

# Social Issues in Sport

**SPM3012**

**Class Section: 16751**

**3 Credits | Fall 2023**

*Connect with SPM*



## Course Info

### INSTRUCTOR

**Joseph Herman, II**

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Preferred Method of Contact: UF EMAIL

Expect a response within 24 hours M-F, 48 hours after 4pm Fri, and 48 hours on Sat or Sun.

### OFFICE HOURS

Tuesday at 10am to 12pm or by appointment

### MEETING TIME/LOCATION

M/W/F 10:40 AM – 11:30 AM (8/23 – 12/06)  
Florida Gym 285

### Required Textbook:

Coakley, J. J. (2020). Sport in Society: Issues and Controversies (13th ed.). New York, NY: McGraw- Hill Education

### COURSE DESCRIPTION

This course provides an examination of the intersection of sport and society: implications of class, race, and gender-based social issues in youth, college, and professional sport structures.

### Purpose of the Course

Social Issues in Sport is designed to acquaint students with the principles and applications of social issues within the sport industry. The course is grounded in sociological research and requires critical thinking to investigate the links between many of the major issues facing sport organizations today. Specifically, we will assess the intersection of race and sports, gender and sports, class and sports, media and sports, as well as the issues plaguing 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 impact society as well as how society impacts sport
- Articulate and explain the major sociological issues associated with gender, social class, race, and media, in sport

- 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 sport
- Provide clear solutions that sport leaders can use to improve many issues challenging sports in contemporary society

## **Course & University Policies**

### **Course Policies**

*Assignment Submissions and Exam Details and Deadlines:*

- All written submissions be submitted through Canvas prior to the assigned deadline. All Reading Quizzes and exams should be completed prior the assigned deadline. Written assignments, Reading Quizzes, and exams will be available on Canvas during a specified window in which assignments can be viewed and submitted, and quizzes and exams can be taken.
- A grading rubric for all written assignments is available on the respective assignment pages in Canvas. Written assignments are expected reflect college-level writing: proper grammar and punctuation, correct spelling, and coherently organized sentences and paragraphs. Reflection Papers should be double spaced, and all citations (required) should follow APA formatting. All written assignments will be screened for plagiarism through the “Turn-it-in” plagiarism software.

### **Attendance and Make Up Policy**

- If you miss a class, please speak with another student in the class to catch up on missed work, activities, etc.
- **Make Up Work:** If submission/exam taking arrangements are not made prior to the assignment/exam deadline, late work will be accepted for 75% credit within one (1) day late, and 50% credit within two (2) days late. No late work will be accepted after two (2) days past the due date. Individual circumstances will be considered on a case-by-case basis if communicated with me.

*Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:*

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

### **Professionalism**

- Students are expected to engage in the class lectures and discussions. Thus, required readings should be completed prior to the class period in which they will be covered.
- Students are expected to respect the opinions and experiences of class members. Disruptive or disrespectful students will be asked to leave the class if their behavior is detrimental to the class atmosphere. If a student continues to be disruptive, the student will be reported to the University.
- Phones and laptops are welcomed in class, as researching information during class periods will be encouraged. However, during in-class time, devices should only be used for the purposes of engaging in lectures or discussions. Students are expected to refrain from recreational browsing, or shopping, or social media, or anything not related to class during class periods. Failure to engage in lectures and discussions will affect the participation grade.

- All correspondence with me should be through email. Please don't expect that I will remember details of a conversation that occurs before, during, or after class. If you need to discuss assignments, exams, absences, or anything that requires arranging, those arrangements must be communicated through email.

## Course Format

This course is comprised of eight (8) modules consisting of lecture, discussion, readings, and learning assessments. Lectures and discussions will take place during class meeting periods. Module content and course information is available on the course E-Learning (Canvas) site. Student learning is assessed on content from in-class lectures, in-class discussions, and module readings and media reports posted on the Canvas site.

### **Module Structure:**

Each module consists of two in-class segments. The first segment of each module consists of an introduction to the topic, lecture, and discussion of the course readings (content). The Reading Quiz (with a few exceptions) is due in the first segment of the modules. The second segment of each module is an examination of the topic through the lens of current media: applying what was learned from the module content to evaluating the manner in which the issues are presented in the media, and how the topic manifests in current society/culture.

### *Module Readings and Videos:*

Module readings and videos are listed in the Course Outline (at the end of this syllabus) and on each module page in Canvas. For each module, the readings and videos listed are required unless otherwise noted. Required readings and videos (other than chapters in the course text) are linked to the corresponding module page in Canvas. Readings listed for segment one of each module comprise the primary course content; readings and videos for segment two provide an application of media to the module topic. Throughout the semester, **additional readings or videos not appearing in the course outline may be added as required module content.**

- *Reading Quizzes:* A quiz for each module is administered at the end of segment one and only covers the module readings (does **not** cover the media presentations in segment two of the modules). Each Reading Quiz consists of 10 questions that are multiple choice, true/false, or short-answer. The Reading Quizzes are administered through Canvas.
- *Reflection Paper:* The Reflection Paper is a critical evaluation and application of the module readings, in-class discussions, and media presentations. It is a response (or responses) to a prompt (or prompts) on the topics presented within the modules. The assignment grade is based on the student's ability to a) identify critical elements of the modules that are relevant to the prompt, b) leverage facts and figures (information) across modules to support the response, c) synthesize elements of the readings, in-class discussions, and media presentations to effectively respond to the prompt(s), and d) effectively communicate the response. See the *Reflection Paper* assignment page on Canvas for specific requirements and instructions to submit the assignment.
- *Discussion Groups:* Discussion Groups, or "Pods" will meet every Friday in lieu of Class (except for Weeks 1 and 2). Each week, groups will receive a prompt to discuss during their Discussion Groups. The first week of class, each assigned group will decide for itself how they will meet (outside, inside, via Zoom), when, and what the group expectations will be. At the mid-point and end of semester,

peers within the group will assess whether each group member is meeting the group expectations. Each Monday, groups will be randomly asked to share their discussion from the previous week's pod.

### **Cumulative Course Assessments:**

*Mid-term Exam:* The mid-term exam covers modules 1 through 4. The mid-term consists of short-answer/short essay questions. Responses are graded based on a) the depth of analysis of the issue(s) presented in the module, and b) critical thinking regarding how the issue(s) affect or are affected by cultural/societal influences. Specifics facts and figures are not required to support responses, but responses should demonstrate an understanding of the interaction between sport and society regarding the specific topic. The mid-term exam is administered through Canvas.

*Final Exam:* The final exam is in the same format, with the same requirements, as the mid-term exam. The final exam is also administered through Canvas.

*Class Engagement:* Class engagement is critical to fulfilling student learning objectives. Engagement means thoughtful learning and discussing the course content throughout the semester. I realize that not everyone is always comfortable speaking in class, and with a large class, it is not always easy to participate. Engagement can happen through group discussions, attending office hours, or showing deep engagement with all the material on assignments.

### **Grading and Point Distribution**

| Evaluation Components<br>(Number of each) | Points Per Component  |
|---|-----------------------|
| Module Reading Quizzes (7)                | 10 pts each = 70 pts  |
| Reflection Papers (3)                     | 60 pts each = 180 pts |
| Discussion Groups                         | 60 pts                |
| Mid Term Exam                             | 50 pts                |
| Final Exam                                | 50 pts                |
| Course Engagement                         | 40 pts                |
| Total                                     | 450 pts               |

All grades will be posted on Canvas, with the final grade assigned per the following grading scale:

| Letter Grade | Points Needed to Earn Each Letter Grade |
|--------------|---|
| A            | 93-100%                                 |
| A-           | 90-92.9%                                |
| B+           | 87-89.9%                                |
| B            | 83-86.9%                                |
| B-           | 80-82.9%                                |
| C+           | 77-79.9%                                |
| C            | 73-76.9%                                |
| C-           | 70-72.9%                                |
| D+           | 67-69.9%                                |
| D            | 60-66.9%                                |
| E            | 59.9 or lower                           |

## University Policies

### Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. 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. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

### You Matter, We Care:

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for 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](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime or 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 911.

### 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 at <http://www.dso.ufl.edu/students.php>.

*“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 (<http://www.dso.ufl.edu/drc/>). 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.

Canvas 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](mailto:helpdesk@ufl.edu)

Other resources are available at: <http://www.distance.ufl.edu/getting-help> for:

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

### **Class Recording**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person

injured by the publication and/or discipline under UF Regulation 4.040 Student Policy on Course Syllabi 3 UF, Academic Affairs, August 5th, 2021, Honor Code and Student Conduct Code.

### WEEKLY SCHEDULE

| Week | Dates                            | Assigned Module & Schedule Notes  | Assessments Due                     |
|------|----------------------------------|---|-------------------------------------|
| 1    | Aug. 23<br>Aug. 25               | <i>MODULE 1: Introduction to Sport &amp; Society</i><br><br><i>Review of syllabus and course expectations</i>   |                                     |
| 2    | Aug. 28<br>Aug. 30<br>Sept. 1    | <i>What sport is, what it means, and how it is framed through the media</i><br><br><b>Readings:</b><br>• Coakley Chapter 1  |                                     |
| 3    | Sept. 6<br>Sept. 8               | <i>Mon, Sept 4th is a holiday...no class.</i><br><b>Readings:</b><br>• Coakley Chapters 3 and 12  | Friday, Sept 8: Reading Quiz        |
| 4    | Sept. 11<br>Sept. 13<br>Sept. 15 | <i>MODULE 2: Class in Sport</i><br><br><i>Sport and social class transcendence, social mobility, and limitations by social class</i><br><br><b>Readings:</b><br>• Coakley Chapter 9<br>• Eitzen Chapter 11: Sports as a Path to Success | Friday, Sept 15: Reading Quiz       |
| 5    | Sept. 18<br>Sept. 20<br>Sept. 22 | <i>Current events/media discussion</i><br><br><b>Readings/video:</b><br>• TED Talk: Are Athletes Really Getting Faster, Better, Stronger?<br><br>• See Canvas   | Friday, Sept 22: Reflection Paper 1 |
| 6    | Sept. 25<br>Sept. 27<br>Sept. 29 | <i>MODULE 3: Race in Sport</i><br><br><i>Race and ethnicity: perceptions, treatment, and opportunities in sport</i><br><br><b>Readings:</b><br>• Coakley Chapter 8  | Friday, Sept 29: Reading Quiz       |



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|----|-------------------------------|--|--|
|    |                               | <ul style="list-style-type: none"> <li>• Cunningham: Understanding the under-representation of African American coaches: A multilevel perspective</li> <li>• Spaaij, Farquharson, &amp; Fairbanks: Sport and Social Inequities (pp. 402-404; Race segment)</li> </ul>  |  |
| 7  | Oct. 2<br>Oct. 4<br>Oct. 6    | <p>NO DISCUSSION GROUPS FRIDAY, OCT 6</p> <p><i>Current events/media discussion</i></p> <p><b>Readings/video:</b></p> <ul style="list-style-type: none"> <li>• Understanding the Harm</li> <li>• Howard Bryant: "The Heritage" and the Politics of Race, Sports, and Patriotism</li> <li>• See Canvas</li> </ul>   |  |
| 8  | Oct. 9<br>Oct. 11<br>Oct. 13  | <p><i>MODULE 4: Gender, Sexuality, &amp; Identity in Sport</i></p> <p><i>Women and LGBTQ: perceptions, treatment, and opportunities in sport</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Coakley Chapter 7</li> <li>• Shaw &amp; Frisby: Can Gender Equity be More Equitable? (pp. 483- 498; through Phase II)</li> <li>• Cunningham &amp; Sagas: Gender and Sex Diversity in Sport Organizations</li> <li>• Spaaij, Farquharson, &amp; Fairbanks: Sport and Social Inequities (pp. 400-402; Intro through Gender)</li> </ul> | Friday, Oct 13: Reading Quiz   |
| 9  | Oct. 16<br>Oct. 18<br>Oct. 20 | <p><i>Current events/media discussion</i></p> <p><b>Readings/video:</b></p> <ul style="list-style-type: none"> <li>• NYT: Sex, Sport, and Why Track and Field's New Rules on Intersex Athletes Are Essential</li> <li>• NWLC: Debunking the Myths About Title IX and Athletics</li> </ul>  | Friday Oct 27: Midterm Exam (open for 24 hours on Canvas) (no discussion groups this week) |
| 10 | Oct. 23<br>Oct. 25<br>Oct. 27 | <i>MODULE 5: Youth Sport</i>   | Friday Oct 27: Reading Quiz  |

|    |                                       |  |   |
|----|---------------------------------------|--|---|
|    |                                       | <p><i>Youth sport structures and the treatment of youth athletes</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Coakley Chapter 4</li> <li>• Messner: Gender Ideologies, Youth Sports, and the Production of Soft Essentialism</li> <li>• Sagas: Aspen Institute Research Brief</li> </ul>   |   |
| 11 | <p>Oct. 30<br/>Nov. 1<br/>Nov. 3</p>  | <p><i>Current events/media discussion</i></p> <p><b>Readings/video:</b></p> <ul style="list-style-type: none"> <li>• The Price of Youth Sports</li> <li>• See Canvas</li> </ul>  | <p>Friday Nov 8: Reflection Paper 2</p> |
| 12 | <p>Nov. 6<br/>Nov. 8<br/>Nov. 10</p>  | <p><i>MODULE 6: College Sport</i></p> <p>NO DISCUSSION GROUPS, FRIDAY, NOV 10</p> <p><i>College sport structures and the treatment of college athletes</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Coakley Chapter 14</li> <li>• Gayles &amp; Blanchard: Playing Outside the Lines: Contemporary Legal Issues in College Sports</li> <li>• Benford: The College Sports Reform Movement: Reframing the "Edutainment" Industry</li> </ul> | <p>THURSDAY, Nov 9: Reading Quiz</p>    |
| 13 | <p>Nov.13<br/>Nov. 15<br/>Nov. 17</p> | <p><i>Current events/media discussion</i></p> <p><b>Readings/video:</b></p> <ul style="list-style-type: none"> <li>• ESPN: Baylor faces accusations of ignoring sex assault victims</li> <li>• Black Female Coaches: A Players' Tribune Roundtable</li> </ul> <p><i>Business of professional sport and the treatment of professional athletes</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Coakley Chapter 11</li> </ul>                 | <p>Friday, Nov 17: Reading Quiz</p>     |

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|    |                               | <ul style="list-style-type: none"> <li>• Eitzen Chapter 12: Professional Sport Franchises</li> </ul>  |   |
| 14 | Nov. 20<br>Nov. 22<br>Nov. 24 | <p><i>MODULE 7: Professional Sport</i></p> <p>NO CLASS WEDNESDAY, NOV 22<br/> NO DISCUSSION GROUPS FRIDAY, NOV 24<br/> <i>Current events/media discussion</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• NPR: Laura Ingraham Told LeBron James to Shut Up and Dribble: He Went to The Hoop</li> <li>• Holstein et al: All that Dough</li> </ul>   |   |
| 15 | Dec. 4<br>Dec. 6              | <p><i>MODULE 8: The Future of Sport</i></p> <p><i>Change in sport, reforming sport, and Sport for Development</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Coakley Chapter 16</li> <li>• Sanders: An own goal in sport for development: Time to change the playing field</li> </ul> <p><i>Current events/media discussion</i></p> <p><b>Readings/video:</b></p> <ul style="list-style-type: none"> <li>• Knight Commission: What D-I Leaders Think: New Survey Findings about Reform</li> </ul> | WEDNESDAY Dec 6: Final Reflection Paper |
| 16 | Dec.<br>11-15                 | <b>FINAL EXAM (ONLINE)</b>  | Dec. 14 <sup>th</sup> 11:59PM           |

\*\*The instructor reserves the right to modify this syllabus as necessary.

\*\* Copyright Statement:

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