

Inclusive Excellence in Sport

SPM7900 | Class # 29020 | 3 Credits | Fall 2023

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Course Info

INSTRUCTOR **George B. Cunningham, PhD**
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Preferred Method of Contact: **email**

OFFICE HOURS W/R 10:00-11:00, By appointment

**MEETING
TIME/LOCATION** FLG 335 M 2:00-3:30

COURSE DESCRIPTION

This course provides students with an overview of various sport management theories and research. Students will gain exposure to a breadth of topics and depth specific to areas of sport management. Students will also learn how sport management concepts and principles can be applied to our roles as sport managers, and to our everyday life.

PREREQUISITE KNOWLEDGE AND SKILLS

HHU_PHD; doctoral student status.

REQUIRED AND RECOMMENDED MATERIALS

All materials posted on Canvas and available through the UF Library.

COURSE FORMAT

We will meet weekly to discuss the readings from the previous modules and review the papers students write.

COURSE LEARNING OBJECTIVES:

By the end of this course, students should be able to synthesize the key theories related to:

1. The rationale for a focus on inclusive excellence in sport.
2. Bias, including stereotypes, prejudice, and discrimination.

3. Different diversity forms, including those related to race, gender, age, ability, appearance, sexual orientation and gender identity, religion, and social class.
4. Approaches to minimizing bias among people in sport.
5. Approaches to creating inclusive workplaces.
6. Approaches to creating inclusive communities.

Course & University Policies

ATTENDANCE POLICY

Attendance at all classes is critical to understanding and discussing the material.

PERSONAL CONDUCT POLICY

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 (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor or TA in this class.

MAKE-UP POLICY

A student who is absent from class or any required class-related activity because of illness should contact their instructor, if feasible, as early as possible prior to the missed class or activity. Students shall be permitted a reasonable amount of time to make up the material or activities covered during an excused absence. Students should contact their college by the deadline to drop a course for medical reasons. Students can petition the Dean of Students Office to drop a course for medical reasons. The university’s policy regarding medical excuse from classes is maintained by the Student Health Care Center. 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>.”

ACCOMMODATING STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Getting Help

HEALTH & WELLNESS

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies) <http://www.police.ufl.edu/>

ACADEMIC RESOURCES

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

INCLUSION, DIVERSITY, EQUITY, AND ACCESSIBILITY RESOURCES

For suggestions or concerns related to IDEA, please reach out to Dr. Christine Wegner.

Grading

Students will be graded based on their weekly papers, their participation in discussions, and their final paper.

Evaluation Components (#)	Points Per Component	Approximate % of Total Grade
Summary, Reflection, and Integration Paper (14)	10 pts each = 140 pts	140/330 = 42%
Discussion (14)	10 pts each = 140 pts	140/330 = 42%
Review (1)	30 pts each = 30 pts	30/330 = 9%
Presentation (1)	20 pts each = 20 pts	20/330 = 7%

Summary, Reflection, and Integration Paper. For every topic, the student will submit a 2-3 page critique and summary of the articles read for that week. The critique should include a brief summary of the articles, general comments concerning the articles, and an integration of the information gleaned from the articles into a general framework. The latter two portions of the assignment are the most critical portions of the paper. The paper should also contain a separate page containing the references to the articles cited within the text. Citations and references within the paper should be made according to the guidelines of the American Psychological Association Publications Manual (7th ed.). Students should be prepared to discuss their integration of the literature to the other class members. Each paper is due by 11:59 on the date listed in the course schedule.

Discussion. One of the most critical aspects of the class is the discussion that takes place among its participants concerning the articles read. It is imperative that the student comes prepared for the class and actively participates in the class discussion. Failure to do so will result in a reduction of discussion and participation points.

Review. The student will choose a topic related to inclusive excellence and review the theories espoused on the topic. The review should contain (a) a definition of the construct or constructs under study, (b) an overview of the theories that have been developed to understand the phenomenon, (c) a synthesis of the research in this area, including trends that have taken place, and (d) based on this information, an integrated theoretical model that can be applied to the sport context. In the final section of the review, the student should focus on research issues associated with the newly proposed model. For example, how would the constructs be measured, and which analyses would be most appropriate? Topics for the reviews are not restricted to those covered in class.

Presentation. The students will make a 15–20-minute presentation of their review. The presentation should be made using PowerPoint, and handouts should be provided to the class.

GRADING SCALE

Grades will be posted in Canvas. Under normal circumstances, each assignment will be graded within one week. More detailed information regarding current UF grading policies can be found here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>. Any requests for additional extra credit or special exceptions to these grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly.

Letter Grade	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A	93.00-100.00%	4.0
A-	90.00-92.99%	3.67
B+	87.00-89.99%	3.33
B	83.00-86.99%	3.0
B-	80.00-82.99%	2.67
C+	77.00-79.99%	2.33
C	73.00-76.99%	2.0
C-	70.00-72.99%	1.67
D+	67.00-69.99%	1.33
D	63.00-66.99%	1.0
D-	60.00-62.99%	0.67
E	0.00-59.99%	0

Weekly Course Schedule

Module	Dates	Assigned Module & Schedule Notes	Assessments Due
1		<p>Syllabus Review, Overview of Inclusive Excellence</p> <p>Cunningham, G. B. (2023). Overview of Diversity and Inclusion (pp. 3-23). (Link)</p> <p>Delia, E. B., Melton, E. N., Sveinson, K., Cunningham, G. B., & Lock, D. (2022). Understanding the lack of diversity in sport consumer behavior research. <i>Journal of Sport Management</i>, 36(3), 265-276. (Link)</p>	<p>Summary, Reflection, and Integration Paper (8/27)</p> <p>Weekly Discussion (8/28)</p>
2		<p>Theoretical Tenets of Diversity, Equity, and Inclusion</p> <p>Coakley, J. (2021). Sociology of Sport: Growth, Diversification, and Marginalization, 1981–2021. <i>Kinesiology Review</i>, 10(3), 292-300. (Link)</p> <p>Roberson, Q. M. (2019). Diversity in the workplace: A review, synthesis, and future research agenda. <i>Annual Review of Organizational Psychology and Organizational Behavior</i>, 6, 69-88. (Link)</p> <p>Summers, J. K., Howe, M., McElroy, J. C., Ronald Buckley, M., Pahng, P., & Cortes-Mejia, S. (2018). A typology of stigma within organizations: Access and treatment effects. <i>Journal of Organizational Behavior</i>, 39(7), 853-868. (Link)</p>	<p>Summary, Reflection, and Integration Paper (9/3)</p> <p>Weekly Discussion (9/4)</p>
3		<p>Bias in Sport</p> <p>Dovidio J., Hewstone M., Glick P., Esses V. (2010). Prejudice, stereotyping and discrimination: Theoretical and empirical overview. In Dovidio J. F., Hewstone M., Glick P. <i>The SAGE handbook of prejudice, stereotyping and discrimination</i> (pp. 3–28). SAGE. (Link)</p> <p>Fiske, S. T., Cuddy, A. J. C., Glick, P., & Xu, J. (2002). A model of (often mixed) stereotype</p>	<p>Summary, Reflection, and Integration Paper (9/10)</p> <p>No Weekly Discussion</p>

Module	Dates	Assigned Module & Schedule Notes	Assessments Due
		<p>content: Competence and warmth Summary, Reflection, and Integration Paper respectively follow from perceived status and competition. <i>Journal of Personality and Social Psychology</i>, 82(6), 878–902. (Link)</p> <p>Hebl, M., Cheng, S. K., & Ng, L. C. (2020). Modern discrimination in organizations. <i>Annual Review of Organizational Psychology and Organizational Behavior</i>, 7, 257-282. (Link)</p>	
4		<p>Race in Sport</p> <p>Cunningham, G.B. (2021). The under- representation of racial minorities in coaching and leadership positions in the United States. In S. Bradbury, J. Lusted, & J. Van Sterkenberg (Eds.), <i>Race, ethnicity and racism in sports coaching</i> (pp. 3–21). Routledge. (Link)</p> <p>Singer, J. N., Agyemang, K. J., Chen, C., Walker, N. A., & Melton, E. N. (2022). What is blackness to sport management? Manifestations of anti-blackness in the field. <i>Journal of Sport Management</i>, 36(3), 215- 227. (Link)</p> <p>Cooper, J. N., Macaulay, C., & Rodriguez, S. H. (2019). Race and resistance: A typology of African American sport activism. <i>International Review for the Sociology of Sport</i>, 54(2), 151-181. (Link)</p>	<p>Summary, Reflection, and Integration Paper (9/17)</p> <p>Weekly Discussion (9/18)</p>
5		<p>Gender in Sport</p> <p>Burton, L. J. (2015). Underrepresentation of women in sport leadership: A review of research. <i>Sport Management Review</i>, 18(2), 155-165. (Link)</p> <p>Claringbould, I., & Knoppers, A. (2008). Doing and undoing gender in sport governance. <i>Sex Roles</i>, 58, 81-92. (Link)</p> <p>Dixon, M. A., Warner, S. M., & Bruening, J. E. (2008). More than just letting them play:</p>	<p>Summary, Reflection, and Integration Paper (9/24)</p> <p>Weekly Discussion (9/25)</p>

Module	Dates	Assigned Module & Schedule Notes	Assessments Due
		<p>Parental influence on women's lifetime sport involvement. <i>Sociology of Sport Journal</i>, 25(4), 538-559. (Link)</p>	
6		<p>Age in Sport</p> <p>Hancock, D. J., Adler, A. L., & Côté, J. (2013). A proposed theoretical model to explain relative age effects in sport. <i>European Journal of Sport Science</i>, 13(6), 630-637. (Link)</p> <p>Li, Y., Gong, Y., Burmeister, A., Wang, M., Alterman, V., Alonso, A., & Robinson, S. (2021). Leveraging age diversity for organizational performance: An intellectual capital perspective. <i>Journal of Applied Psychology</i>, 106(1), 71-91. (Link)</p>	<p>Summary, Reflection, and Integration Paper (10/1)</p> <p>Weekly Discussion (10/2)</p>
7		<p>Disability in Sport</p> <p>Shapiro, D. R., & Pitts, B. G. (2014). What little do we know: Content analysis of disability sport in sport management literature. <i>Journal of Sport Management</i>, 28(6), 657-671. (Link)</p> <p>Misener, L. (2015). Leveraging parasport events for community participation: Development of a theoretical framework. <i>European Sport Management Quarterly</i>, 15(1), 132-153. (Link)</p> <p>Brittain, I., Biscaia, R., & Gérard, S. (2020). Ableism as a regulator of social practice and disabled peoples' self-determination to participate in sport and physical activity. <i>Leisure Studies</i>, 39(2), 209-224. (Link)</p>	<p>Summary, Reflection, and Integration Paper (10/8)</p> <p>No Weekly Discussion</p>
8		<p>Appearance in Sport</p> <p>Puhl, R. M., Himmelstein, M. S., & Pearl, R. L. (2020). Weight stigma as a psychosocial contributor to obesity. <i>American Psychologist</i>, 75(2), 274-289. (Link)</p> <p>Pickett, A. C., & Cunningham, G. B. (2017). Physical activity for every body: A model for</p>	<p>Summary, Reflection, and Integration Paper (10/15)</p> <p>Weekly Discussion (10/16)</p>

Module	Dates	Assigned Module & Schedule Notes	Assessments Due
		<p>managing weight stigma and creating body-inclusive spaces. <i>Quest</i>, 69(1), 19-36. (Link)</p> <p>Fink, J. S., Cunningham, G. B., & Kensicki, L. J. (2004). Using athletes as endorsers to sell women's sport: Attractiveness vs. expertise. <i>Journal of Sport Management</i>, 18(4), 350-367. (Link)</p>	
9		<p>Religion and Spirituality in Sport</p> <p>Benefiel, M., Fry, L. W., & Geigle, D. (2014). Spirituality and religion in the workplace: History, theory, and research. <i>Psychology of Religion and Spirituality</i>, 6(3), 175–187. (Link)</p> <p>Hussain, U., & Cunningham, G. B. (2022). The Muslim community and sport scholarship: a scoping review to advance sport management research. <i>European Sport Management Quarterly</i>. (Link)</p> <p>Watson, N. J., & Nesti, M. (2005). The role of spirituality in sport psychology consulting: An analysis and integrative review of literature. <i>Journal of Applied Sport Psychology</i>, 17(3), 228-239. (Link)</p>	<p>Summary, Reflection, and Integration Paper (10/22)</p> <p>Weekly Discussion (10/23)</p>
10		<p>Sexual Orientation and Gender Identity in Sport</p> <p>Denison, E., Bevan, N., & Jeanes, R. (2021). Reviewing evidence of LGBTQ+ discrimination and exclusion in sport. <i>Sport Management Review</i>, 24(3), 389-409. (Link)</p> <p>Walker, N. A., & Melton, E. N. (2015). The tipping point: The intersection of race, gender, and sexual orientation in intercollegiate sports. <i>Journal of Sport Management</i>, 29(3), 257-271. (Link)</p> <p>Shaw, S. (2019). The chaos of inclusion? Examining anti-homophobia policy development in New Zealand sport. <i>Sport Management Review</i>, 22(2), 247-262. (Link)</p>	<p>Summary, Reflection, and Integration Paper (10/29)</p> <p>Weekly Discussion (10/30)</p>

Module	Dates	Assigned Module & Schedule Notes	Assessments Due
11		<p>Social Class in Sport</p> <p>Amis, J. M., Mair, J., & Munir, K. A. (2020). The organizational reproduction of inequality. <i>Academy of Management Annals</i>, 14(1), 195-230. (Link)</p> <p>Sugden, J., & Tomlinson, A. (2000). Theorizing sport, social class and status. <i>Handbook of Sport Studies</i>, 309-321. (Link)</p>	<p>Summary, Reflection, and Integration Paper (11/5)</p> <p>Weekly Discussion (11/6)</p>
12		<p>Reducing Bias</p> <p>Paluck, E. L., Porat, R., Clark, C. S., & Green, D. P. (2021). Prejudice reduction: Progress and challenges. <i>Annual Review of Psychology</i>, 72, 533-560. (Link)</p> <p>Pettigrew, T. F. (1998). Intergroup contact theory. <i>Annual Review of Psychology</i>, 49(1), 65-85. (Link)</p>	<p>Summary, Reflection, and Integration Paper (11/12)</p> <p>Weekly Discussion (11/13)</p>
13		<p>Inclusive Workplaces</p> <p>Cooper, J. N., Newton, A. C., Klein, M., & Jolly, S. (2020). A call for culturally responsive transformational leadership in college sport: An anti-ism approach for achieving equity and inclusion. <i>Frontiers in Sociology</i>, 65. (Link)</p> <p>Spaaij, R., Knoppers, A., & Jeanes, R. (2020). "We want more diversity but...": Resisting diversity in recreational sports clubs. <i>Sport Management Review</i>, 23(3), 363-373. (Link)</p> <p>Turconi, L., Shaw, S., & Falcous, M. (2022). Examining discursive practices of diversity and inclusion in New Zealand Rugby. <i>Sport Management Review</i>, 25(4), 589-607. (Link)</p>	<p>Summary, Reflection, and Integration Paper (11/19)</p> <p>Weekly Discussion (11/20)</p>
14		<p>Inclusive Communities</p> <p>Cunningham, G. B. (2014). Interdependence, mutuality, and collective action in sport. <i>Journal of Sport Management</i>, 28(1), 1-7. (Link)</p>	<p>Summary, Reflection, and Integration Paper (11/26)</p> <p>Weekly Discussion (11/27)</p>

Module	Dates	Assigned Module & Schedule Notes	Assessments Due
		<p>Hambrick, D. C., & Wowak, A. J. (2021). CEO sociopolitical activism: A stakeholder alignment model. <i>Academy of Management Review</i>, 46(1), 33-59. (Link)</p> <p>Schulenkorf, N. (2017). Managing sport-for-development: Reflections and outlook. <i>Sport Management Review</i>, 20(3), 243-251. (Link)</p>	
15			
16		Review	Paper due on 12/4 Presentation of conceptual framework TBD