

SPM 5016 – SPORT SOCIOLOGY (OSM)
Department of Sport Management
Fall 2022: Online

Course Information

Sections (Course #s): OS05 (17228) | OS06 (23033)

3 Credit hours

Location: Canvas site: <https://ufl.instructure.com/courses/467214>

Instructor Information: Meredith Flaherty, Ph.D.

Email: mflaherty@ufl.edu

Office Hours: By appointment (Zoom or On-Campus)

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.

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

Link to HB7 instructional guidelines can be found on the Start Here page on the Canvas site.

COURSE FORMAT

SPM 5016 is a Sociology course that is taught seminar-style, predicated on in-depth discussion via Canvas Discussion Boards. The course is organized around 6 modules that present key topics in Sport Sociology. Each module is comprised of readings/media and a set of assignments.

Module Discussion Boards (7 sets X 30 points = 210 points)

The Canvas Discussion Boards (posted to the Canvas site) are *the* primary component of student learning and the student experience in this seminar-style course. Student participation in the Discussion Boards should approximate what might be a live discussion session with your group, where each post/contribution to the board presents “your” dimension of the group work that constructs the whole (the elements of the VoiceThread lecture for the board).

Each module will have a set of Discussion Boards that are designed to operate as student discourse around ‘what needs to be included’ in a conversation (or in leadership decisions) on a phenomenon in sport sociology; the boards require a) a scan of literature on a topic you extract from the VoiceThread presentation and b) a discussion around the presentation and complementary literature.

Students will watch the set of 3 VoiceThread presentations for their Discussion Board group. After viewing each VoiceThread lecture, **you will choose 2 of the 3 presentations to respond to** – the initial post to both chosen boards will demonstrate a scan of the literature on a topic or concept in the corresponding presentation.

*Discussion Leaders will moderate their own Discussion Board and contribute a scan of the literature and follow-up discussion-based reaction to 1 board other than their own. Because of class numbers, some Discussion Boards will hold VoiceThread presentations from another Discussion Board Team and will not be moderated – note that this doesn't affect student responses to the Discussion Board and is not factored into the Discussion Leader grade (the Discussion Leader needs only to moderate their VoiceThread in their Discussion Board Team).

Posts to the Discussion Boards:

1. An initial response to the Discussion Leader's VoiceThread on its corresponding Canvas Discussion Board (posts *are not* made directly to the VoiceThread but are made as Canvas submissions on your group's page)
 - Demonstrate a quality scan of the literature that extends the knowledge of your groupmates on some topic or concept in the presentation (scan the literature on some topic or idea presented in the VoiceThread AFTER watching the presentations)

2. A follow-up discussion-based reaction to the conversation on BOTH boards that you selected to engage with [after completing your follow-up posts to both of your chosen boards you will have posted 4 times, twice to each chosen board]

3. A follow-up discussion-based post to 1 of the boards that you found particularly engaging [after making a third contribution to 1 of the 2 boards you chose, you will have made 5 posts total for the unit (2 posts to one board and 3 posts to a second board)]

- Discussion Leaders will make 3 posts to 1 board of their choosing in addition to moderating their VoiceThread conversation

*Note that all posts should present literature/resources (these Discussion Boards are for you to find and present viable data/patterns on the topic – not for you to present your opinions to your teammates); each post should contribute information to the conversation. You will express your opinions/interpretations in the Reflection Papers.

Your scan of the literature that complements a concept in the VoiceThread is due on Thursday (your first post is due Thursday); your follow-up discussion post is due on Friday (to both boards you chose); your third post to 1 of your chosen boards is due Sunday.

Each module will include 3 separate Discussion Leader Presentations with which students might engage (3 VoiceThreads will be presented as Canvas Discussion Boards in each module). The first set of Discussion Boards (in module one) includes a lecture as a long-winded example of a presentation that a student might prepare when they serve as the Discussion Leader.

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. Grading feedback will be provided in Canvas; point deductions for insufficient posts will be noted on the blank discussion board to which the student did not post.

- You will post to 2 of 3 boards and points off will be noted on each board
- If necessary, additional points off (beyond 10) would be noted on one of the boards to which you did post

Discussion Leader Presentation and Moderation (2 X 40 points)

Each student will serve as a Discussion Leader twice. 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 will be developed around any idea, concept, or theme that the leader extracts from the module readings/media. The presentation will look like a brief lecture on the chosen extraction.

- Present a review of the body of literature on the topic/issue chosen for the presentation (the presentation will cite literature beyond the assigned readings)
- Provide depth of knowledge to your groupmates through complementing what is covered in the module readings/media (the VoiceThread *will not present the Module readings*, but will complement or provide depth to what is found in the readings)

The link to your VoiceThread is due Sunday (via email) — to be posted on a Canvas Discussion Board (by me) and open for discussion on Monday. *Please ensure that permissions are set so that “anyone can view” [see “share” -> “who has access” -> in publishing options dropdown menu, select “anyone can view” and save your changes].

The Discussion Leaders will moderate/lead the conversation on their Canvas Discussion Board in the weeks that they serve as the Discussion Leader.

- Moderating your Discussion Leader Presentation Board requires multiple posts to your Discussion Board across multiple days; you should drive conversation on Thursday and Friday at least once, and return to add value to the board over the weekend.

Grades and feedback for the Discussion Leader Presentations are posted on the “Discussion Leader Presentations” assignments pages (there are two) and the grades and feedback for **moderating** as Discussion Leader are made directly to the Canvas Discussion Board that you moderate. The two grade segments (your board as 10 points and the presentation as 30 points) comprise the 40 points for the assignment.

Reading Questions (6 X 12 points)

To prepare for class (the Discussion Boards), and to extend the depth to which students examine each module topic, students will highlight key takeaways from the unit readings/media in the form of Reading Questions, or prompts, that could be used for a Discussion Leader Presentation. The two (2) questions, contrasts, or propositions extracted from the readings should each be about 100 words: with 1. a statement to frame an issue/question and 2. a direction for what components might be considered if you were to research the issue. *Construct a question that links ideas or themes across the readings/media that you might want to learn more about.

Reading Questions are due on the Sunday before the module Discussion Boards open (in Module 1, the Reading Questions are due on the first Thursday).

Reflection Papers (2 X 40 points)

The Reflection Paper (X 2) will provide students with the chance to share thoughts, feelings, personal experience, and/or reactions to their personal relationship with a topic. 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/media 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 are a response to a broadly designed prompt that allows for any range of topic or issue to be developed through a theoretical lens.

Your Theory Papers will be 5-7 pages, (about 1500 words), formatted in APA, and will be graded for depth and effectiveness in communicating the elements of theory and its application (language, writing/organization, coherence, and conciseness are graded).

Organizational Strategies Group Project (10 points)

The Organizational Strategies Group Project is a collaboration on your second Theory Paper (written individually). For the project, groups will prepare a brief VoiceThread presentation around organizational strategies designed to affect the logics that produce and/or reproduce some social issue or topic covered in the course. Presentations will be posted to a Canvas 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 near 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)**

During this course, the successful completion of the '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 the 'A Weekend without Sports', the student must earn a minimum of 80% on the assignment. A failure to meet the minimum of 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. The rewrite grade will not count towards the course but will count towards the successful completion of that portion of the Graduate Final Exam. A failure to successfully rewrite and resubmit the 'A Weekend without Sports' 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 Legal Research Paper in fulfillment of that portion of the Graduate Final Exam. If the student successfully earns a minimum of 80% on the first submission of the paper, 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

Module Discussion Boards 7 sets X 30 points	210 points
Discussion Leader Presentation and Moderation 2 X 40 points	80 points
Reading Questions 7 X 12 points	84 points
Reflection Papers 2 X 40 points	80 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	654 POINTS

Grading Scale

A = 100% - 93.00%	A- = 92.99% - 90.00%	
B+ = 89.99% - 87.00%	B = 86.99% - 83.00%	B- = 80.00% - 82.99%
C+ = 79.99% - 77.00%	C = 76.99% - 73.00%	C- = 70.00% - 72.99%
D+ = 69.99% - 67.00%	D = 66.99% - 63.00%	D- = 60.00% - 62.99%
E = 59.9% and below		

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

POLICIES AND RESOURCES

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 diversity 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 the 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.

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
- [Student Health Care Center](#) or 352-392-1161
- [E-learning technical support](#) or 352-392-4357
- [Writing Studio](#) (Tigert Hall) or 846-1138
- [Library Support](#)

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.*

SPM 5016 ONLINE Fall 2022 COURSE SCHEDULE

Module 1: Introduction; Theory, Sport Sociology, and Organizations		
Week 1	Aug 24-28	Live lecture Reading Questions assignment
Week 2	Aug 29-Sept 4	Discussion Board set
Module 2: Media and Activism		
Week 3	Sept 6-11	Reading Questions assignment
Week 4	Sept 12-18	Discussion Board set Reflection Paper 1 due
Module 3: Sport Structures: Youth, College, Pro		
Week 5	Sept 19-25	Reading Questions assignment
Week 6	Sept 26-Oct 2	Discussion Board set
Module 4: Diversity and Inclusion I: Access – Ability and Resources		
Week 7	Oct 3-9	Live Lecture Reading Questions assignment
Week 8	Oct 10-16	Discussion Board set Theory Paper 1 due
Module 5: Diversity and Inclusion II: Race		
Week 9	Oct 17-23	Reading Questions assignment
Week 10	Oct 24-30	Discussion Board set
Module 6: Diversity and Inclusion III: Sex and Gender		
Week 11	Oct 31-Nov 6	Reading Questions assignment Reflection Paper 2 due
Week 12	Nov 7-13	Discussion Board set
Module 7: Athlete Health and Safety/Deviance		
Week 13	Nov 14-20	Live Lecture Reading Questions assignment
Week 14	Nov 21-26	Thanksgiving
Week 15	Nov 28-Dec 4	Discussion Board set Theory Paper 2 due
Week 16	Dec 5-7	Organizational Strategies Group Project Presentation Discussion Board
Finals Week	Dec 12	Last day to submit A Weekend Without Sports Assignment