

SPM 5016 – SPORT SOCIOLOGY
Department of Sport Management
Spring 2023

Course Information

Section: SM23; Course # 16776; 3 Credit hours
Location: FLG 235
Tuesdays | Periods 4 - 6 (10:40 AM - 1:40 PM)
Canvas site: <https://ufl.instructure.com/courses/473230>

Instructor Information: Meredith Flaherty, PhD

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Office: Yon Hall 007
Office Hours: Tuesdays 1:45 – 3:00; Wednesdays 10:30 – 12:00 (always by appointment)

Course Description

In this course, 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) athlete health and safety; (f) organizations and sport structures; (g) media messages; and (h) the influence of sport on youth culture, families, and the economy. SPM 5016 is a Sociology course that is taught seminar-style, predicated on in-depth discussion. The over-arching purpose of the course is to prepare students to use research and theory to make leadership decisions as sport managers.

Course Objectives

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication, and critical thinking:

- Link between research, theory, and practice in a sport context
- Critically examine social issues as they relate to those who manage, participate, and consume sport and any/all segments of the sport industry
- 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
- Better appreciate and understand the potential benefits and need for diversity and inclusion in sport
- Formulate resolutions and practices to eliminate and/or minimize the potential negative impacts of sport on participants, fans, consumers, administrators, and society
- Articulate and rationally support your opinions and beliefs towards the role of sport in society
- Offer an introspective analysis of why you hold on to said opinions and beliefs
- Learn to use research and theory to make leadership decisions in sport leadership

Required 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 required readings are posted to the Unit pages

Brave Space Agreement*

You are to treat each other with respect in accordance with 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

COURSE FORMAT

SPM 5016 is a Sociology course that is taught seminar-style, predicated on in-depth discussion. The course is organized around 15 units that present key topics in Sport Sociology. Students are expected to read/view the unit content prior to the class in which it will be discussed. Each unit is comprised of readings/media (posted to the Canvas site) and an assessment (Reading Questions) to demonstrate the depth to which you analyzed the unit content.

Class Session Structure

Each class session will be composed of two segments: 1. a Research and Discussion session and 2. a lecture segment. With this structure, student work outside of class time *is* the unit work (readings/media and assignments), and student work in-class is researching and preparing analyses for discussion; the in-class component of the course is critical to student learning and thus attendance at the class sessions is a primary component of the student experience and student learning in this seminar-style course. *Attendance for class is mandatory, as it is a necessary condition for learning and engagement. Attendance is measured by the Discussion Journals assignment: if you miss class, you lose the points for the Discussion Journals (outside of excused absences; 1 Discussion Journal submission per course term is permitted as a make-up for excused absences).

Research and Discussion (R&D) Session

The first two hours of class (with breaks) will be an organized discussion around ‘discussion questions’ (prompts) that are designed to identify different dimensions of the topic for that unit; discussion prompts will pose issues around player access and treatment, leadership, or conceptual dimensions of the topic (such as symbols of racism in sport) to generate discussion that covers various dimensions of the unit topic. Student Discussion Questions submissions (from the weekly assignment) will be included in prompts from which groups might choose to research and present in class.

The R&D sessions in class will be comprised of two segments: 1. group research and preparation and 2. group presentations of their analysis. The group presentations and class discussion in the second segment of the R&D session will conclude the topic. The assignment associated with the R&D session is the Discussion Session Journal. The Discussion Session Journal is a record of research, notes, discussion thoughts and reflections, and any follow-up conceptual links or theoretical propositions (for example).

Lecture Session

The third hour of class is the lecture segment. The lecture will introduce the topic and content for the following week's in-class R&D session. Students should read or watch all unit content after the lecture (after class) and be prepared to provide in-depth insight and discussion in the next class.

ASSESSMENTS

Reading Questions (13 X 12 points)

To prepare for class discussion, and to extend the depth to which students examine each unit topic, students will be asked to highlight key takeaways from the unit content in the form of Reading Questions, or prompts, that could be used in class for the R&D session. The two (2) questions, contrasts, or propositions derived from the unit readings/media should each be about 100 words, with 1. a statement to frame the issue/question and 2. a direction for what components might be considered if the question was used for the R&D session in class. *Construct a question that links ideas or themes across the readings/media that you might want to learn more about.

Reading Questions are due on the Sunday before the week's class.

Discussion Session Journal (14 X 10 points)

Student participation in the in-class R&D session should be considered as a live Discussion Board-like assignment where the submission to Canvas is a journal of notes, thoughts, and insights from the class session, spanning organization of the group, through collaboration for the presentations, and including the class presentations and discussion around the R&D prompts. The Discussion Session Journal from each class will be submitted in Canvas on the Wednesday following the class sessions; the assignment can be submitted as typed notes (copied and pasted from laptop, phone, or other device) or as images of hand-written notes — the submission will accommodate any record of student notes. The weekly Discussion Session Journal is an assignment that demonstrates your engagement and participation in the R&D sessions.

Reflection Papers (2 X 40 points)

The Reflection Paper assignment (X 2) will provide students with the chance to share thoughts, feelings, personal experience, and/or reactions to their personal relationship with a topic from the previous unit(s). The Reflection Papers will require an introduction that directly addresses the prompt, then is open for the student to develop the relationship between the prompt and the unit readings/media and discussion through their personal reflections. Reflection papers will be 2-3 pages (about 600 words).

Theory Papers (2 X 70 points)

The Theory Paper assignment is designed to prepare students to write relevant reports that are grounded in information/research on a topic or dimension of an issue. The Theory Papers are a response to a broadly designed prompt that allows for any range of topic or issue to be developed through a theoretical lens.

Your Theory Papers will be 5-7 pages, (about 1500 words), formatted in APA, and will be graded for depth and effectiveness in communicating the elements of theory and its application (language, writing/organization, coherence, and conciseness are graded).

Organizational Strategies Group Project (10 points)

The Organizational Strategies Group Project is a collaboration on the second Theory Paper that was written individually. For the project, groups will prepare a brief presentation around organizational strategies designed to affect the logics that produce and/or reproduce some social issue or topic covered in the course. Presentations will take place in class during the last week of the semester.

A Weekend Without Sports (50 points)**

For this assignment, the student will be asked to abstain from sport and fandom activities for four days (96 hours), spanning Friday-Monday. Activities from which students 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, the student will chronicle their experience through reflection and journal entries and analyze their personal relationship between sport and the topics covered in the course, such as media. This project can be completed over any weekend that is toward the end of the semester and accommodations can be made if the student has athletic-related responsibilities; organize alternative timing with the instructor directly.

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

During this course, the successful completion of the 'A Weekend 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 the 'A Weekend without Sports', 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. The rewrite grade will not count towards the course but will count towards the successful completion of that portion of the Graduate Final Exam. A failure to successfully rewrite and resubmit the 'A Weekend without Sports' 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 Legal Research Paper in fulfillment of that portion of the Graduate Final Exam. If the student successfully earns a minimum of 80% on the first submission of the paper, then no further action is necessary.

*Further assignment details and instructions will be available on the assessment/assignment pages in Canvas.

GRADING

Grading & Point Distribution

Reading Questions 13 X 12 points	156 points
Discussion Session Journal 14 X 10	140 points
Reflection Papers 2 X 40 points	80 points
Theory Papers 2 X 70 points	140 points
Organizational Strategies Group Project 10 points	10 points
A Weekend without Sports 50 points	50 points
TOTAL	576 POINTS

Grading Scale

A = 100% - 93.00%	A- = 92.99% - 90.00%	
B+ = 89.99% - 87.00%	B = 86.99% - 83.00%	B- = 80.00% - 82.99%
C+ = 79.99% - 77.00%	C = 76.99% - 73.00%	C- = 70.00% - 72.99%
D+ = 69.99% - 67.00%	D = 66.99% - 63.00%	D- = 60.00% - 62.99%
E = 59.9% and below		

*For more on grading please visit the [UF Graduate Catalogue](#).

POLICIES AND RESOURCES

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.

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 (<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.

University Policy on Accommodating Students with Disabilities

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<https://dso.ufl.edu/>). 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. Contact the UF Disability Resource Center here: <https://disability.ufl.edu/>

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>. Make-up work and accommodations for missed classes should be arranged on an individual, case-by-case basis with the instructor.

Getting Help

For issues with technical difficulties for E-learning @ UF, please contact the UF Help Desk at: (352) 392-HELP; <http://helpdesk.ufl.edu/> or helpdesk@ufl.edu

Other resources

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

Campus Resources

- [U Matter, We Care](#) or 352-392-1575
- [Counseling and Wellness Center](#) or 352-392-1575
- [University Police Department](#) or 352-392-1111; 911 for emergencies
- [Student Health Care Center](#) or 352-392-1161
- [E-learning technical support](#) or 352-392-4357
- [Career Resource Center](#) (Reitz Union) or 352-392-1601
- [Teaching Center](#) (Broward Hall) or 352-392-2010
- [Writing Studio](#) (Tigert Hall) or 846-1138
- [Library Support](#)

Course Evaluation

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.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

SPM 5016 Spring 2023 COURSE SCHEDULE

Module 1		
Unit 1	Jan 9-15	Introduction and Syllabus
Unit 2	Jan 16-22	Sport Sociology and Theory
Unit 3	Jan 23-Jan 29	Sport Structures: Organizational and Institutional Theory
Unit 4	Jan 30-Feb 5	Media Reflection Paper 1 due
Module 2		
Unit 5	Feb 6-12	Positioning and Categories of Marginalization
Unit 6	Feb 13-19	Ability
Unit 7	Feb 20-26	Resources Theory Paper 1 due
Unit 8	Feb 27- Mar 5	Race
Unit 9	Mar 6-10	Sex and Gender
	Mar 11-19	Spring Break
Module 3		
Unit 10	Mar 20-26	Deviance
Unit 11	Mar 27- Apr 2	Athlete Health and Safety Reflection Paper 2 due
Unit 12	Apr 3-9	Sport Finance Structures
Unit 13	Apr 10-16	Olympics and Mega Events
Unit 14	Apr 17-23	Reforming Sport Theory Paper 2 due
	Apr 24-26	Organizational Strategies Group Project Presentations
Finals Week	May 1	Last day to submit A Weekend Without Sports assignment

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**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.*