

# SPM 3012: SPORT AND SOCIETY

Department of Sport Management  
Spring 2020 Course Syllabus

Section: 2804 (*\*this section DOES NOT fulfill a UF words requirement*)  
Credits: 3  
Class Days: MWF 1:55 pm – 2:45 pm (period 7)  
Meeting Room: FLG 265

Instructor: Meredith Flaherty

Email: [mflaherty@ufl.edu](mailto:mflaherty@ufl.edu)

Office: FLG 206B

Office Hours: Wednesday 12:00 pm – 1:30 pm; Thursday 12:00 pm – 1:30 pm

## Required Text

Coakley, J. J. (2017). *Sport in Society: Issues and Controversies* (12th 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

Sport and Society 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 sports
- Articulate and explain the major sociological issues associated with gender, social class, race, and media, in 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 Policies

### *Assignment Submissions and Exam Details and Deadlines:*

- All written submissions (Readings Questions, Module Synthesis Papers, and Discussion Board posts) should be submitted through Canvas prior to the assigned deadline. All Reading Quizzes and exams should be completed prior the assigned deadline (the Mid Term is completed in-class). Written assignments, Reading Quizzes, and the final exam will be available on Canvas during a specified window in which assignments can be viewed and submitted, and Reading Quizzes and the final exam 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. Module Synthesis 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:*

Requirements for class attendance and 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>

- Attendance: Students are graded on participation, for which attendance is necessary. If an excused absence is necessary, the student should contact me by email PRIOR to missing class.
- Make Up Work: If submission/exam taking arrangements are not made prior to the assignment/exam deadline, late work will be accepted at a 20%-point deduction each day following the deadline (excluding the final exam, which will not be accepted late). No late work will be accepted after four (4) days past the due date. Individual circumstances will be considered on a case-by-case basis if communicated with me.

### *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 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 Readings Questions assignment and a Reading Quiz are due in the first segment of the modules (where applies). 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. The Module Synthesis Paper and the Media Discussion Board are due in the second segment of the modules (where applies). See the course outline (included at the end of this syllabus) for specific assignment due dates by module.

### *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.*

### *Segment One Assignments:*

- *Reading Questions:* The Reading Questions assignment is an evaluation of listed readings for segment one in each module. Students are to generate two (2) in-depth questions per assigned reading. The questions should be appropriate for an in-class discussion – facilitating critical thinking about the issue. The Readings Questions assignment grade is based on the depth and degree of critical thinking required by the questions posed. Quality submissions will be introduced in class (anonymously) to support discussion and analysis of the topic/issue. See the Readings Questions assignment page on Canvas for an example and instructions to submit the assignment.
- *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.

### *Segment Two Assignments:*

- *Module Synthesis Papers:* The Module Synthesis Paper assignment is a critical evaluation and application of the module readings, in-class discussions, and media presentations. The Module Synthesis Paper is a response (or responses) to a prompt (or prompts) on the module topic or a specific issue presented in the module. The assignment grade is based on the student's ability to a) identify

critical elements of the module that are relevant to the prompt, b) leverage facts and figures (information) from the module to support the response, c) synthesize elements of the module readings, in-class discussions, and media presentations to effectively respond to the prompt(s), and d) effectively communicate the response. See the Module Synthesis Paper assignment page on Canvas for specific requirements and instructions to submit the assignment.

- *Discussion Boards:* The Discussion Board assignment is a forum for students to evaluate media presentations of the module topic. Each Discussion Board requires two posts: 1) a link to a media article or video (that was not presented in class) with a brief summary of the article or video and how it relates to the module topic, and 2) an upvote and response to an article that is posted by a discussion group member. The article or video linked in the first post can be one with which the student agrees or disagrees, but an explanation should be included in the summary provided. The response post (second post) should be an in-depth analysis, comparison, or application of the module content to the article or video posted by a group member (can agree or disagree). Posts are made on subsequent days: the initial post with the link and summary are due prior to the response to a group member's post (*Thursday: as both posts cannot occur on the same day*), thus "early" posts to the required Friday response are not accepted (these requirements also apply to Discussion Boards that occur on days other than Thurs/Fri). The Discussion Board assignment grade is based on 1) the depth of the summary provided in the initial post, and 2) the depth of analysis/critical thinking in the response to a group member and the ability to leverage facts and figures (information) from the module. See the Discussion Board assignment page on Canvas for specific requirements and instructions to submit the assignment.

#### Cumulative Course Evaluations:

*Mid Term Exam:* The Mid Term Exam covers modules 1 through 4. The Mid Term consists of 3 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. Specific facts and figures are not required to support responses, but responses should demonstrate an understanding of the interaction between sport and society in regard to the specific topic. The Mid Term Exam is administered in-class.

*Final Exam:* The Final Exam is in the same format, with the same requirements, as the Mid Term Exam. The Final Exam is administered through Canvas.

*Class Participation:* Class participation is critical to fulfilling student learning objectives. Participation does not only include answering questions and speaking in class discussions, it includes engaging in active listening and learning; class participation will be graded based on these requirements. Participation cannot occur if the student doesn't engage during the class period, and if the student doesn't attend class.

## Grading and Point Distribution

|  |                   |
|--|-------------------|
| Reading Questions (10 points X 7 Modules)            | 70 points         |
| Module Reading Quizzes (10 points each X 5 Modules)  | 50 points         |
| Module Synthesis Papers (30 points X 8 Modules)      | 240 points        |
| Canvas Discussion Boards (10 points each X 5 Boards) | 50 points         |
| Mid Term Exam  | 40 points         |
| Final Exam   | 40 points         |
| Participation  | 40 points         |
| <b>Total Possible Points</b>                         | <b>530 points</b> |

All grades will be posted on Canvas, with the final grade assigned per the following 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  | = | 73-76.9%      |
| C- | = | 70 – 72.9%    |
| D+ | = | 67-69.9%      |
| D  | = | 60-66.9%      |
| E  | = | 59.9 or lower |

## University Policy

### 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.

### Academic Misconduct:

Academic honesty and integrity are fundamental values of the University community. Students should understand the [UF Student Honor Code](#).

### Accommodating Students with Disabilities:

Students requesting accommodation for disabilities must first [register](#) with the Dean of Students Office.

The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodations.

This documentation must be submitted prior to submitting assignments or taking quizzes or exams. Accommodations are not retroactive; students should contact the Dean's office as soon as possible in the term for which they are seeking accommodations.

### 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>.

## **Getting Help**

### Canvas:

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

Email: [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)

Online: <http://helpdesk.ufl.edu>

Phone: (352) 392-HELP; select option 2.

### 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.

## SPM3012: Sport and Society Course Outline

| Module 1 |           | Introduction to Sport and Society   |
|----------|-----------|---|
| Week 1   | Jan 6-10  | <p><i>Review of syllabus and course expectations</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Coakley Chapter 1</li> </ul>  |
| Week 2   | Jan 13-17 | <p><i>What sport is, what it means, and how it is framed through the media</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Coakley Chapters 3, 11 (pp. 336-352), and 12</li> <li>• Rowe: Assessing the Sociology of Sport</li> </ul> <p><b>Due:</b></p> <ol style="list-style-type: none"> <li>1. Friday: Synthesis Paper</li> <li>2. Friday: Reading Quiz</li> </ol>  |
| Module 2 |           | Class in Sport  |
| Week 3   | Jan 22-24 | <p><i>Sport and social class transcendence, social mobility, and limitations by social class</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Coakley Chapter 9</li> <li>• Eitzen Chapter 11: Sports as a Path to Success</li> </ul> <p><b>Due:</b></p> <ol style="list-style-type: none"> <li>1. Wednesday: Reading Questions</li> <li>2. Friday: Quiz</li> </ol>  |
| Week 4   | Jan 27-31 | <p><i>Current events/media discussion</i></p> <p><b>Readings/video:</b></p> <ul style="list-style-type: none"> <li>• TED Talk: Are Athletes Really Getting Faster, Better, Stronger?</li> <li>• ESPN: How a House Became a Home for Deshaun Watson</li> </ul> <p><b>Due:</b></p> <ol style="list-style-type: none"> <li>1. Thursday: Initial Discussion Board post</li> <li>2. Friday: Peer response Discussion Board post</li> <li>3. Friday: Synthesis Paper</li> </ol> |
| Module 3 |           | Race in Sport   |
| Week 5   | Feb 3-7   | <p><i>Race and ethnicity: perceptions, treatment, and opportunities in sport</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Coakley Chapter 8</li> <li>• Cunningham: Understanding the under-representation of African American coaches: A multilevel perspective</li> <li>• Enck-Wanzer: All's Fair in Love and Sport: Black Masculinity and Domestic Violence in the News</li> </ul>  |

|                 |   |  |
|-----------------|---|--|
|                 |   | <p><b>Due:</b></p> <ol style="list-style-type: none"> <li>1. Wednesday: Reading Questions</li> <li>2. Friday: Reading Quiz</li> </ol>  |
| Week 6          | Feb 10-14                                       | <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>• ESPN: Clemson QB Deshaun Watson says dual-threat label stems from race</li> </ul> <p><b>Due:</b></p> <ol style="list-style-type: none"> <li>1. Thursday: Initial Discussion Board post</li> <li>2. Friday: Peer response Discussion Board post</li> <li>3. Friday: Synthesis Paper</li> </ol>   |
| <b>Module 4</b> | <b>Gender, Sexuality, and Identity in Sport</b> |  |
| Week 7          | Feb 17-21                                       | <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> <p><b>Due:</b></p> <ol style="list-style-type: none"> <li>1. Wednesday: Reading Questions</li> <li>2. Friday: Reading Quiz</li> </ol> |
| Week 8          | Feb 24-28                                       | <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> <p><b>Due:</b></p> <ol style="list-style-type: none"> <li>1. Thursday: Initial Discussion Board post</li> <li>2. Friday: Peer response Discussion Board post</li> <li>3. Friday: Synthesis Paper</li> </ol>  |
| <b>Week 8</b>   | <b>Feb 28</b>                                   | <b>Midterm</b>   |
| <b>Module 5</b> | <b>Youth Sport</b>                              |  |
| Week 9          | Mar 9-13  | <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> </ul>  |



|                 |  |   |
|-----------------|--|---|
|                 |  | <ul style="list-style-type: none"> <li>Sagas: Aspen Institute Research Brief</li> </ul> <p><b>Due:</b></p> <ol style="list-style-type: none"> <li>Wednesday: Reading Questions</li> <li>Friday: Reading Quiz</li> </ol>   |
| Week 10         | Mar 16-20  | <p><i>Current events/media discussion</i></p> <p><b>Readings/video:</b></p> <ul style="list-style-type: none"> <li>NetFlix: At All Costs</li> </ul> <p><b>Due:</b></p> <ol style="list-style-type: none"> <li>Thursday: Initial Discussion Board post</li> <li>Friday: Peer response Discussion Board post</li> <li>Friday: Synthesis Paper</li> </ol>  |
| <b>Module 6</b> | <b>College Sport</b>   |   |
| Week 11         | Mar 23-27  | <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><b>Due:</b></p> <ol style="list-style-type: none"> <li>Wednesday: Reading Questions</li> </ol>  |
| Week 12         | Mar 30-Apr 3   | <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>ESPN: Why the college basketball scandal won't get fixed until the NCAA pays athletes</li> </ul> <p><b>Due:</b></p> <ol style="list-style-type: none"> <li>Thursday: Initial Discussion Board post</li> <li>Friday: Peer response Discussion Board post</li> <li>Friday: Synthesis Paper</li> </ol>                              |
| <b>Module 7</b> | <b>Professional Sport</b>  |   |
|                 | *Note split module (Module 7 ends on Wednesday, the 15 <sup>th</sup> ) |   |
| Week 13         | Apr 6-10   | <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 (pp. 352-366; the "Organization of Professional Sports" through "Legal Status")</li> <li>Coakley Chapter 13 (pp. 419-433; through "Sports and Global Political Processes")</li> <li>Eitzen Chapter 12: Professional Sport Franchises</li> </ul> <p><b>Due:</b></p> <ol style="list-style-type: none"> <li>Wednesday: Reading Questions</li> </ol> |

|   |                            |  |
|---|----------------------------|--|
| Week 14   | Apr 13-15                  | <i>Current events/media discussion</i><br><u>Readings/video:</u> <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> <u>Due:</u><br>1. Friday: Synthesis Paper   |
| <b>Module 8</b>   | <b>The Future of Sport</b> |  |
| *Note split module (Module 8 begins on Friday, the 17 <sup>th</sup> ) |                            |  |
| Week 14   | Apr 17                     | <i>Change in sport, reforming sport, and Sport for Development</i><br><u>Readings:</u> <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> <li>• Dyer: The controversy of sports technology: a systematic review</li> </ul> <u>Due:</u><br>1. Monday: Reading Questions  |
| Week 15   | Apr 20-22                  | <i>Current events/media discussion</i><br><u>Readings/video:</u> <ul style="list-style-type: none"> <li>• Foundation for Economic Education: The Economic Benefits of Legalized Sports Betting in the U.S. Would Be Huge</li> <li>• WPO: Youth sports study: Declining participation, rising costs and unqualified coaches</li> <li>• USA Today: Technology at Paralympics sparks advances and controversy</li> </ul> <u>Due:</u><br>1. Monday: Reading Questions<br>2. Wednesday: Synthesis Paper |
| Final   | May 1                      | Online   |

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

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