

SPM 3012: Sport and Society

3 Credit Hours / 6,000 Words

Spring 2021

Instructor Information:

Course Contacts

Section 01C1 (19076): Christine E. Wegner, Ph.D.
Department of Sport Management
christinewegner@ufl.edu

Section 06F3 (19077): Meredith Flaherty, M.S.
Ph.D. Candidate
mflaherty@ufl.edu

Teaching Assistants

Meredith Flaherty – mflaherty@ufl.edu
Julian Alonso Restrepo—julian.alonsores@ufl.edu
Josh Vadeboncoeur -- jvadeboncoeur@ufl.edu
Inje Cho -- colincho88@ufl.edu
Yoonki Chun -- [ychun@ufl.edu](mailto:y Chun@ufl.edu)

Course Website

<http://elearning.ufl.edu>

Required Materials / Textbooks

Eitzen, D.S. (2016). *Fair and foul: Beyond the myths and paradoxes of sport*.
Lanham, MD: Rowman and Littlefield

Holstein, J.A., Jones, R.S., & Koonce, G.E. (2016). *Is there life after football?:
Surviving the NFL*. New York: New York University Press.

*Other readings will be posted on the course website.

Course Description

Societal implications of sport in history and heritage, youth programs, collegiate and professional situations and the involvement of minority groups, women, business and industry.

Purpose of the Course

Sport and Society is designed to acquaint students with the principles and applications of social issues within the sport industry. The course will use sociological research and critical thinking to investigate the links between many of the major issues facing sports organizations today. Specifically, we will assess the intersection of race and sports, gender and sports, the treatment and behavior of athletes in sport, as well as the major social issues facing youth, college and professional sports in American society.

Course Objectives

By the end of this course, students will be able to:

- Think critically and articulate how sports impacts society as well as how society impacts sports
- Articulate and explain the major sociological issues associated with gender, social class, race, media and sports
- Describe the business of youth, college, and professional sports from a sociological perspective
- Describe how competition and the professional commercial model of sport have an impact on the youth and college sport system
- Gain an enlightened understanding of the relationship between society and sports
- Provide clear solutions that sport leaders can use to improve many issues challenging sports in contemporary society

Course Format

This course is an online course and all class sessions (including discussion sessions) will be delivered through E-Learning @ UF. The course is organized around five modules. Four progressive units make up each module as follows:

1. Videos and Readings
2. Canvas Discussion Boards or Yellowdig Board Forum
3. Module Quizzes
4. Module Discussion Questions Essays

Videos and Readings

Key concepts and issues for the topics in each module are presented through several videos and readings. The videos presented in each module include short lectures, short documentaries and news reports, or full-length documentary films. The video presentations will provide an overview of the most central ideas and debates associated with specific concepts covered in the readings of the module. The primary purpose of the video presentations is to set the stage for high order thinking of the materials and concepts presented through the course readings.

Discussion Boards

Discussion boards are used to weave key concepts presented in the videos and readings into an integrated whole to further develop an understanding of phenomena in sport. Each board will present questions and/or further information to consider and progress as a dialogue between small groups of students.

Module Quizzes

Quizzes covering the readings and the key concepts presented in the units will be given at the conclusion of Module 2 and the conclusion of Module 4. Each of the graded quizzes are timed (60 minutes) and consist of 24 questions each (T/F and multiple-choice formats). The quiz for Module 1 is not graded but is offered to allow students to assess the types of questions they will encounter in future module quizzes. This practice quiz will consist of just five questions and provide students an opportunity to experience the quiz environment in the class (i.e., the types of questions that they might encounter in future quizzes and the lockdown browser).

Module Discussion Questions Essays

Discussion questions for each module will ask students to submit a series of essays (graded for writing and content) on the topics covered throughout the module. Minimum word counts toward the writing requirement are assigned for each question to guide students when preparing their responses. *These papers are your submissions toward fulfilling the UF 6000 words requirement.

In summary, each module will include four tasks:

1. **Read** the assigned unit readings.
2. **View** the assigned unit videos.
3. **View** the unit Discussion Boards in Canvas and **Post** your responses and **replies** to other students.
4. **Prepare and submit** written responses to the unit Discussion Questions essays.

Grading & Point Distribution

Video and Readings Quizzes (60 points each X 2 Quizzes)	120 pts
Canvas Discussion Boards (20 points each X 8 boards)	160 pts
Yellowdig Discussion Forum – Reforming Sport	30 pts
Module Discussion Questions Essays (X8 papers)	300 pts
<ul style="list-style-type: none"> ▪ Module 1 Introduction to Sport and Society DQ Essay: 30 pts ▪ Module 2 Class in Sport DQ Essay: 50 pts ▪ Module 2 Race in Sport DQ Essay: 50 pts ▪ Module 2 Gender, Sexuality, and Identity in Sport DQ Essay: 50 pts ▪ Module 3 Athlete Health and Safety DQ Essay: 30 pts ▪ Module 4 Youth Sport DQ Essay: 30 pts ▪ Module 4 College Sport DQ Essay: 30 pts ▪ Module 4 Professional Sport DQ Essay: 30 pts 	

Total Possible Points

610 pts

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	=	70-76.9%
D+	=	67-69.9%
D	=	60-66.9%
E	=	59.9 or lower

***In order to fulfill the UF Writing requirement (6000 words), you must earn a 70% or above.**

Writing Requirement

This section of SPM 3012 qualifies for 6,000 words toward the UF Writing Requirement (formerly Gordon Rule). More information can be found at

<https://catalog.ufl.edu/UGRD/student-responsibilities/writing-requirement/>

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/) (<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](https://disability.ufl.edu/) 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>.

Getting Help

For issues with technical difficulties for E-learning @ UF, please contact the UF Help Desk at:

- (352) 392-HELP - select option 2
- <http://helpdesk.ufl.edu/> or helpdesk@ufl.edu

Other resources

- [Distance Learning](#)
- [Counseling and Wellness resources](#)
- [Disability resources](#)
- [Resources for handling student concerns and complaints](#)
- [Library Help Desk support](#)

Respect for Diversity

It is our intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is our intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Important note: Given that some of the material discussed in class may be sensitive or difficult, it is imperative that there be an atmosphere of trust and safety in our discussion spaces. We will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let us know if something

said or done in our discussion spaces, by us or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that we consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with us. We are always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify us of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

SPM3012: Sport and Society Course Outline

Module 1		
Introduction to Sport and Society Unit		
Week 1	Jan 11-Jan 15	Monday – Friday: Read the unit readings and watch unit videos Thursday – Friday: Participate in the Course Introduction Discussion Board
Week 2	Jan 19-Jan 22	Tuesday: Take Module 1 Practice Quiz (5 questions-20 minutes) Friday: Submit written responses for the Introduction to Sport and Society Discussion Questions Essay
Module 2		
Class in Sport Unit		
Week 3	Jan 25-Jan 29	Monday – Friday: Read the unit readings and watch unit videos Wednesday – Thursday: Participate in the Class in Sport Discussion Board
Week 4	Feb 1-Feb 5	Friday: Submit written responses for the Class in Sport Discussion Questions Essay
Race in Sport Unit		
Week 5	Feb 8-Feb 12	Monday – Friday: Read the unit readings and watch unit videos Wednesday – Thursday: Participate in the Race in Sport Discussion Board
Week 6	Feb 15-Feb 19	Friday: Submit written responses for Race in Sport Discussion Questions Essay
Gender, Sexuality, and Identity in Sport Unit		
Week 7	Feb 22-Feb 26	Monday – Friday: Read the unit readings and watch unit videos Wednesday AND Friday: Participate in the Gender, Sexuality, and Identity in Sport Discussion Board Thursday: UF RECHARGE DAY
Week 8	Mar 1-Mar 5	Friday: Submit written responses for the Gender, Sexuality, and Identity in Sport Discussion Questions Essay
Quiz 1		
Week 9	Mar 8 – Mar 12	Wednesday – Friday: Quiz 1 (24 questions, 60 minutes)
Module 3		
Athlete Health and Safety Unit		

Week 10	Mar 15-Mar 19	Monday – Friday: Read the unit readings and watch unit videos Wednesday – Thursday: Participate in the Athlete Health and Safety Discussion Board Friday: Submit written responses for Athlete Health and Safety Discussion Questions Essay
Module 4		
Youth Sport Unit		
Week 11	Mar 22-Mar 26	Monday – Friday: Read the unit readings and watch unit videos Wednesday: UF RECHARGE DAY Thursday – Friday: Participate in the Youth Sport Discussion Board Friday: Submit written responses for Youth Sport Discussion Questions Essay
College Sport Unit		
Week 12	Mar 29-Apr 2	Monday – Friday: Read the unit readings and watch unit videos Wednesday – Thursday: Participate in the College Sport Discussion Board Friday: Submit written responses for College Sport Discussion Questions Essay
Professional Sport Unit		
Week 13	Apr 5-Apr 9	Monday – Friday: Read the unit readings and watch unit videos Wednesday – Thursday: Participate in the Professional Sport Discussion Board Friday: Submit written responses for the Professional Sport Discussion Questions Essay
Module 5		
Reforming Sport Unit		
Week 14	Apr 12-Apr 16	Monday – Wednesday: Read the unit readings and watch unit videos Monday – Wednesday: Participate in the Reforming Sport Yellowdig Media Discussion Board
Quiz 2		
Week 15	Apr 19-21	Monday – Wednesday: Quiz 2 (24 questions, 60 minutes)

Disclaimer: This syllabus represents the tentative plans and objectives for the course. As we go through the semester, plans may need to change to enhance a class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

SPM3012: Sport and Society Readings and Videos by Module

Module 1

Introduction to Sport and Society Unit

Intro to Sport and Society Readings

- Eitzen, Chapter 1: The Duality of Sport
- Eitzen, Chapter 2: Sport Unites, Sport Divides

Intro to Sport and Society Videos

- Lecture: Course Introduction and Syllabus
- [TED Talk: Are athletes really getting faster, better, and stronger?](#)

Module 2

Class in Sport Unit

Class in Sport Readings

- Eitzen, Chapter 8: Class Inequities. (pp. 148—149 only)
- Eitzen, Chapter 11: Sports as a Path to Success?
- Holstein, Jones, and Koonce (2015) - Chapter 5- All that Dough: Where Did it Go?
- [Spaaij, R., Farguharson, K., & Marjoribanks, T. \(2015\). Sport and social inequalities. *Sociology Compass*, 9\(5\), 400-411. \(pp. 406-407 only\)](#)

Class in Sport Videos

- [Project Play: Harlem](#)
- [The Price of Youth Sports \(Full Segment\) | Real Sports w/ Bryant Gumbel | HBO](#)

Race in Sport Unit

Race in Sport Readings

- Eitzen, Chapter 3: Names, Logos, Mascots, and Flags
- Eitzen, Chapter 8: Are Sports Played on a Level Playing Field? (pp. 141- 148 only)
- [Spaaij, R., Farguharson, K., & Marjoribanks, T. \(2015\). Sport and social](#)

[inequalities. *Sociology Compass*, 9\(5\), 400-411. \(pp. 402-404 only\)](#)

- [Kareem Abdul Jabbar: what sports have taught me about race in America](#)

Race in Sport Videos

- [Undeclared: 'Dear Black Athlete' examines issues of race and sports in this moment of protest](#)
- [Race & Sports in America: Anthony Lynn, Kyle Rudolph, James Blake & Troy Mullins Roundtable | NBC](#)
- [Black Female Coaches | A Players' Tribune Roundtable | The Players' Tribune](#)

Gender, Sexuality, and Identity in Sport Unit

Gender, Sexuality, and Identity in Sport Readings

- Shaw, S., & Frisby, W. (2006). Can gender equity be more equitable?: Promoting an alternative frame for sport management research, education, and practice. *Journal of Sport Management*, 20(4), 483-509. (pp. 483-492 only)
- [Spaaij, R., Farguharson, K., & Marjoribanks, T. \(2015\). *Sport and social inequalities. *Sociology Compass*, 9\(5\), 400-411. \(pp. 400-402 only\)*](#)
- Staurowsky, E. (2011). Title IX Literacy: What Every Citizen Should Know about Title IX, Gender Equity, and College Sport. (pp. 107-123).
- [Yenor, Scott. \(2016\). *A Sporting Difference: On Men's and Women's Athletics.*](#)

Gender, Sexuality, and Identity in Sport Videos

- [Nine for IX: Branded](#)
- [Title IX: Let em Play](#)
- [Where Are All the Women Coaches?](#)

Module 3

Athlete Health and Safety Unit

Athlete Health and Safety Readings

- Eitzen, Chapter 5: Sport is Healthy; Sport is Destructive
- Holstein, Jones, and Koonce (2015)- Chapter 4- A Lifetime of Hurt
- [Is the US finally taking sexual abuse in sports seriously?](#)

Athlete Health and Safety Video

- [League of Denial](#)

- [I Was the Fastest Girl in America, Until I Joined Nike | NYT Opinion](#)

Module 4

Youth Sport Unit

Youth Sport Readings

- Eitzen, Chapter 6: The Organization of Youth Sports
- [Aspen Institute Research Brief: What does the science say about athletic development in children?](#)
- [Aspen institute State of Play: Sport Participation Rates Among Underserved American Youth](#)

Youth Sport Videos

- [State of Play: Trophy Kids](#)
- [TED Talk: Why girls and boys should play sports together?](#)

College Sport Unit

College Sport readings

- Eitzen, Chapter 10: Big-Time College Sport
- Holstein, Jones, and Koonce (2015), Chapter 1- Pursuing the Dream
- [Knight Commission proposes principles to guide new name, image, and likeness rules for college athletes](#)

College Sport Videos

- [Knight Commission: An Introduction to Name, Image, and Likeness Rules for College Athletes](#)
- [The Business of Amateurs](#)

Professional Sport Unit

Professional Sport Readings

- Eitzen, Chapter 12: Professional Sports
- Holstein, Jones, and Koonce (2015), Chapter 7: Playing Without a Playbook
- Holstein, Jones, and Koonce (2015), Chapter 8: Trials of Transition

Professional Sport Video

- [Why Hosting The Super Bowl Isn't Worth It](#)
- [New York Liberty - I Do This for a Living - Players' POV](#)

Module 5

Reforming Sport Unit

Reforming Sports Readings

- Eitzen, Chapter 14: Changing Sport
- [Sports Hiatus Gives NCAA an Opportunity to Rethink the Structure of College Sports](#)

Reforming Sports Video

- [University Presidents Tackle Football's Future](#)
- [Using sports for social change | Andrew Billings | TEDx Birmingham Salon](#)