Course Information:
Section: 24977-01TB; 26124-55TB; 19586-2281
Credits: 3
Dates: Monday, January 6th - Wednesday, April 22nd
Location: Web Based (elearning.ufl.edu)

Contact Information:
Name: Trevor Bopp, PhD
Office: Florida Gym 310
Email: tbopp@ufl.edu
Phone: 352-294-1663
Office Hours: Mondays 9:30–11:30am, 12:30-2:30pm; and by appointment

Course Overview:
This course will be taught in a seminar-style manner, with student-led discussions. Through the reading of journal articles and book chapters, 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. This course will rely heavily on student interaction and participation. Each student will have the opportunity to be a discussion leader and facilitate a dialogue on topics from module readings and current headlining stories.

Course Objectives:
After completing this course, you 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 the potential negative impacts of sport on participants, fans, consumers, administrators and society from the local to global level.
6. Articulate and rationally support your opinions and beliefs towards the role of sport in society.
7. Offer an introspective analysis of why you hold on to said opinions and beliefs.

Course Textbook and Materials:

2. All other readings and course materials will be posted on the Canvas course site: 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 you enroll in classes with a set time and day, the online setting is available 24 hours a day and gives you the opportunity to tailor class time to your 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. As such, 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 but please be 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, please let me know as soon as possible. Only university accepted excuses will be permitted 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 open for several days allowing you to submit early. Thus, 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 a late assignment is 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. 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.

Students Requiring Accommodations
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565,) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Please follow this procedure as early as possible in the semester.

Academic Integrity
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 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.

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. If late assignments are accepted, please know there will be a substantial grade penalty.

Communication
I can best be reached via my work email (thopp@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). Please do not reach out to me via the Canvas course site or through the Comment section on assignments.
PERFORMANCE EVALUATIONS

Short Answer Article Questions
To facilitate discussion, assist in preparation for class, and stimulate personal examination of each topic, you will be given seven (7) sets of article questions, one per 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) module discussion boards during the semester. Each module discussion board will be comprised of between 3-5 “sub-boards” (e.g., for Module 1: 1A, 1B, 1C, etc.). You will choose any three (3) sub-boards to respond to and discuss with your peers according to the following protocol:

Task #1
- Choose any three (3) sub-boards to respond to (each will continue a set of questions/prompts)
- Post an initial response to each of these three (3) sub-boards
- In your initial responses, be sure to address/answer each of the questions/prompts
- Initial responses (3) are to be posted no later than Wednesday at 11:59pm

Task #2
- Post a response to any two (2) of your peers’ initial posts for each of three (3) sub-boards
- Your first peer response will need to be posted no later than Friday at 11:59pm
- Your second peer response will be due Sunday at 11:59pm of that same week
  - This will help to facilitate a discussion and prevent everyone from logging on Sunday to make both postings

To successfully complete and fully participate in the discussion boards, you must:
- Post initial comments and respond to the discussion boards with thoughtful and articulate comments, completing your postings on time, and critical evaluation of and response to your classmate’s postings

Discussion Leaders
For Modules 2 – 7, up to five students (depending on the size of the class) 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, as discussion leader you are expected to check your respective discussion board daily to respond to peers and make contributions. You will be graded on your ability to assist in critical analysis and discussion on each topic. Discussion Leaders are to send me their three (at minimum) questions or topics by 11:59pm on the first Sunday (see course schedule) of their respective module. I will select and post the questions that following Monday morning. Students will choose three (3) questions to discuss following the above protocol. You will not receive Discussion Board points the week during which you are the discussion leader.

Reflection Papers
Due to the sometimes controversial nature of the course material, students might not feel comfortable speaking their mind in their discussion board. Thus, you will complete four (4) 3-5 page (750-1250 words) reflection papers that will provide you with the chance to share your thoughts, feelings, and/or reactions regarding any one aspect of class discussion (e.g., a peer’s comments), examples, readings, or personal experience relating to a topic(s) from the previous weeks. All papers are to be a Microsoft Word (or compatible) document with 1-inch margins, double spacing, and 12 Times New Roman or 11 Calibri font. Reflection papers are personal and will not be shared with anyone.
Life without Sports

For your 4th reflection paper, you will be asked to abstain from sport and fandom activities for four days (96 hours), spanning Friday-Monday. Activities from which you 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, you will chronicle your experience through reflection and journal entries. At the end, you will write one final reflection paper. Further details can be found in the assignment on Canvas. This reflection paper will be worth more than the other three.

GRADING

Assessment Values:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Welcome Discussion Board</td>
<td>5 points</td>
</tr>
<tr>
<td>Discussion Leader</td>
<td>25 points</td>
</tr>
<tr>
<td>Article Questions</td>
<td>(6 x 10)</td>
</tr>
<tr>
<td>Reflection Papers</td>
<td>(3 x 15; 1 x 35)</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>(6 x 15)</td>
</tr>
</tbody>
</table>

Total Points: 260 Points

Grading Scale (No Rounding):

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Total Points</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>239 – 260</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>234 – 238</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>228 – 233</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>213 – 227</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>208 – 212</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>202 – 207</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>187 – 201</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>182 – 186</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>177 – 181</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>161 – 176</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>156 – 160</td>
<td>0.67</td>
</tr>
<tr>
<td>E</td>
<td>&lt;= 155</td>
<td>0.00</td>
</tr>
</tbody>
</table>

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

U Matter, We Care

U Matter, We Care is committed to creating a culture of care on our campus by encouraging members of our community to look after 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. 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 9-1-1.

Copyright Statement

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Module 1 (January 6 – January 19)  
*Sociology and Sport*

**Readings:**


**Video:**  
*A Class Divided*

**Assignments:**
- Sunday, January 12: Introduction on Welcome Discussion Board
- Wednesday, January 15: Opening Statements to Discussion Boards
- Sunday, January 19: Two (2) responses to classmates in each Discussion Board

Module 2 (January 20 – February 2)  
*Youth Sport: What are We Teaching?*

**Readings:**


The Aspen Institute’s *State of Play 2017: Trends and Developments*


**Assignments:**
- Sunday, January 26: Module 2 Article Questions
- Sunday, January 26: Discussion Leader Questions
- Wednesday, January 29: Opening Statements to Discussion Boards
- Sunday, February 2: Two (2) responses to classmates in each Discussion Board
- Sunday, February 2: Reflection Paper 1
Module 3 (February 3 – February 16)
The Role of Sport in Education

Readings:


Assignments:
Sunday, February 9  Module 3 Article Questions
Sunday, February 9  Discussion Leader Questions
Wednesday, February 12  Opening Statement to Discussion Boards
Sunday, February 16  Two (2) responses to classmates in each Discussion Board

Module 4 (February 17 – March 1)
Gender, Sexuality and Sport: What will it take for Equality?

Readings:


Assignments:
Sunday, February 23  Module 4 Article Questions
Sunday, February 23  Discussion Leader Questions
Wednesday, February 26  Opening Statements to Discussion Boards
Sunday, March 1  Two (2) responses to classmates in each Discussion Board
Sunday, March 1  Reflection Paper 2
Module 5 (March 9 – March 22)
Diversity and Inclusion in Sport and Sport Organizations

Readings:


Assignments:
Sunday, March 15
Module 5 Article Questions
Sunday, March 15
Discussion Leader Questions
Wednesday, March 18
Opening Statements to Discussion Boards
Sunday, March 22
Two (2) responses to classmates in each Discussion Board
Sunday, March 22
Reflection Paper 3

Module 6 (March 23 – April 5)
The Impact of Socioeconomic Status, Social Class and Inherent Risks on Sport & Sport Participation

Readings:


Assignments:
Sunday, March 29
Module 6 Article Questions
Sunday, March 29
Discussion Leader Questions
Wednesday, April 1
Opening Statement to Discussion Boards
Sunday, April 5
Two (2) responses to classmates in each Discussion Board
Module 7 (April 6 – April 22)
The Future of Sport

Readings:


Assignments:
Sunday, April 12       Module 7 Article Questions
Sunday, April 12       Discussion Leader Questions
Wednesday, April 15    Opening Statement to Discussion Boards
Sunday, April 19       Two (2) responses to classmates in each Discussion Board
Wednesday, April 22    Reflection Paper 4 – Life without Sports