COURSE OVERVIEW

This course will be taught in a seminar-style manner, with student-led presentations and discussions. Through the reading of journal articles and book chapters, as well as movies and videos, 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) homophobia; (f) violence; (g) the media; and (h) the influence of sport on youth culture, family life, and the economy. Course lectures/presentations will rely heavily on student interaction and participation. Student discussion leaders will each choose weekly articles from scholarly journals and current headlining stories on which to present.

Course Objectives:
After completing this course, students should be able to:
1. Better understand the link between research, theory, and practice in a sport context.
2. Critically examine social issues as they relate to those who manage, participate, and consume sport and any/all segments of the sport industry.
3. 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.
4. Better appreciate and understand the potential benefits of and need for diversity and inclusion in sport.
5. Formulate resolutions and practices to eliminate and/or minimize potential negative impacts of sport on participants, fans, consumers, administrators and society from the local to global level.
**Course Textbook and Materials:**


3. All other readings and course materials will be posted on Canvas at [http://elearning.ufl.edu](http://elearning.ufl.edu).

**COURSE INFORMATION AND POLICIES**

You will be responsible for all material covered in class. This is a graduate course and you are expected to complete all readings and assignments. Please be aware the online learning platform varies from the traditional classroom experience and can sometimes present unique challenges. Unlike traditional classroom settings in which each student gets the same class at a set time and day, the online setting is available to you 24 hours a day and gives students the opportunity to tailor class time to their schedule. Please note, however, this course is not entirely self-paced. There are select times during which course materials (e.g., presentations, readings, assignments, etc.) will be available.

There are no class meetings in which I can remind you of important dates so please familiarize yourself with these critical deadlines available on Canvas. I will post weekly announcements. Please make sure you watch these brief videos as they will contain current and relevant information.

If personal circumstances arise that interfere with your ability to meet a deadline or attend class, please let me know as soon as possible. Only university accepted excuses will be accepted and documentation must be provided with 72 hours of missing the deadline. Requirements for make-up work are consistent with university policies. To help ensure unplanned events do not prevent you from meeting a deadline, assignment submission windows are often available over several days allowing you to submit early.

Assignments will not be accepted late. All writing assignments must comply with the APA 6th edition and proper documentation of all referenced work is required. In the event that late assignments/quizzes are accepted, there will be a substantial grade penalty assessed.

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Evaluations will be open the last few weeks of the semester. Summary results of assessments are available at the GatorRator website.

**Accommodating Students with Special Needs**

The Disability Resource Center in the Dean of Students Office provides students and faculty with information and support regarding accommodations for students with disabilities. Students requesting accommodation for disabilities must first register with the Dean of Students Office at the Disability Resource Center website: DRC-How to Get Started.

**Academic Integrity**

Any individual who becomes aware of an honor code violation is committed to take corrective action. Please refer to the UF Honor Code for a complete explanation of theUF Academic Honesty 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."

**Communication**
I can best be reached via my work email (cthomas10@ufl.edu). Please be sure to include the course prefix and number, and keep in mind that all correspondence (including e-mails to the instructor) must be presented in a professional manner (e.g., proper spelling and grammar).

**Grade Appeal Policy**
You have up to three (3) days after an assignment deadline to contact me with any issues or concerns, or submit to me your university accepted excuse, after which the grade is final.

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**PERFORMANCE EVALUATIONS**

**Article Questions**
To facilitate discussion, assist in preparation for class, and stimulate personal examination of each topic, you will be given a set of article questions for each module. The questions will be posted on Canvas and should prepare you to better participate in the discussion boards. Your responses must be submitted under Assignments by **11:59pm the first Sunday** of each module.

**Discussion Boards**
You will take part in seven (7) discussions during the semester. While the article questions are aimed at topics I feel are most important to the readings, the discussion boards will be a chance for you, the student, to discuss ideas and topics most relevant to you. Each discussion varies depending on the number of students but will typically have four (4) sets of questions or topics and take place on the Canvas course site. You will be required to post an initial statement in response to each of the sets of questions/topics, as well as several subsequent posts in response to your peers’ contributions.

- Your initial responses to the sets of proposed questions/topics are to be posted no later than **Wednesday at 11:59pm** during the week in which the discussion takes place.
  - Your three remaining postings, due **Sunday at 11:59pm** of that week, will simply be responses to your peers and a continuation of the discussion.
  - Please make at least one posting by Friday to facilitate a discussion and prevent everyone from logging on Sunday to make all three postings.
    - This will help each of you to lead better discussions
  - Due to holidays, there may be a week or two in which due dates have changed.

- **Discussion Boards** are worth 15 points (5 points for each set of questions/topic):
  - 2 points *maximum* available for each opening statement and 1 point each for your subsequent responses
  - Points will be weighted when four topics or sets of questions are presented

- Points will be given on thoughtful and articulate position statements, completing your postings on time, and critical evaluation of and response to your classmate’s postings.
To successfully complete and fully participate in the discussion boards, students must:

- Read all assigned articles prior to the beginning of a discussion session.
- Respond to the discussion board sessions by supporting/disputing the views of others with supplemental information.

**Discussion Leaders**
For Modules 2 – 7, students will serve as discussion leader (I will serve in this role for Module 1). Discussion leaders will submit to me at least three (3) discussion questions/topics and be expected to facilitate the online discussion for that module. Thus, it is expected that the discussion leader will post much more than the minimum contributions and be graded on his/her ability to assist in critical analysis and discussion on each topic. Discussion Leaders are to send me their three questions or topics by **11:59pm on the first Sunday** (see course schedule) of their respective module. I will post the questions that following Monday morning.

**Reflection Papers**
Due to the sometimes-controversial nature of the course material, you might not feel comfortable speaking your mind in the discussion board. This 2-4 page reflection paper provides you with the opportunity to write down your thoughts, feelings, and/or reactions regarding any aspect of the class that is particularly relevant to them as a sport manager, employee, consumer, and/or researcher. Reflection papers are personal and will not be shared with anyone.

**Life without Sports**
Students will be asked to abstain from sport and fandom activities for a 72-hour time period during the semester. Activities from which you will abstain include, but are not limited to, 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 sport video games. During this time, students will be expected to chronicle their experience through reflection and journal entries. Students will compile this information and write one final reflection paper, due at the end of the semester. Further details will be provided during the semester.

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**GRADING**

**Assessment Values:**

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<th>Points</th>
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<tr>
<td>Welcome Discussion Board</td>
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<tr>
<td>Discussion Leader</td>
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<tr>
<td>Life without Sports</td>
<td>40 points</td>
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<tr>
<td>Reflection Papers</td>
<td>(4 x 25) 100 points</td>
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<tr>
<td>Article Questions</td>
<td>(7 x 10) 70 points</td>
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<tr>
<td>Discussion Boards</td>
<td>(6 x 15) 90 points</td>
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<td><strong>Course Total</strong></td>
<td><strong>350 Points</strong></td>
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**Grading Scale (No Rounding):**

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<tr>
<td>A-</td>
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<tr>
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<td>304 – 314</td>
<td>3.33</td>
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<tr>
<td>B</td>
<td>290 – 304</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>280 – 289</td>
<td>2.67</td>
</tr>
</tbody>
</table>
C+ = 269 – 279 = 2.33
C = 259 – 268 = 2.00
C- = 245 – 258 = 1.67
D+ = 234 – 244 = 1.33
D = 224 – 233 = 1.00
D- = 210 – 223 = 0.67
E = <= 209 = 0.00

*For more on grading please visit the UF Graduate Catalogue.

Copyright Statement:
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SPM 5016 FALL 2017 COURSE SCHEDULE

**Module 1 (January 7 – January 27)**
* Sociology and Sport

**Readings:**


**Assignments:**
- Sunday, January 13: Introduction on Welcome Discussion Board
- Sunday, January 20: Module 1 Article Questions
- Wednesday, January 23: Opening Statements to each Discussion Board
- Sunday, January 27: Three (3) responses to classmates in each DB

**Module 2 (January 28- February 10)**
*Youth and Interscholastic Sport: What are We Teaching?*

**Readings:**


**Assignments:**
Sunday, February 3       Module 2 Article Questions
Sunday, February 3       Discussion Leader Questions
Wednesday, February 6    Opening Statements to each Discussion Board
Sunday, February 10      Three (3) responses to classmates in each DB
Sunday, February 10      Reflection Paper 1

***Module 3 (February 11 – February 24)***  
*Intercollegiate Athletics: The Price to Play in the National Collegiate Athletic Association*

**Readings:**


**Assignments:**
Sunday, February 17      Module 3 Article Questions
Sunday, February 17      Discussion Leader Questions
Wednesday, February 20   Opening Statement to each Discussion Board
Sunday, February 24      Three (3) responses to classmates in each DB
Sunday, February 24      Reflection Paper 2

***Module 4 (February 25 – March 17; Spring Break March 4-9)***  
*Gender, Sexuality and Sport: What will it take for Equality?*

**Readings:**


Assignments:
- Sunday, March 3: Module 4 Article Questions
- Sunday, March 3: Discussion Leader Questions
- Wednesday, March 13: Opening Statements to each Discussion Board
- Sunday, March 17: Three (3) responses to classmates in each DB

Module 5 (March 18 – March 31)
Racial and Ethnic Diversity in Sport and Sport Organizations

Readings:

Assignments:
- Sunday, March 24: Module 5 Article Questions
- Sunday, March 24: Discussion Leader Questions
- Wednesday, March 27: Opening Statements to each Discussion Board
- Sunday, March 31: Three (3) responses to classmates in each DB
- Sunday, March 31: Reflection Paper 3

Module 6 (April 1 – April 14)
The Impact of Socioeconomic Status and Social Class on Sport and Sport Participation
Readings:


Assignments:
Sunday, April 7   Module 6 Article Questions
Sunday, April 7   Discussion Leader Questions
Wednesday, April 10   Opening Statement to each Discussion Board
Sunday, April 14   Three (3) responses to classmates in each DB
Sunday, April 14   Reflection Paper 4

Module 7 (April 15 – April 24)
*Deviance, Violence and the Future Sport*

Readings:


Assignments:
Sunday, April 21   Module 7 Article Questions
Sunday, April 21   Discussion Leader Questions
Wednesday, April 24   Opening Statement to each Discussion Board
Wednesday, April 24   Three (3) responses to classmates in each DB
Wednesday, April 24   Life without Sports Paper