

SPM 3012: Social Issues in Sport

3 Credit Hours / 6,000 Words

Spring 2023

Section/Class #: SM04 (17041)

(Fulfills 6,000 words toward the UF writing requirement)

Instructor Information:

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Course Website: <https://ufl.instructure.com/courses/473483>

Required Materials / Textbooks

- Eitzen, D.S. (2016). *Fair and foul: Beyond the myths and paradoxes of sport*. Lanham, MD: Rowman and Littlefield.
- Holstein, J.A., Jones, R.S., & Koonce, G.E. (2016). *Is there life after football?: Surviving the NFL*. New York: New York University Press.

*Other readings are posted on the course website.

Course Description

The course examines societal operations, arrangements of power, and practical implications in sport: in history and heritage, youth, college, and professional programs/contexts, and the business of the sport industry.

Purpose of the Course

Sport and Society is designed to position students to evaluate the operations, principles, and practices in the sport industry through the lens of a sport leader. The course examines sociological research that exposes the links between many of the major issues facing sports organizations today. Specifically, the course content will require that students assess the intersection of race and sports, gender and sports, the treatment and behavior of athletes in sport, as well as the major social issues facing youth, college, and professional sports in American society.

Course Objectives

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

- Think critically and articulate how sports impacts society as well as how society impacts sports
- Articulate and explain the major sociological issues associated with gender, social class, race, and media in sport
- Describe the business of youth, college, and professional sport from a sociological perspective
- Describe how competition and the professionalized, commercial model of sport impact the sport system
- Evaluate the arrangements of power that produce and reproduce the delivery of sport
- Analyze the alignment of the purpose and delivery of sport across the conveyor belt of elite sport
- Provide clear solutions that sport leaders can use to improve many issues challenging sports in contemporary society

Course Format

This course is online and all class sessions (including discussion sessions) are delivered through E-Learning @ UF. The course is organized around 5 modules comprised of individual units:

1. Unit Videos and Readings
2. Unit Discussion Boards (Yellowdig Community Board in Module 5)
3. Unit Synthesis Paper Essays
4. Quizzes (after Modules 2 and 5)

Unit Videos and Readings

Key concepts and issues for the topics in each module are presented through several videos and readings. The unit readings include chapters from the required texts and other readings that are linked on the unit page. The videos presented in each module include short lectures, short documentaries and news reports, or full-length documentary films. The video presentations will provide an overview of the most central ideas and debates associated with specific concepts covered in the readings of the module. The primary purpose of the video presentations is to set the stage for high order thinking of the materials and concepts presented through the course readings. The study guides that accompany the readings and videos should be your primary source for what students should focus on as they move through the units.

Unit Discussion Boards

Discussion boards are used to weave key concepts presented in the videos and readings into an integrated whole to further develop an understanding of the phenomenon in sport.

First posts to the discussion boards are due on Thursday of each unit, replies are due on Friday. The Yellowdig Community Discussion Board in Module 5 runs on Tuesday and Wednesday in the last week of the course (see course outline).

Unit Synthesis Essay Papers*

The Unit Synthesis Papers include a series of essays (graded for writing and content) on the topics and key concepts covered in the unit. Minimum word counts toward the writing requirement are assigned for each question to guide students when preparing their responses. The instructor (or assigned TA) will evaluate and provide feedback on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization. Students are encouraged to visit UF's Writing Studio (www.writing.ufl.edu).

*These papers are the student submissions toward fulfilling the UF 6000 words requirement.

In summary, each unit will include four tasks:

1. **Watch** the assigned videos
2. **Read** the assigned readings
3. **Participate** in the discussion board
 - a. **Read/view** the prompts/questions for the unit board
 - b. **Post** your responses to the prompt and **replies** to other students on the discussion board
4. **Prepare and submit** written responses to the Synthesis Paper prompts/questions

Synthesis Essay Sample Rubric*

Criteria	Pts*
Writing: APA Formatting and Citing Double space; cites correctly (e.g., author, year); cites information/evidence as needed	10%
Writing: Composition Provides clear, concise answer to question/prompt; paper is organized into paragraphs; coherent flow of writing (punctuation and language)	40%
Content: Synthesis Demonstrates a synthesis of the information/evidence	10%
Content: Key Concepts Explains key concepts from the unit study guide or outside resources that correspond to the question/prompt	40%

Criteria	Pts*
*Total Points vary (100%)	

Module Quizzes

The quiz at the end of Module 2 covers the content from Modules 1 and 2, and the quiz at the end of Module 5 covers the content from Modules 3, 4, and 5. The practice quiz is not graded but is offered to allow students to assess the types of questions they will encounter in the module quizzes. The practice quiz consists of five questions and provides students an opportunity to experience the quiz environment in the class (i.e., the types of questions that they might encounter in future quizzes).

The quizzes cover the readings and the key concepts presented in the modules. The quizzes are open note. Students are required to download a lockdown browser to take the quizzes, so any notes or readings used for the quizzes should be printed or accessible via another device. *If you cannot access a printer or do not have a secondary device for the readings, please contact the instructor.

Grading & Point Distribution

Video and Readings Quizzes (60 points each X 2 Quizzes)	120 pts
Canvas Discussion Boards (20 points each X 8 boards)	160 pts
Yellowdig Community Board – Module 5	30 pts
Synthesis Papers (X8 papers)	300 pts
• Module 1 Introduction to Social Issues in Sport: 30 pts (600 words)	
• Module 2 Class in Sport: 50 pts (1200 words)	
• Module 2 Race in Sport: 50 pts (1200 words)	
• Module 2 Gender, Sexuality, and Identity in Sport: 50 pts (1200 words)	
• Module 3 Athlete Health and Safety: 30 pts (600 words)	
• Module 4 Youth Sport: 30 pts (600 words)	
• Module 4 College Sport: 30 pts (600 words)	
• Module 4 Professional Sport: 30 pts (600 words)	

Total Possible Points

610 pts

Grading Scale

A	=	93-100%
A-	=	90 – 92.9%
B+	=	87-89.9%
B	=	83-86.9%
B-	=	80 – 82.9%
C+	=	77-79.9%
*C	=	70-76.9%
D+	=	67-69.9%
D	=	60-66.9%
E	=	59.9 or lower

Writing Requirement

- The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.
- See current UF Grading Policies for further details:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

University Policy on Academic Misconduct

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF [Student Honor Code](https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/) (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>). *“The University of Florida holds its students to the highest standards, and we encourage students to read the University of Florida Student Honor Code and Student Conduct Code (Regulation 4.040), so they are aware of our standards. Any violation of the Student Honor Code will result in a referral the Student Conduct and Conflict Resolution and may result in academic sanctions and further student conduct action. The two greatest threats to the academic integrity of the University of Florida are cheating and plagiarism. Students should be aware of their faculty’s policy on collaboration, should understand how to properly cite sources, and should not give nor receive an improper academic advantage in any manner through any medium.”*

*Students are encouraged to review and discuss unit content with other students but are not permitted to collaborate with other students on any written submission or quiz in this course.

Course Evaluation Process

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/publicresults/>

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.

Attendance and Make Up Policy

Requirements for make-up exams, assignments, and other work are consistent with university policies that can be found at:

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

Getting Help

Student Support

- **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 911 for emergencies) <http://www.police.ufl.edu/> .
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need or visit shcc.ufl.edu.
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

Academic Support

- **E-learning Technical Support:** UF HELP Desk - 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/>

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, and clinical presentations such as patient history, academic

exercises involving solely student participation, assessments (quizzes, tests, and exams), field trips, and 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 Honor Code and Student Conduct Code.”

Statement of Inclusion

Education is transformative, and open intellectual inquiry is the foundation of a university education and a democratic society. In the spirit of shared humanity and concern for our community and world, the Department of Sport Management faculty celebrate diversity as central to our mission and affirm our solidarity with those individuals and groups most at risk. In line with our departmental goals, we disavow all racism, xenophobia, homophobia, sexism, Islamophobia, anti-Semitism, classism, ableism, and hate speech or actions that attempt to silence, threaten, and degrade others.

As educators, we affirm that language and texts, films and stories help us to understand the experiences of others whose lives are different from ours. We value critical reasoning, evidence-based arguments, self-reflection, and the imagination. Building on these capacities, we hope to inspire empathy, social and environmental justice, and an ethical framework for our actions. We advocate for a diverse campus, community, and nation inclusive of racial minorities, women, immigrants, the LGBTQ+ community, and people of all religious faiths.

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Course Outline

Module 1		
M1 Unit 1: Introduction to Social Issues in Sport		
Week 1	Jan 9-13	<p><u>Monday – Wednesday:</u> Read the unit readings and watch unit videos (including Orientation Module)</p> <p><u>Thursday – Friday:</u> Participate in the Introduction to Social Issues in Sports Discussion Board</p>
Week 2	Jan 17-20	<p><u>Wednesday:</u> Take Module 1 Practice Quiz (5 questions-20 minutes; *0 points – practice quiz is not graded)</p> <p><u>Friday:</u> Submit written responses for the Course Introduction Synthesis Paper</p>
Module 2		
M2 Unit 1: Class in Sport		
Week 3	Jan 23-27	<p><u>Monday – Wednesday:</u> Read the unit readings and watch unit videos</p> <p><u>Thursday – Friday:</u> Participate in the Class in Sport Discussion Board</p>
Week 4	Jan 30-Feb 3	<u>Friday:</u> Submit written responses for the Class in Sport Synthesis Paper
M2 Unit 2: Race in Sport		
Week 5	Feb 6-10	<p><u>Monday – Thursday:</u> Read the unit readings and watch unit videos</p> <p><u>Thursday – Friday:</u> Participate in the Race in Sport Discussion Board</p>
Week 6	Feb 13-17	<u>Friday:</u> Submit written responses for the Race in Sport Synthesis Paper
M2 Unit 3: Gender, Sexuality, and Identity in Sport		
Week 7	Feb 20-24	<p><u>Monday – Wednesday:</u> Read the unit readings and watch unit videos</p> <p><u>Thursday – Friday:</u> Participate in the Gender, Sexuality, and Identity in Sport Discussion Board</p>
Week 8	Feb 27-Mar 3	<p><u>Monday – Wednesday:</u> Read the unit readings and watch unit videos</p> <p><u>Friday:</u> Submit written responses for the Gender, Sexuality, and Identity Synthesis Paper</p>
Week 9: Quiz	Mar 6-10	<u>Thursday – Friday:</u> Quiz 1 (24 questions, 60 minutes)

Week 10: Spring Break (Mar 13-17)		
Module 3		
M3 Unit 1: Athlete Health and Safety		
Week 11	Mar 20-24	<p><u>Monday – Wednesday:</u> Read the unit readings and watch unit videos</p> <p><u>Thursday – Friday:</u> Participate in the Athlete Health and Safety Discussion Board</p> <p><u>Friday:</u> Submit written responses for the AHS Synthesis Paper</p>
Module 4		
M4 Unit 1: Youth Sport		
Week 12	Mar 27-31	<p><u>Monday – Wednesday:</u> Read the unit readings and watch unit videos</p> <p><u>Thursday – Friday:</u> Participate in the Youth Sport Discussion Board</p> <p><u>Friday:</u> Submit written responses for the Youth Sport Synthesis Paper</p>
M4 Unit 2: College Sport		
Week 13	Apr 3-7	<p><u>Monday – Wednesday:</u> Read the unit readings and watch unit videos</p> <p><u>Thursday – Friday:</u> Participate in the College Sport Discussion Board</p> <p><u>Friday:</u> Submit written responses for the College Sport Synthesis Paper</p>
M4 Unit 3: Pro Sport		
Week 14	Apr 10-14	<p><u>Monday – Wednesday:</u> Read the unit readings and watch unit videos</p> <p><u>Thursday – Friday:</u> Participate in the Professional Sport Discussion Board</p> <p><u>Friday:</u> Submit written responses for the Professional Sport Synthesis Paper</p>
Module 5		
M5 Unit 1: Reforming Sport Unit		
Week 15	Apr 17-21	<p><u>Monday – Wednesday:</u> Read the unit readings and watch unit videos</p> <p><u>Thursday – Friday:</u> Participate in the Reforming Sport Yellowdig Media Discussion Board</p>
Week 16: Quiz	Apr 24-26	<u>Monday – Wednesday:</u> Quiz 2 (24 questions, 60 minutes)

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

SPM3012: Sport and Society

Readings and Videos by Module

Module 1

Introduction to Sport and Society Unit

Intro to Sport and Society Readings

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

Intro to Sport and Society Videos

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

Module 2

Class in Sport Unit

Class in Sport Readings

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

Class in Sport Videos

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

Race in Sport Unit

Race in Sport Readings

- Eitzen, Chapter 3: Names, Logos, Mascots, and Flags
- Eitzen, Chapter 8: Are Sports Played on a Level Playing Field? (pp. 141- 148 only)
- [Spaaij, R., Farquharson, K., & Marjoribanks, T. \(2015\). Sport and social inequalities. *Sociology Compass*, 9\(5\), 400-411. \(pp. 402-404 only\)](#)

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

Race in Sport Videos

- [Undeclared: 'Dear Black Athlete' examines issues of race and sports in this moment of protest](#)
- [Howard Bryant: "The Heritage" and the Politics of Race, Sports, and Patriotism](#)

Gender, Sexuality, and Identity in Sport Unit

Gender, Sexuality, and Identity in Sport Readings

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

Gender, Sexuality, and Identity in Sport Videos

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

Module 3

Athlete Health and Safety Unit

Athlete Health and Safety Readings

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

Athlete Health and Safety Video

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

Module 4

Youth Sport Unit

Youth Sport Readings

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

Youth Sport Videos

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

College Sport Unit

College Sport readings

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

College Sport Videos

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

Professional Sport Unit

Professional Sport Readings

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

Professional Sport Video

- [Why Hosting The Super Bowl Isn't Worth It](#)
- [Netflix: The Playbook. Doc Rivers: A Coach's Rules for Life](#)

Module 5

Reforming Sport Unit

Reforming Sports Readings

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

Reforming Sports Video

- [Introduction to Sport for Development and Peace](#)