

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

Course Information:

Section: 19180-033A; 19208-2524; 27820-00TB
Credits: 3
Dates: Monday, August 31st - Wednesday, December 9th
Location: Web Based (elearning.ufl.edu)

Contact Information:

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Office Hours: Tuesdays 8:30 – 11:30am; and 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

You will be responsible for all material covered in class. 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. As such, there are no class meetings in which I can remind you of important dates so please familiarize yourself with these critical deadlines available on Canvas. I will post weekly announcements but please be sure you watch these brief videos as they will contain current and relevant information. All times listed in the syllabus and on Canvas are Eastern.

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 documentation must be provided with 72 hours of missing the deadline. Requirements for make-up work are consistent with [university policies](#). 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 7th edition and proper documentation of all referenced work is required. In the event that 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 requesting accommodations should first register with the [Disability Resource Center](#) (352-392-8565,) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Please follow this procedure 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). Please do not reach out to me via the Canvas course site or through the *Comment* section on assignments.

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 presentation 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 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 and fully participate in the discussion boards, you must:

- Post initial comments and respond to the discussion boards with thoughtful and articulate comments, completing your postings on time, and critical evaluation of and response to your classmate’s postings

Discussion Leaders

For Modules 2 – 7, students will be assigned a module during which they will serve as discussion leaders (I will serve in this role for Module 1). This is a two-part process. When it is your turn, you will:

Task #1

- Submit to me a 5-minute [Ignite Talk](#) (20 slides x 15 seconds each) on a social issue in sport relevant to the module’s topic. You will record your presentation via [VoiceThread](#). Discussion Leaders are to send me their presentation’s embed link 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. You will be graded on your presentation and your ability to assist in critical analysis and discussion on each topic.

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. 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 font. Reflection papers are personal and will not be shared with anyone.

Life 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 and your paper submitted at any time during the semester. Your submission will count as Reflection Paper 4. Further details can be found in the assignment on Canvas.

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

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](#).

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 FALL 2020 COURSE SCHEDULE

Module 1 (August 31 – September 13)

Sport, Sociology, and You

Readings:

Anderson, E. & White, A. (2018). Introduction (pp. 1-20). *Sport, Theory, and Social Problems: A Critical Introduction*. New York: 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: 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: Hatchette Book Group.

Videos:

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

Assignments:

Sunday, September 6

Introduction on Welcome Discussion Board

Wednesday, September 9

Opening Statements to Module Discussion SubBoards

Sunday, September 13

Two (2) responses to classmates in each Discussion Sub-Board

Sunday, September 13

Reflection Paper 1 – Check Your Privilege

Module 2 (September 14 – September 27)

Youth Sport: What are We Teaching?

Readings:

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: Routledge.

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: Routledge.

The Aspen Institute's *State of Play 2019: Trends and Developments in Youth Sport*

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

Kerr, G., Battaglia, A., & Stirling, A. (2019). Maltreatment in youth sport: A systemic issue. *Kinesiology Review*, 8, 237-243.

Kochanek, J., & Erickson, K. (2020). Interrogating positive youth development through sport using a critical race theory. *Quest*, 72(2), 224-240.

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*.

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, September 20	Module 2 Readings Reviews
Sunday, September 20	Discussion Leader Ignite Talks
Wednesday, September 23	Opening Statements to selected Discussion Sub-Boards
Sunday, September 27	Two (2) responses to classmates in your Discussion Sub-Boards

Module 3 (September 28 - October 11)

Amateur Sport and Education: What is Sport's Role?

Readings:

Bennett, M. (2018). The NCAA will give you PTSD (pp. 19-38). *Things That Make White People Uncomfortable*. Chicago: Haymarket Books.

Harper, S. R. (2018). Black male student-athletes and racial inequities in NCAA DI college Sports. *USC Race and Equity Center*.

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.

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.

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.

Vadeboncoeur, J. D., & Bopp, T. (2020). [Self]perceptions of Whiteness: An interpretative phenomenological analysis of White college athletes. *Journal of Issues in Intercollegiate Athletics*, 13, 119-142.

Assignments:

Sunday, October 4	Module 3 Readings Reviews
Sunday, October 4	Discussion Leader Ignite Talks
Wednesday, October 7	Opening Statements to selected Discussion Sub-Boards
Sunday, October 11	Two (2) responses to classmates in your Discussion Sub-Boards

Module 4 (October 12 – October 25)

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

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: 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: 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.

Raemaeker, 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.

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 Lawyers Journal*, 22, 193-212.

Assignments:

Sunday, October 18

Module 4 Readings Reviews

Sunday, October 18

Discussion Leader Ignite Talks

Wednesday, October 21

Opening Statements to selected Discussion Sub-Boards

Sunday, October 25

Two (2) responses to classmates in your Discussion Sub-Boards

Sunday, October 25

Reflection Paper 2

Module 5 (October 26 – November 8)

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: 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.

Weininger, 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 1	Module 5 Readings Reviews
Sunday, November 1	Discussion Leader Ignite Talks
Wednesday, November 4	Opening Statements to selected Discussion Sub-Boards
Sunday, November 8	Two (2) responses to classmates in your Discussion Sub-Boards

Module 6 (November 9 – November 22)

Racial Diversity and Inclusion in Sport and Sport Organizations

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: 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: 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: Rowman & Littlefield

Bopp, T., Vadeboncoeur, J. D., & Turick, R. (2019). The conceptualization of racial tasking: Uncovering the (un)intended consequences. *Sport Management Review*.

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, 379-398.

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

Assignments:

Sunday, November 15	Module 6 Readings Reviews
Sunday, November 15	Discussion Leader Ignite Talks
Wednesday, November 18	Opening Statement to selected Discussion Sub-Boards
Sunday, November 22	Two (2) responses to classmates in your Discussion Sub-Boards
Sunday, November 22	Reflection Paper 3

Module 7 (November 23 – December 9)

Changing Sport and the Inherent Risks/Violence of 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: 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: Routledge.

Anderson, E. & White, A. (2018). Changing sport (p. 158-174). *Sport, Theory, and Social Problems: A Critical Introduction*. New York: Routledge.

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.

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 29

Module 7 Readings Reviews

Sunday, November 29

Discussion Leader Ignite Talks

Wednesday, December 2

Opening Statement to selected Discussion Sub-Boards

Sunday, December 6

Two (2) responses to classmates in your Discussion Sub-Boards

Wednesday, December 9

Reflection Paper 4 - Life without Sports

Brave Space Agreement*

All students are to treat each other with respect and engage with the class in accordance to 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

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

During this course, the successful completion of Reflection Paper 4 (Life 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 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. 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.

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.

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