sunday, July 19

Two (2) responses to classmates in each Discussion Board

Sunday, July 19

Reflection Paper 3

Module 6 (July 20 – August 2)

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

Readings:

Anderson, E. & White, A. (2017). Chapters 2 & 3 (p. 32-65). *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

Anderson, E. & White, A. (2017). Chapter 6 (p. 88-100). *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

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, July 26

Module 6 Article Questions

Sunday, July 26

Discussion Leader Questions

Wednesday, July 29

Opening Statement to Discussion Boards

Sunday, August 2

Two (2) responses to classmates in each Discussion Board

Module 7 (August 3 - August 14)

The Future of Sport

Readings:

Anderson, E. & White, A. (2017). Chapter 11 (p. 158-174). *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

Korver, K. (2019). *Privileged*. Retrieved from The Players Tribune.

Kovalchik, S. (2012). Men's Records and Women's: Are the Women Better Already? Moving Towards a Gender-Neutral Olympics. *Significance*, 9(2), 18-23.

Assignments:

Sunday, August 9

Sunday, August 9

Wednesday, August 12

Friday, August 14

Friday, August 14

Module 7 Article Questions

Discussion Leader Questions

Opening Statement to Discussion Boards

Two (2) responses to classmates in each Discussion Board

Reflection Paper 4 – Life without Sports