

SPM 7900: Readings in Sport Management
Focus on topic: Sport Events and Community Development Theories,

Instructor contact information

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Course objectives

- Conduct a critical review of relevant literature on the selected topical area
- Identify research gaps and raise research questions in the selected topic
- Propose a research project that contributes new knowledge in the selected topic

Evaluation

	% breakdown
Weekly reflections on readings	30
Monthly discussions with faculty advisor on weekly reflections	10
Research proposal/Conceptual paper	50
Research proposal/Conceptual paper presentation	10
Total	100

Readings

SEE WEEKLY SCHEDULE

Weekly reflections

The student will have to submit to the faculty advisor a 2-page reflection of the key findings in papers assigned for the weekly readings and the new knowledge contributed to the literature through these readings. The student should also identify a potential future research idea from the papers assigned for your readings. Paper should have a cover page with your name and should be double spaced using 12 size font and follow APA formatting guidelines. **Every reflection should be preceded by the article title.**

Research proposal/Conceptual paper

The student will develop a 15-page paper (minimum) using APA formatting, selecting one of the two following options:

1. Research Proposal

Introduction: lay out the problem, briefly mention what is lacking in the literature and conclude with the study's purpose and research question(s).

Literature review: discuss the relevant theoretical frameworks that support the research question of the study, the relationships among the variables of the study the student proposes to interrelate and conclude with a research framework (or model) with research hypotheses or propositions. . Use subheadings wherever possible for reader clarity.

Method, Analysis: Lay out the research design that can answer the research question and test research hypotheses. Provide measurement details, study population/sample, expected analysis details

Potential Contribution: Describe how this study might contribute to the literature and the specific sport industry segment, regardless of the results.

2. Conceptual Paper

Introduction: lay out the problem, briefly mention what is lacking in the literature and conclude with the paper's purpose. Highlights the tensions, inconsistencies, and contradictions surrounding an issue.

Literature review: Discuss the relevant literature in which the theoretical and/or conceptual frameworks are situated.

Framework/Propositions: Highlights the relevant literature that forms your argument, creating propositions that extends a theoretical space and provides bridges across constructs.

Discussion and Implications: Summarizes the contribution of your propositions, and provides the theoretical, practical, and research implications for them.

Research Proposal/Conceptual Paper presentation

Develop a power point presentation that addresses the key sections of your paper. The presentation should not last more than 20 min in duration.

Grading Scale

(There will be no rounding of the grades, no exceptions). The final grade will be assigned according to the following grading scale:

A	= 100-93	C(S)	= 76.99-73
A-	= 92.99-90	C-(U)	= 72.99-70
B+	= 89.99-87	D+	= 69.99-67
B	= 86.99-83	D	= 66.99-63
B-	= 82.99-80	D-	= 62.99-60
C+	= 79.99-77	E	= 59.99-0

Course schedule

	Topic title	Readings per topic	Assignments due
Week 1 Aug 22- Sept 1	Theory concepts and theory building	<p>Abend, G. (2008). The Meaning of "Theory". <i>Sociological Theory</i>, 26(2), 173–199. https://doi.org/10.1111/j.1467-9558.2008.00324.x</p> <p>Lynch, J. G. (1999). Theory and external validity. <i>Journal of the Academy of Marketing Science</i>, 27(3), 367–376. https://doi.org/10.1177/0092070399273007</p> <p>Sutton, R. I., & Staw, B. M. (1995). What Theory is Not. <i>Administrative Science Quarterly</i>, 40(3), 371–384. https://doi.org/10.2307/2393788</p>	Weekly article reflections
Week 2 Sep 2-8	Community definition, community development, and theories	<p>Rich, K. A., Spaaij, R., & Misener, L. (2021). Theorizing Community for Sport Management Research and Practice. <i>Frontiers in Sports and Active Living</i>, 3. https://www.frontiersin.org/articles/10.3389/fspor.2021.774366</p> <p>Bradshaw, T. K. (2008). The Post-Place Community: Contributions to the Debate about the Definition of Community. <i>Community Development: Journal of the Community Development Society</i>, 39(1), 5–16.</p> <p>Matarrita-Cascante, D., & Brennan, M. A. (2012). Conceptualizing community development in the twenty-first century. <i>Community Development</i>, 43(3), 293–305. https://doi.org/10.1080/15575330.2011.593267</p> <p>Clark, D. B. (1973). The Concept of Community: A Re-Examination. <i>The Sociological Review</i>, 21(3), 397–416. https://doi.org/10.1111/j.1467-954X.1973.tb00230.x</p> <p>Smith, D. M. (1999). Geography, Community, and Morality. <i>Environment and Planning A: Economy and Space</i>, 31(1), 19–35. https://doi.org/10.1068/a310019</p>	Weekly article reflections
Week 3 Sept 9-15	Needs based theory And Asset based theory	<p>Nel, H. (2018). A Comparison between the Asset-oriented and Needs-based Community Development Approaches in Terms of Systems Changes. <i>Practice</i>, 30(1), 33–52. https://doi.org/10.1080/09503153.2017.1360474</p> <p>Nel, H. (2018). Community leadership: A comparison between asset-based community-led development (ABCD) and the traditional needs-based approach. <i>Development Southern Africa</i>, 35(6), 839–851. https://doi.org/10.1080/0376835X.2018.1502075</p> <p>García, I. (2020). Asset-based community development (ABCD): Core principles. In R. Phillips, E. Trevan, & P. Kraeger (Eds.), <i>Research handbook on community development</i> (pp. 67–75). Edward Elgar Publishing, Inc.</p>	Weekly article reflections Meet with advisor
Week 4 Sept 16-22	Social exchange theory	<p>Emerson, R. (1981). Social exchange. In m Rosenberg & R. Turner (Eds.), <i>Social psychology: Sociological perspective</i> (pp. 3–24). Basic Books.</p> <p>Giango, M. K., Hintapan, R., Suson, M., Batican, I., Quiño, L., Capuyan, L., Anos, J. M., Batoon, J., Aro, J. L., Maturan, F., Yamagishi, K., Gonzales, G., Burdeos, A., & Ocampo, L. (2022). Local Support on Sports Tourism Development: An Integration of Emotional Solidarity and Social Exchange Theory. <i>Sustainability</i>, 14(19), Article 19. https://doi.org/10.3390/su141912898</p>	Weekly article reflections

		<p>Huang, H., Min, S. D., Wang, T. R., & Mao, L. L. (2016). Social exchange process in collectivistic countries: An examination of sporting events in China. <i>European Sport Management Quarterly</i>, 16(2), 172–189. https://doi.org/10.1080/16184742.2015.1135974</p> <p>Lawler, E. J., & Thye, S. R. (1999). Bringing Emotions into Social Exchange Theory. <i>Annual Review of Sociology</i>, 25(1), 217–244. https://doi.org/10.1146/annurev.soc.25.1.217</p>	
Week 5 Sept 23-29	Social representation theory	<p>Moscovici, S. (1998). The history and actuality of social representations. In U. Flick (Ed.), <i>The psychology of the social</i>. Cambridge University Press.</p> <p>Bodet, G., & Lacassagne, M.-F. (2012). International place branding through sporting events: A British perspective of the 2008 Beijing Olympics. <i>European Sport Management Quarterly</i>, 12(4), 357–374. https://doi.org/10.1080/16184742.2012.693114</p> <p>Kenyon, J. A., & Bodet, G. (2018). Exploring the domestic relationship between mega-events and destination image: The image impact of hosting the 2012 Olympic Games for the city of London. <i>Sport Management Review</i>, 21(3), 232–249. https://doi.org/10.1016/j.smr.2017.07.001</p>	Weekly article reflections
Week 6 Sept 30-Oct 6	Social capital theory and community development	<p>Putnam, R. (2001). Social capital: Measurement and consequences. <i>Canadian journal of policy research</i>, 2(1), 41-51.</p> <p>Gelderblom, D. (2018). The limits to bridging social capital: Power, social context and the theory of Robert Putnam. <i>The Sociological Review</i>, 66(6), 1309-1324.</p> <p>Coleman, J. S. (1998). Social Capital in the Creation of Human Capital. <i>American Journal of Sociology</i>, 94, S94–S120.</p> <p>Bridger, J. C., & Alter, T. R. (2006). Place, Community Development, and Social Capital. <i>Community Development: Journal of the Community Development Society</i>, 37(1), 5–18.</p> <p>Barros, C. P., & Alves, F. M. P. (2003). Human capital theory and social capital theory on sports management. <i>International Advances in Economic Research</i>, 9(3), 218–226. https://doi.org/10.1007/BF02295445</p>	Weekly article reflections Meet with advisor
Week 7 Oct 7-Oct 13	Social capital theory and community development	<p>Siisainen, M. (2003). Two concepts of social capital: Bourdieu vs. Putnam. <i>International journal of contemporary sociology</i>, 40(2), 183-204.</p> <p>Zhou, R., & Kaplanidou, K. (2018). Building social capital from sport event participation: An exploration of the social impacts of participatory sport events on the community. <i>Sport Management Review</i>, 21(5), 491-503.</p> <p>Zhou, R., & Kaplanidou, K. (2023). The outcomes of social capital among event runners: Quality of life considerations. <i>International Journal of Sports Marketing and Sponsorship</i>, 24(5), 913–927. https://doi.org/10.1108/IJSMS-03-2023-0045</p> <p>Zhou, R., Kaplanidou, K., & Wegner, C. (2021). Social capital from sport event participation: Scale development and validation. <i>Leisure Studies</i>, 40(5), 612–627. https://doi.org/10.1080/02614367.2021.1916832</p> <p>Whitham, M. M. (2012). Community Connections: Social Capital and Community Success. <i>Sociological Forum</i>, 27(2), 441–457. https://doi.org/10.1111/j.1573-7861.2012.01325.x</p>	Weekly article reflections

<p>Week 8 Oct 14-20</p>	<p>Resident attitude theories toward events</p>	<p>Al-Emadi, A., Kaplanidou, K., Diop, A., Sagas, M., Le, K. T., & Al-Ali Mustafa, S. (2017). 2022 Qatar World Cup: Impact Perceptions among Qatar Residents. <i>Journal of Travel Research</i>, 56(5), 678–694. https://doi.org/10.1177/0047287516652502</p> <p>Kaplanidou, K. (2012). The importance of legacy outcomes for Olympic Games four summer host cities residents' quality of life: 1996–2008. <i>European Sport Management Quarterly</i>, 12(4), 397–433. https://doi.org/10.1080/16184742.2012.693118</p> <p>Kaplanidou, K. (2021). Sport events and community development: Resident considerations and community goals. <i>International Journal of Sports Marketing & Sponsorship</i>, 22(1), 53–66. https://doi.org/10.1108/IJSMS-05-2020-0082</p> <p>Kaplanidou, K., Karadakis, K., Gibson, H., Thapa, B., Walker, M., Geldenhuys, S., & Coetzee, W. (2013). Quality of Life, Event Impacts, and Mega-Event Support among South African Residents before and after the 2010 FIFA World Cup. <i>Journal of Travel Research</i>, 52(5), 631–645. https://doi.org/10.1177/0047287513478501</p> <p>Nunkoo, R. (2016). Toward a More Comprehensive Use of Social Exchange Theory to Study Residents' Attitudes to Tourism. <i>Procedia Economics and Finance</i>, 39, 588–596. https://doi.org/10.1016/S2212-5671(16)30303-3</p>	<p>Weekly article reflections Meet with advisor</p>
<p>Week 9 Oct 21-27</p>	<p>Sustainable livelihoods framework</p>	<p>Brocklesby, M. A., & Fisher, E. (2003). Community development in sustainable livelihoods approaches – an introduction. <i>Community Development Journal</i>, 38(3), 185–198. https://doi.org/10.1093/cdj/38.3.185</p> <p>Natarajan, N., Newsham, A., Rigg, J., & Suhardiman, D. (2022). A sustainable livelihoods framework for the 21st century. <i>World Development</i>, 155, 105898. https://doi.org/10.1016/j.worlddev.2022.105898</p> <p>Serrat, O. (2017). The Sustainable Livelihoods Approach. In O. Serrat (Ed.), <i>Knowledge Solutions: Tools, Methods, and Approaches to Drive Organizational Performance</i> (pp. 21–26). Springer. https://doi.org/10.1007/978-981-10-0983-9_5</p>	<p>Weekly article reflections</p>
<p>Week 10 Oct 28-Nov 3</p>	<p>Social ecological model</p>	<p>Stokols, D. (1996). Translating Social Ecological Theory into Guidelines for Community Health Promotion. <i>American Journal of Health Promotion</i>, 10(4), 282–298. https://doi.org/10.4278/0890-1171-10.4.282</p> <p>Sallis, J. F., Cervero, R. B., Ascher, W., Henderson, K. A., Kraft, M. K., & Kerr, J. (2006). An Ecological Approach to Creating Active Living Communities. <i>Annual Review of Public Health</i>, 27(1), 297–322. https://doi.org/10.1146/annurev.publhealth.27.021405.102100</p> <p>Golden, S. D., & Earp, J. A. L. (2012). Social ecological approaches to individuals and their contexts: twenty years of health education & behavior health promotion interventions. <i>Health education & behavior</i>, 39(3), 364-372.</p> <p>Hu, D., Zhou, S., Crowley-McHattan, Z. J., & Liu, Z. (2021). Factors That Influence Participation in Physical Activity in School-Aged Children and Adolescents: A Systematic Review from the Social Ecological Model Perspective. <i>International Journal of Environmental Research and Public Health</i>, 18(6), Article 6. https://doi.org/10.3390/ijerph18063147</p>	<p>Weekly article reflections</p>
<p>Week 11 Nov 4-10</p>	<p>Community development goals</p>	<p>Kaplanidou, K. (2021). Sport events and community development: Resident considerations and community goals. <i>International Journal of Sports Marketing and Sponsorship</i>, 22(1), 53-66.</p>	<p>Weekly article reflections</p>

		<p>Schulenkorf, N. (2012). Sustainable community development through sport and events: A conceptual framework for Sport-for-Development projects. <i>Sport Management Review</i>, 15(1), 1–12. https://doi.org/10.1016/j.smr.2011.06.001</p> <p>Schulenkorf, N., & Schlenker, K. (2017). Leveraging Sport Events to Maximize Community Benefits in Low- and Middle-Income Countries. <i>Event Management</i>, 21(2), 217–231. https://doi.org/10.3727/152599517X14878772869766</p> <p>Peachey, J. W., Schulenkorf, N., & Spaaij, R. (2019). Sport for Social Change: Bridging the Theory–Practice Divide. <i>Journal of Sport Management</i>, 33(5), 361–365. https://doi.org/10.1123/jsm.2019-0291</p>	Meet with advisor
Week 12 Nov 11-17	Human capital theory	<p>Kaplanidou, K., Giannoulakis, C., Odio, M., & Chalip, L. (2021). Types of Human Capital as a Legacy from Olympic Games Hosting. <i>Journal of Global Sport Management</i>, 6(3), 314–332. https://doi.org/10.1080/24704067.2019.1674180</p> <p>Luthans, F., Luthans, K., & Luthans, B. (2004). Positive psychological capital: Beyond human and social capital. <i>Business Horizons</i>, 47(1), 45–50.</p>	Weekly article reflections
Week 13 Nov 18-24	Urban planning theories	<p>Koch, N. (2018). Sports and the city. <i>Geography Compass</i>, 12(3), e12360. https://doi.org/10.1111/gec3.12360</p> <p>Fainstein, S. S. (2000). New directions in planning theory. <i>URBAN AFFAIRS REVIEW</i>, 35(4), 451–478. https://doi.org/10.1177/10780870022184480</p> <p>Sharifi, A. (2016). From Garden City to Eco-urbanism: The quest for sustainable neighborhood development. <i>Sustainable Cities and Society</i>, 20, 1–16. https://doi.org/10.1016/j.scs.2015.09.002</p> <p>Alonso, A. D., & O'Shea, M. (2012). “You only get back what you put in”: Perceptions of professional sport organizations as community anchors. <i>Community Development</i>, 43(5), 656-676.</p> <p>Seifried, C., & Clopton, A. W. (2013). An alternative view of public subsidy and sport facilities through social anchor theory. <i>City, Culture and Society</i>, 4(1), 49–55. https://doi.org/10.1016/j.ccs.2013.01.001</p>	Weekly article reflections Meet with advisor
Week 14 Nov 25-Dec 1	THANKSGIVING	NO CLASSES	
Week 15 Dec 2-4		PAPER DUE	Research proposal paper
		PRESENTATION DUE- more likely it will be during reading days – December 5,6 TBD.	Research presentation paper

Statement of University’s Honesty Policy (use of copyrighted materials and unethical exam behaviors)

“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-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office at <http://www.dso.ufl.edu/drc/>. The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework. If any student has a need for a special accommodation, please let me know within the first week of class to insure any necessary accommodations.

Late assignment policy

Late Assignments will be accepted with a penalty of 10% per calendar day late.

Attendance policy

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

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

Campus Resources

Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student. Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

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 Learningsupport@ufl.edu <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask> Various ways to receive assistance with respect to using the libraries or finding resources

Rubrics used for weekly reflections and Research Proposal/Conceptual Paper

Criteria	Exemplary (90-100 points)	Good (89-80 points)	Acceptable (79-70 points)	Unacceptable (69-60 points)
Purpose	The writer's central purpose or argument is readily apparent to the reader.	The writing has a clear purpose or argument, but may sometimes digress from it.	The central purpose or argument is not consistently clear throughout the paper.	The purpose or argument is generally unclear.
Content	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.	Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic. Reader gains some insights.	Information supports a central purpose or argument at times. Analysis is basic or general. Reader gains minimal insights.	Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed.
Organization	The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.	The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends.	The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest.
Writing Feel	The writing is compelling. It hooks the reader and sustains interest throughout.	The writing is generally engaging, but has some dry spots. In general, it is focused and keeps the reader's attention.	The writing is dull and unengaging. Though the paper has some interesting parts, the reader finds it difficult to maintain interest.	The writing has little personality. The reader quickly loses interest and stops reading.
Grammar, Spelling, Writing Mechanics (punctuation, italics, capitalization, etc.) and sentence structure and length	The writing is free or almost free of errors. Sentences are well-phrased and varied in length and structure. They flow smoothly from one to another. Paper is the number of pages specified in the assignment.	There are occasional errors, but they don't represent a major distraction or obscure meaning. Sentences are well-phrased and there is some variety in length and structure. The flow from sentence to sentence is generally smooth.	The writing has many errors, and the reader is distracted by them. Some sentences are awkwardly constructed so that the reader is occasionally distracted.	There are so many errors that meaning is obscured. The reader is confused and stops reading. Errors in sentence structure are frequent enough to be a major distraction to the reader. Paper has more or fewer pages than specified in the assignment.